School of Health Rehabilitation Sciences
Department of Speech and Language Therapy

Patras, 2022-2023

This document presents the outlines of all courses running currently at the Department of Speech and Language Therapy, School of Health Rehabilitation Sciences, University of Patras. The courses are presented in semesters. For more information, please visit the Department's website.

Contents

UNDERGRADUATE STUDIES

FIRST SEMESTER							
COURSE CODE	COURSE TITLE	TEACHING HOURS				TEACHING UNITS	WEIGHTING FACTOR	CREDITS ECTS
		LECTURES	TUTORIALS	LABORATORY	OTHER			
COMPULSORY								
SLT_101	Phonetics	2		2		3	1,5	5
SLT_102	Developmental Psychology	3				3	1,5	5
SLT_103	Anatomy Physiol. Hearing, Speech, Lang.	3				3	1,5	5
SLT_104	Introduction to Linguistics	3				3	1,5	5
SLT_105	Introduction to Statistics and Computing	2	1	1		3.5	1,5	5
SLT_106	Intro. to Speech Language Pathology	3	1			4	1,5	5
						TOTAL		30

SECOND SEMESTER							
COURSE CODE	COURSE TITLE	TEACHING HOURS				TEACHING UNITS	WEIGHTING FACTOR	CREDITS ECTS
		LECTURES	TUTORIALS	LABORATORY	OTHER			
COMPULSORY								
SLT_201	Med. Sciences in Speech Lang. Path. I	3				3	1,5	5
SLT_202	Cognitive Psychology	3				3	1,5	5
SLT_203	Speech and Hearing Sciences	2	1			3	1,5	5
SLT_204	Lang. Development - Lang. Acquisition	3	1			4	1,5	5
SLT_205	Phonological Develop. and Disorders	3	1			4	1,5	5
SLT_206	Professional Ethics	3				3	1,5	5
						TOTAL		30

THIRD SEMESTER								
COURSE CODE	COURSE TITLE	TEACHING HOURS				TEACHING UNITS	WEIGHTING FACTOR	CREDITS ECTS
		LECTURES	TUTORIALS	LABORATORY	OTHER			
COMPULSORY								
SLT_301	Med. Sciences in Speech Lang. Path. II	3				3	1,5	6
SLT_302	Clinical Psychology - Psychopathology	3	1			4	1,5	6
SLT_303	Developmental Language Disorders	3	1			4	1,5	6
SLT_304	Audiology	3	1			4	1,5	6
SLT_305	Clinical Topics in Speech Lang. Pathology	3	1			4	1,5	6
						TOTAL		30

FOURTH SEMESTER								
COURSE CODE	COURSE TITLE	TEACHING HOURS				TEACHING UNITS	WEIGHTING FACTOR	CREDITS ECTS
		LECTURES	TUTORIALS	LABORATORY	OTHER			
COMPULSORY								
SLT_401	Syntactic Struct. and Lang. Impairments	3				3	1,5	5
SLT_402	Learn. Diff. in Speech Lang. Disorders	3	1			4	1,5	5
SLT_403	Swallowing Disorders Dysphagia	2	1	1		3,5	1,5	5
SLT_404	Clin. Pract. A1 (Analys. - Assessment)		2	3		3,5	1,5	5
SLT_405	Voice Disorders	2	1	1		3,5	1,5	5
SLT_406	Diagnostic Meth.	3	1			4	1,5	5
						TOTAL		30

FIFTH SEMESTER

COURSE CODE	COURSE TITLE	TEACHING HOURS				TEACHING UNITS	WEIGHTING FACTOR	CREDITS ECTS
		LECTURES	TUTORIALS	LABORATORY	OTHER			
COMPULSORY								
SLT_501	Clinical Neuropsychology	3				3	1,5	5
SLT_502	Psych. of Lang. and Neurolinguistics	3	1			4	1,5	5
SLT_503	Fluency Disorders	2	1			3	1,5	5
SLT_504	Aphasia and Related Lang. Disorders	3	1			4	1,5	5
SLT_505	Clin. Pract. A2 (Analys. - Assessment)		2	3		3,5	1	5
ELECTIVE (Single choice)								
SLT_506	Analys. Speech Lang. Path. Bibl. English	3				3	1,5	5
						TOTAL		30

SIXTH SEMESTER								
COURSE CODE	COURSE TITLE	TEACHING HOURS				TEACHING UNITS	WEIGHTING FACTOR	CREDITS ECTS
		LECTURES	TUTORIALS	LABORATORY	OTHER			
COMPULSORY								
SLT_601	Neurogenic Motor Speech Disorders	3	1			4	1,5	6
SLT_602	Acquired Cogn.-Lang. Comm. Disorders	3	1			4	1,5	6
SLT_603	Clin. Pract. B1 (ManagementTherapy)		2	4		4	1,5	7
SLT_604	Rehabilitative Audiology	3	1			4	1,5	6
ELECTIVE (single choise)								
SLT_605	Res. Meth. Quant. Meth. Data Analys.	2	1	1		3,5	1,5	5
SLT_606	Experimental Pragmatics and Clinical Applications	3				3	1,5	5
						TOTAL		30

SEVENTH SEMESTER				
COURSE CODE	COURSE TITLE	TEACHING HOURS	TEACHING UNITS	WEIGHTING FACTOR	CREDITS ECTS

		LECTURES	TUTORIALS	LABORATORY	OTHER			
COMPULSORY								
SLT_701	Tech. Speech, Lang. Augment. Comm.	2	1	1		3,5	1,5	6
SLT_702	Craniofacial Speech Disorders	3	1			4	1,5	6
SLT_703	Clin. Pract. B2 (Management Therapy)		2	4		4	1,5	7
SLT_704	Develop. Disord. Syndr. Spec. Popul.	3	1			4	1,5	6
ELECTIVE (single choice)								
SLT_705	Multilingual Enivron. Bilingualism	3	1			4	1,5	5
SLT_706	Evidence-Based Pract. Speech Lang. Path.	3				3	1,5	5
						TOTAL		30

EIGHTH SEMESTER								
COURSE CODE	COURSE TITLE	TEACHING HOURS				TEACHING UNITS	WEIGHTING FACTOR	CREDITS ECTS
		LECTURES	TUTORIALS	LABORATORY	OTHER			
COMPULSORY								
SLT_801	Clinical Pract. in Speech Lang. Path.			20		10	4	10
ELECTIVE (choose 4 courses but not Thesis or 2 and Thesis)								
SLT_802	Counseling	3				3	1,5	5
SLT_803	Academic Writing	3				3	1,5	5
SLT_804	Hearing Amplification System Technology	3				3	1,5	5
SLT_805	Thesis		10			10	4	10
SLT_806	Organization and Management of Speech & Language Therapy Services	3				3	1,5	5
SLT_606	Experimental Pragmatics and Clinical Applications	3				3	1,5	5
						TOTAL		30

FIRST SEMESTER

PHONETICS (SLT_101)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	SPEECH AND LANGUAGE THERAPY		
LEVEL OF STUDIES	*Undergraduate*		
COURSE CODE	**SLT_101**	**SEMESTER**	1st
COURSE TITLE	PHONETICS		
	WEEKLY TEACHING HOURS	**CREDITS**	
Lectures	2	5	
Tutorials	2		
COURSE TYPE	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT206/		

2. LEARNING OUTCOMES

Learning outcomes
After the successful completion of the course, the student will be able: • To understand the difference between phonetics and phonology   • To have a good knowledge of phonetics and its aspects   • To understand that speech is not limited to articulation   • To understand the mechanisms of speech production and the configurations of the vocal tract used to produce speech sounds   • To become familiar with the speech sounds of the Modern Greek language (monophthongs and diphthongs), how they are produced and how they are perceived either as units or in connected speech   • To become familiar with the description of speech sounds in terms of their articulation and acoustic structure   • To become familiar with the description and transcription of speech sounds based on the International Phonetic Alphabet

- To understand the suprasegmental features of speech, their role in communication as well as how they are produced by the speaker and perceived by the listener
- To have a good knowledge of the phonetic and phonological phenomena in connected speech
- To become familiar with the linguistic sounds and phonology of Modern Greek and its dialects
- To become familiar with the recording and analyzing of the speech signal
- To transcribe both formal and non-formal speech using the International Phonetic Alphabet
- To describe/categorize the speech sounds of Greek based on their features: sonoity, nasality, place and manner of articulation
- To describe the suprasegmental features of speech
- To analyze the acoustic features of sounds using appropriate programs such as Praat
- To analyze spectogramms, waveforms and other acoustic represantatios of speech

General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Respect for difference and multiculturalism.

3. **SYLLABUS**

LECTURES

1. Introduction
    i. Speech chain
    ii. The aspects to the study of speech sounds: articulatory, acoustic, and auditory
    iii. Description of mechanism of speech production: respiration - phonation - sonority - resonance - articulation - prosody
    iv. Vocal tract
    v. Sounds: phonetics and orthography

2. Segmental features
    i. The sounds of speech
    ii. Consonants: the place of articulation
    iii. Consonants: the manner of articulation
    iv. Vowels: the vowel spectrum
    v. Diphthongs
    vi. Phonetic transcription

3. Phonology
    i. Phonetics vs. Phonology
    ii. Phonological system: phonemes and allophones
    iii. Coarticulation
    iv. Phonological transcription
    v. Phonological processes

      vi.   Phonological structure: syllables, phonotactics, clusters

4. Acoustic phonetics
      i.   The propagation of sound wave
      ii.   The characteristics of sound wave
      iii.   Periodicity and aperiodicity
      iv.   The source-filter theory
      v.   The illustration of sound: waveform and spectrogram
5. Acoustic characteristics of speech sounds
      i.   Vowels: Formants and acoustic transition
      ii.   Consonants:
            a.   fricatives, sibilants
            b.   plosives: Voice Onset Time
            c.   affricates
            d.   nasals
            e.   liquids

6. Suprasegmental features
      i.   Fundamental frequency, intensity, duration
      ii.   Stress
      iii.   Intonation
      iv.   Paralinguistic features: emotional prosody

7. Clinical phonetics

WORKSHOP/LABORATORY

1. Phonetic transcription exercises
2. Acoustic analysis exercises using Praat (e.g. recognition of vowels and consonants based on waveforms and spectrograms, acoustic measurements such as formants, voice onset time, fundamental frequency, intensity and duration)
3. Introduction to the use of laboratory equipment (spectrograph, etc.), electro-acoustic and electro-optical means of digital technology for the recording and speech analysis

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face learning (lectures using PowerPoint) Laboratory education
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Support of the learning process through the electronic platform e-class Internet use Use of audio-visual material e.g. https://soundsofspeech.uiowa.edu/home
TEACHING METHODS	<table><tr><td>*Activity*</td><td>*Semester workload*</td></tr><tr><td>Lectures</td><td>26</td></tr><tr><td>Workshop/Laboratory</td><td>26</td></tr><tr><td>Non-directed study</td><td>43</td></tr><tr><td>Phonetic transcription exercises</td><td>10</td></tr><tr><td>Phonetic features exercises</td><td>10</td></tr><tr><td>Acoustic analysis exercises</td><td>10</td></tr><tr><td>Course total</td><td>*125 hours (5 ECTS)*</td></tr></table>
STUDENT PERFORMANCE EVALUATION	• **Lectures**: final written examination • **Workshop/laboratory**: A) written examination (80%) B) Phonetic transcription & acoustic analysis exercises (20%)

5. SUGGESTED BIBLIOGRAPHY

- Ladefoged, P. (2007). *Εισαγωγή στη Φωνητική*. Αθήνα: Εκδόσεις Πατάκη. (προσαρμογή στην Ελληνική: Μ. Μπαλταζάνη).
- Edwards, H. (1992). *Applied Phonetics*. Singular Publishing Group, Inc.
- *Handbook of the International Phonetic Association* (1999). Cambridge: Cambridge University Press.
- Nespor, M. (1999). *Φωνολογία*. Αθήνα: Εκδόσεις Πατάκη. (προσαρμογή στην Ελληνική: Α. Ράλλη & Μ. Nespor).
- Ohde, R., & Scharf, D. (1992). *Phonetic analysis of normal and abnormal speech*. New York: Merrill/MacMillan Publishing Co.

DEVELOPMENTAL PSYCHOLOGY (SLT_102)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH AND LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	SLT_102 **SEMESTER** 1ST
COURSE TITLE	DEVELOPMENTAL PSYCHOLOGY

	WEEKLY TEACHING HOURS	**CREDITS**
Lectures	3	5

COURSE TYPE	SPECIALISED GENERAL KNOWLEDGE
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/courses.php?fc=155

2. LEARNING OUTCOMES

Learning outcomes
• To become familiar with the principles that govern human development. • To become familiar with the scientific research methods of evolutionary psychology and the limitations that exist in this field • To acquire knowledge of the cognitive, emotional and social parameters of human development in all periods of life. • To strengthen students' critical capacity by informing them about the relevant developments and issues that concern scientists in the field of evolutionary psychology, so that they can debate on these issues with appropriate arguments. • To gain knowledge of the expected milestones across ages, which will help them when they become professionals to adapt their work accroding to the needs of each stage and to recognize what requires their immediate intervention.

General Competences
• Search for, analysis and synthesis of data and information, with the use of the necessary technology • Working independently • Working in an interdisciplinary environment • Respect for difference and multiculturalism • Production of free, creative and inductive thinking

3. SYLLABUS

Introduction to evolutionary psychology. Human evolution from a historical point of view. Growth factors: Maturity - Learning. Research methods in evolutionary psychology and limitations. Contemporary theoretical approaches: Behavioural (Watson, Skinner, Bandura), Psychoanalytic: Freud, Cognitive: Piaget, Biosocial: Erikson, Sociocultural: Vygotsky.

Prenatal development. Development in the early stages. Heredity and environment. Genetic and environmental influences on physical, cognitive and emotional development. Hereditary and genetic disorders.

Childbirth and newborn: childbirth, complications, normal baby. Sensorimotor development. Development of the senses. Cognitive development. Language development. Social and personality development in infancy. Individual differences in infants.

Preschool age: Physical, cognitive, emotional, linguistic and social development. Personality development, shaping the concept of self. Development of morality and aggression.

School age - Middle childhood: Physical, cognitive, linguistic, social and emotional development. Personality development. Interpersonal relationships and friendships. Family and school.

Adolescence: Physical, cognitive, linguistic, social and emotional development. Personality development and identity. Interpersonal relationships - family and friends. Relationships with the opposite sex, sexual behaviour Dangers that threaten adolescents (substance abuse, internet, etc).

Early adult life: physical and cognitive development, social development and personality development, relationships, work.

Middle adult life: Physical and cognitive development, health issues. Social and personality development, family, work and leisure.

Late adult life: physical, cognitive, social, emotional development, personality development. Difficulties presented at this age in all areas. Retirement, Death, Bereavement.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face lectures
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching and communication with the students. Support of the learning process through the University electronic platform (e-class).
TEACHING METHODS	
STUDENT PERFORMANCE EVALUATION	Final written examination (100%) Each question / exercise of the exam has a different grade which is announced to the students during the exam. The examinable material and the assessment process are communicated to the students during the lectures and on the e-class platform.

Under TEACHING METHODS:

Activity	Semester workload
Lectures	39
Study and analysis of bibliography	30
Non-directed study	53
Examinations	3
Course total	*125 hours*

5. SUGGESTED BIBLIOGRAPHY

- Feldman, S., Robert (2011): Εξελικτική Ψυχολογία: Δια βίου ανάπτυξη (επιμ ελληνικής έκδοση: Μπεζεβέγκης Ηλίας) Εκδόσεις Gutenberg
- Stassen Berger Kathleen (2011): The Developing Person Through the Life Span. Worth Publishers; 8th edition
- Robert V. Kail and John C Cavanaugh, (2015): Human Development, a life span view. Gencage Learning, 7th ed
- Laura e Berk (2017): Development through the lifespan, Pearson ed.

ANATOMY –PHYSIOLOGY HEARING, SPEECH, LANGUAGE (SLT_103)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	**SLT_103**	**SEMESTER**	1st
COURSE TITLE	ANATOMY & PHYSIOLOGY OF HEARING, SPEECH, LANGUAGE

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
Lectures	3	5

COURSE TYPE	SPECIALISED GENERAL KNOWLEDGE
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT209/

2. LEARNING OUTCOMES

Learning outcomes
• To acquire basic knowledge of human body structure, the cells, the tissues, the organs and the systems.

• To acquire the understanding of the complexity of anatomy and neuroanatomy. To get familiar to neuroanatomy of cranial nerves, peripheral and central nervous system.

• To acquire knowledge on the communication between the individual systems, organs, tissues and, ultimately, cells.
• Acquisition of knowledge on the required anatomy and neuroanatomy for speech, language, hearing, voice and swallowing. |
| **General Competences** |
| ● Search for, analysis and synthesis of data and information, with the use of the necessary technology |

- Work in an interdisciplinary environment

- Self-study

- Promoting free, creative and inductive thinking

3. SYLLABUS

Structure and normal function of the cell and its organelles, the ways of transporting essential or useless substances, intracellular and extracellular communication, development and special characteristics of tissues, organs and systems, structural and functional differences of the parts of the musculoskeletal system.

Mechanism of development and transmission of neuronal signals, structure and function of the brain, spinal cord, autonomic nervous system and peripheral nerves.

Structure of the ear and the eye, creation of sound / light waves and nerve signals of sound / vision as well as the rest of the sensory organs.

Respiratory system with emphasis on the parts of the nasal cavity, oral cavity and larynx and their changes to produce sound.

Heart and large vessels, blood cells and the immune system as well as immunity mechanisms. The parts of the digestive and urinary system as well as the function of absorption of nutrients and excretion of harmful substances.

Neuroanatomy of cranial nerves and functions. Peripheral and Central nervous system.

Basic neuroanatomy for speech, language, hearing, voice and swallowing.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Lectures (face-to –face)		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching and communication with the students. Learning supported via the University e-class platform		
TEACHING METHODS	*Activity*	*Semester workload*	
	Lectures	39	
	Self - Study	83	
	Examination	3	
	Course total	**125**	
STUDENT PERFORMANCE EVALUATION	Final written examination (100%) Each question / exercise of the exam has a different grade which is announced to the students during the exam.		

	The examinable material and the assessment process are communicated to the students during the lectures and on the e-class platform.

5. ATTACHED BIBLIOGRAPHY

- Lippert, H. (1993) Ανατομική (5η Έκδοση). Αθήνα: Εκδόσεις Παρισιάνου.
- McFarland D (2011) : Netter's εικονογραφημένο εγχειρίδιο ανατομίας λόγου, κατάποσης και ακοής, Broken Hill publishers
- Moore K.L. (2012) : Κλινική Ανατομία, Broken Hill publishers, 2nd Ed

INTRODUCTION TO LINGUISTICS (SLT_104)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	SPEECH AND LANGUAGE THERAPY		
LEVEL OF STUDIES	*Undergraduate*		
COURSE CODE	**SLT_104**	**SEMESTER**	1st
COURSE TITLE	INTRODUCTION TO LINGUISTICS		

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
Lectures	3	5

COURSE TYPE	SPECIALISED GENERAL KNOWLEDGE
PREREQUISITE COURSES	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT104/

2. LEARNING OUTCOMES

Learning outcomes
● Students should have obtained an overall view of the subject matter of Linguistics, which the study of the properties of language as a system of communication with structure.   ● Students should have re-examined possible prejudices associated with different languages/dialects/varieties, as well as with types of atypical language.   ● Students should have developed an informed opinion regarding the nature of human language and the manner(s) of its analysis.   ● Students should be able to distinguish scientific from non-scientific approaches to the study of language.
Upon completion of the course, students should be able to: ● Analyze language in its phonological, morphological and syntactic units, and be able to extend the analysis to impaired/atypical language.   ● Tell the difference between scientific and non-scientific views to language, as well as between descriptive and prescriptive ways of analyzing it.
General Competences
● Production of free, creative and inductive thinking

•	Respect for difference and multiculturalism

3. SYLLABUS

The biological base of Language. Differences between human language and animal communication systems. Bird singing, bee dancing, teaching human language to primates. Linguistic competence, linguistic performance. Descriptive and prescriptive grammars. Language and Cognition. Generative linguistics and other approaches to the study of language. Critical period.
Articulatory phonetics: consonants, vowels, place, manner of articulation, voicing.
Phonology: phonemes, allophones, supersegmental features. Phonetic and phonological impairments.
Morphology: morphemes (bound – free, functional – lexical), allomorphs. Agglutinative, fusional/inflected, polysynthetic languages.
Syntax: utterance, sentence, grammaticality, acceptability, semantic anomaly. Phrase structure rules, functional and lexical categories, trees. Movement. Questions, passives.
Semantics: lexical meaning, structural/sentential meaning, sense/intension and reference/extension. Thematic roles. Truth value of sentences.
Pragmatics: anaphora and deixis, speech acts, implicatures, Grice's maxims.
Language in society: Standard language and dialects. Pidgin and creoles. Slang and idiolect. Language and gender.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	• In class lectures • The last hour is dedicated to solving and discussing the exercises that have been assigned to students the previous week to prepare. A detailed description of the topics covered in the course per week, as well as of the grading procedure, are made known to students in the Course Description posted on the e-class page.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	ICT is used in ● Lectures, ● Communication with students
TEACHING METHODS	<table><tr><td>***Activity***</td><td>***Semester workload***</td></tr><tr><td>Lectures (13)</td><td>39</td></tr><tr><td>Directed study</td><td>21</td></tr><tr><td>Non-directed study</td><td>65</td></tr><tr><td>Course total (25 hours course load per credit)</td><td>***125***</td></tr></table>
STUDENT PERFORMANCE EVALUATION	Written final exam (100%) which will contain: a) Multiple choice questions b) Essay questions c) Solving exercises (phonetics, phonology, morphology, syntax, semantics, pragmatics).

5. SUGGESTED BIBLIOGRAPHY

• Akmajian, A., Demers, A. R, Farmer, A.K. & Harnish, R.M. (2010). *Linguistics: An Introduction to Language and Communication* (6th Edition). Cambridge, MA: MIT Press.

- Γαβριηλίδου Ζ., Μητσιάκη, Μ. & Φλιάτουρας, Α. (2021). *100 Βασικές Έννοιες για τη Γλωσσολογία*. Αθήνα: Εκδόσεις Gutenberg.
- Fromkin, V., Rodman, R. & Hyams, N. (2003), 7ηέκδοση.*Εισαγωγή στη μελέτη της γλώσσας.* Αθήνα: Εκδόσεις Πατάκη. (επιμέλεια μετάφρασης, προσαρμογή στην Ελληνική: Γ. Ξυδόπουλος).
- Παναγιωτίδης, Φ. (2013). *Μίλα μου για Γλώσσα*. Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.
- Φιλιππάκη-Warburton, Ε. (1992). *Εισαγωγή στη Θεωρητική Γλωσσολογία*. Αθήνα: Εκδόσεις Νεφέλη.

INTRODUCTION TO STATISTICS AND COMPUTING (SLT_105)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SPEECH & LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	SLT_105 **SEMESTER** 1st
COURSE TITLE	INTRODUCTION TO STATISTICS AND COMPUTING

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
Lectures	2	
Tutorial	1	5
Laboratory Exercises	1	

COURSE TYPE	GENERAL KNOWLEDGE
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT101/

2. LEARNING OUTCOMES

Learning outcomes
- Acquire an introductory knowledge of statistics as a science, but also as a tool for projects and research   - Being able to design, conduct and present evidence of descriptive research;   - Have the ability to produce results that they can correlate in order to draw conclusions in a survey;   - Be able to use the computer and its applications as a tool in statistics and data analysis and presentation   - Be able to appreciate the importance of statistics and information in a data-rich world
General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision-making
- Working independently
- Production of free, creative and inductive thinking

3. SYLLABUS

The main course topics are:

Basic concepts of descriptive statistics. Variable and Measures of Variables. Concept and types of frequency distributions, graphical representation. Measures of central tendency. Measures of Variability. Scatterplots and Correlation Coefficients.

Computers. Numbering Systems. Basic Binary Arithmetic. Logic Operations.

Finally, the way of using computers as a tool for statistics is developed: Introduction and basic concepts in managing spreadsheet (Microsoft Excel) application programs. Data representation. Excel statistical functions. Tables and graphs of results using Excel. Excel Logical Operations. Databases.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching for course delivery, laboratory education and communication with students. Course materials and learning process support through the University e-learning platform (e-class).	
TEACHING METHODS	*Activity*	*Semester workload*
	Lectures	26
	Tutorials	13
	Laboratory practice	13
	Guided study and analysis of bibliography	15
	Independent Study	54
	Exams	4
	Course total	*125*

STUDENT PERFORMANCE EVALUATION	1) Final exam (70%) that includes: – multiple choice questionnaires – short-answer questions – problem solving exercises 2) Completion of laboratory exercises and final lab exam (30%) Successful completion requires a grade of at least 5/10 in both the Written Final Examination and the laboratory part of the course. Each question/exam exercise has a different score which is communicated to students during the exam. The examinable material and the evaluation process are communicated to the students in the lectures, the laboratory and e-class.

5. SUGGESTED BIBLIOGRAPHY

- Liengme, B. (2016). *A guide to Microsoft Excel 2013 for scientists and engineers*. London: Academic Press.

- Reding, E., & Wermers, L. (2013). *Microsoft Excel 2013 for Medical Professionals*. Boston: Cengage Learning.

- Petrie, A., & Sabin, C. (2019). *Medical Statistics at a Glance*. Hoboken, NJ: Wiley-Blackwell.

INTRODUCTION TO SPEECH LANGUAGE PATHOLOGY (SLT_106)

1. **GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SPEECH & LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	**SLT_106** **SEMESTER** 1ST
COURSE TITLE	INTRODUCTION TO SPEECH LANGUAGE PATHOLOGY

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
Lectures	4	5

COURSE TYPE	SPECIAL BACKGROUND
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/courses.php?fc=155

2. **LEARNING OUTCOMES**

Learning outcomes
• To provide students with a comprehensive knowledge of the role of Speech and Language Therapist, the various communication and swallowing disorders and what is the role of Speech and Language Therapists. • To acquire knowledge on the stakeholders and understand the role of Speech and Language pathologist in interdisciplinary teams. • To familiarise with the various fields of specialization in Speech and Language Pathology and with the professional capabilities in clinical profession and research environment (clinical and theoretical).
General Competences
•   Search for, analysis and synthesis of data and information, with the use of the necessary technology •   Decision-making

- Working independently
- Production of free, creative and inductive thinking

3. SYLLABUS

• The role of Speech and Language Therapist in prevention via awareness and education. Diagnosis / assessment of human Communication-Voice, Speech and Language, hearing and swallowing

• Brief reference to developmental language disorders, pervasive developmental disorders, learning disorders, dysarthria, dysphagia, phonological-articulation disorders, voice disorders, speech fluency disorders, aphasia, hearing loss, etc.

• Analysis of basic human communication skills, basic therapeutic methods, interpersonal clinical and counseling skills.

• Reference to other specialties that collaborate with Speech and Language Therapists. Interdisciplinary approach and collaboration for the overall treatment of the patient.

• Speech and Language Therapists working in different environments: self-employed, working in schools, hospitals, institutions and other services.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face teaching, and tutorials based on case studies to allow further understanding of the theory and the development of clinical skills	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching for course delivery, laboratory education and communication with students. Course materials and learning process support through the University e-learning platform (e-class).	
TEACHING METHODS	*Activity*	*Semester workload*
	Lectures	39
	Tutorials	13
	Guided study and analysis of bibliography	73
	Course total	*125*
STUDENT PERFORMANCE EVALUATION	Final exam that includes: – multiple choice questionnaires – short-answer questions	

5. SUGGESTED BIBLIOGRAPHY

- Anderson N. (2002). *Εισαγωγή στις Διαταραχές Επικοινωνίας* . (Επιμ. Ελληνικής έκδοσης: Ν. Τρίμμης- Ν, Ζιάβρα). Εκδόσεις Broken Hill publishers

- Plante, E. and P. M. Beeson (2011): *Η ανθρώπινη επικοινωνία και οι διαταραχές της* (Επιμ. Ελληνικής έκδοσης: Η. Παπαθανασίου - Λ. Μανωλόπουλος). Εκδόσεις Παρισιάνου (3nd Edition).

SECOND SEMESTER

MEDICAL SCIENCES IN SPEECH & LANGUAGE THERAPY I (SLT_201)

1.   **GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY		
LEVEL OF STUDIES	*Undergraduate*		
COURSE CODE	**SLT_201**	**SEMESTER**	**2nd**
COURSE TITLE	MEDICAL SCIENCES IN SPEECH & LANGUAGE THERAPY I		
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
	Lectures	3	5
COURSE TYPE	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/courses.php?fc=155		

2.   **LEARNING OUTCOMES**

Learning outcomes
• Understanding of the basic principles of nerve cell function with emphasis on nerve signal generation and synaptic transmission.   • To connect the anatomical features of areas of the brain with specific physiological actions and especially those that are directly or indirectly related to the expression and structure of language.   • Acquisition of basic knowledge of clinical neurology, focusing mainly on diseases that can be clinically expressed with speech and communication disorders.   • Knowledge of the etiology, symptoms, and therapeutic elements of these neurological conditions will help students: o to understand the organic causes for speech and communication disorders as well as disorders in cognitive functions such as memory, attention, etc.

o with the awareness of other neurological deficits, functional disabilities, patients' disabilities as well as the prognosis of neurological diseases, so that speech and communication problems can be assessed and addressed more comprehensively.

General Competences

- Search for analysis and synthesis of data and information, with the use of the necessary technology

- Work in an interdisciplinary environment

- Self-study

- Promoting free, creative and inductive thinking

3. SYLLABUS

Nerve cell types. Study of the anatomy of the neuron. Brief description of the Nervous system with emphasis on the description of the central nervous system (brain - spinal cord). The physiology of nerve signal transmission - neuron resting potential - energy potential release - synapse function - detailed description of chemical synapse function - neurotransmitters (examples of stimulant and inhibitory neurotransmitter action)

Anatomy and physiology of different areas of the brain (cerebral hemispheres, hypothalamus, midbrain, cerebellum, medulla oblongata, bridge and stem). Specifically, for the cerebral hemispheres distinction of the various functions of the cortical areas (kinetic-aesthetic-associative-visual-acoustic, etc.) Language and cognitive functions, cranial nerves.

Development of the nervous system from the beginning of fetal life to early infancy - critical periods in the brain development. Physiology of the senses: sight, hearing, smell, taste.Language -production and comprehension of language - Speech disorders. Learning and memory (declarative and procedural memory, learning processes) Physiological and psychological stress - involvement of the nervous system

Neuroradiology (computerized tomography, MRI, myelography, angiography, functional neuroimaging), Neurophysiological examination (electroencephalography and evoked potentials), Intracranial pressure (intracranial hypertension and low intracranial pressure)

Dementia (Alzheimer's disease, vascular dementia, Lewy body dementia), Vascular stroke (pathogenesis, clinical features, differential diagnosis, investigation, treatment and prognosis), Transient ischemic attacks, Secondary prevention of vascular strokes and strokes Bleeding, Epilepsy (diagnosis, treatment and treatment), Traumatic Brain Injuries, Multiple Sclerosis, Parkinson's Disease, Dystonic Syndromes and Hyperactivity Disorders (tremor, focal and generalized dystonia, chorea), Neoplasms of the central nervous system Neuromuscular disorders (Severe myasthenia gravis), Myopathies, Psychiatric complications of neurological diseases, Confusion and delirium.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Lectures (face-to –face)

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching for course delivery, laboratory education and communication with students. Course materials and learning process support through the University e-learning platform (e-class).		
TEACHING METHODS	*Activity*	*Semester workload*	
	Lectures (13)	39	
	Preparation (13)	26	
	Self - Study	60	
	Course total	**125**	
STUDENT PERFORMANCE EVALUATION .	Written examination (100%)		

5.   SUGGESTED BIBLIOGRAPHY

- Baehr M., Frocher M (2009): Duus' Εντοπιστική Διάγνωση στη Νευρολογία, Εκδόσεις Κωνσταντάρας, Αθήνα
- Johnson, E. (2011): *Νευροανατομία*, Εκδόσεις Κωνσταντάρας, Αθήνα
- Waxman St. (2013) : *Κλινική Νευροανατομία*, Broken Hill Publishers
- Runge M., Jones H.R. (2008) : *Netter παθολογία - Νευρικό Σύστημα*, Broken Hill Publishers

CONGITIVE PSYCHOLOGY (SLT_202)

1. **GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*

COURSE CODE	**SLT_202**	**SEMESTER**	**2nd**
COURSE TITLE	COGNITIVE PSYCHOLOGY		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	5

COURSE TYPE	SPECIALISED GENERAL KNOWLEDGE
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/courses.php?fc=155

2. **LEARNING OUTCOMES**

Learning outcomes

• To familiarise with the concepts of cognitive psychology, the fields of research and the association with similar sciences.

• To acquire good knowledge of the theoretical approaches that dominate in the field of cognitive psychology and to develop critical skills with regards to the disadvantages and advantages of each approach

• To acquire good knowledge of cognitive functions (i.e. memory, attention, perception, problem solving), their neuroanatomical correlation as well as their expression at behavioral level.

• To acquire good knowledge of dysfunction of cognitive functions so that as professionals they can handle cases with difficulties in the appropriate way.

General Competences
- Search for, analysis and synthesis of data and information, with the use of the necessary technology   - Self-study   - Work in an interdisciplinary environment   - Respect for difference and multiculturalism   - Promoting free, creative and inductive thinking

3. **SYLLABUS**

Introduction to cognitive psychology, research methods, basic methodological principles, key issues and research fields in cognitive psychology.

Cognitive Neuroscience: from the neuron to the brain, central nervous system, structures and functions of the brain, brain and cognitive functions.

Attention: nature of attention, theoretical models for attention, types of attention (selective, focused, distributed, shared), factors that affect it, cognitive neuroscience and attention, attention disorders.

Perception: from the senses to the mental representation, a function of perception of visual-auditory-tactile stimuli, self - perception, neuroanatomical areas involved in the function of perception? perception disorders.

Memory: theoretical models of memory, memory processes, types of memory: explicit-implicit, sensory, short-term, long-term, neuroanatomical areas of the brain and memory systems, memory disorders.

Executive functions: definition of executive functions, brain structures involved in them, disorders of executive functions.

Language: representation and organization of language. The characteristics of the language, understanding, and speech production, brain structures involved in both comprehension and production, developmental and acquired language disorders.

4. **TEACHING and LEARNING METHODS - EVALUATION**

DELIVERY .	Lectures (face-to –face)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching for course delivery, laboratory education and communication with students. Course materials and learning process support through the University e-learning platform (e-class).
TEACHING METHODS	<table><tr><td>*Activity*</td><td>*Semester workload*</td></tr><tr><td>Lectures (13)</td><td>39</td></tr></table>

	study and analysis of bibliography	30
	Self - Study	53
	Examinations	3
	Course total	**125**

STUDENT PERFORMANCE EVALUATION	Written examination (100%)

Each question / exercise of the exam has a different grade which is announced to the students during the exam.

The examinable material and the assessment process are communicated to the students during the lectures and on the e-class platform. |

5. SUGGESTED BIBLIOGRAPHY

- Johanna Van Hooff, E. Goldstein (2018). Cognitive Psychology: connecting mind, research and everyday experience, Gengage Learning EMEA.
- Michael W. Eysenck, (2015). Cognitive Psychology: A student's handbook. Psychology Press.
- Sternberg, R.J, (2011). Γνωστική Ψυχολογία. Εκδόσεις Διάδραση.
- Κολιάδη, Ε.(2002). Γνωστική Ψυχολογία, Γνωστική Νευροεπιστήμη και Εκπαιδευτική Πράξη. Αθήνα: Ελληνικά Γράμματα.
- Μακρής Νίκος Δεσλή Δέσποινα (2004): Η γνωστική ψυχολογία σήμερα. Εκδόσεις Δαρδάνος

SPEECH AND HEARING SCIENCES (SLT_203)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SPEECH & LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*

COURSE CODE	SLT_203	**SEMESTER**	2nd
COURSE TITLE	SPEECH AND HEARING SCIENCES		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	2	5
Tutorial	1	

COURSE TYPE	SPECIAL BACKGROUND
PREREQUISITE COURSES	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT138/

2. LEARNING OUTCOMES

Learning outcomes
- To understand of the basic principles of systems of perception of hearing, vision, touch, taste and smell. Neurobiological and psychophysiological approach.   - Ability to describe the basic principles of physical sound / acoustics.   - Ability to apply the principles of acoustics in the production and perception of speech and speech.   - Ability to distinguish the individual characteristics of the audio speech signal.   - Understanding of the role of higher centers in speech perception.
General Competences
- Search for, analysis and synthesis of data and information, with the use of the necessary technology   - Working independently   - Production of free, creative and inductive thinking

3. SYLLABUS

The main course topics are:

General principles, theories and physiological bases of sensory and perception systems. Psychophysics. Methods of psychophysics. Theories of Psychology Related to Perception Sensory systems. The encoding of the sensory system. Nerve cells, nerve impulses and synapses. Nerve Signal Processing related to perception. General properties of receptors. Development and evolution of the brain. Sounds. Sound wave generation. Types of sounds. Features of sound. Pitch. Periodic pitch. Timbre. Combinations of sounds. Critical Band. Sound masking. Combined tones. Binaural Hearing. Production, transmission and recognition of speech. Phonemes. Spectrogram. Running Spectral Distribution. Articulation and Speech Variability. Processing of Speech Signals. Categorical perception. Neural Mechanisms of Perception of Speech. The McGurk effect. Problems - Particularities of Perception of Everyday Speech. The phenomenon of speech restoration. Identification of two simultaneous vowels. Perception of vision, touch, taste and smell. Organization, Recognition, Attention, Movement, Perception Development.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching for course delivery, communication with students, course materials and learning process support through the University e-learning platform (e-class).	
TEACHING METHODS	*Activity*	*Semester workload*
	Lectures	26
	Tutorials	13
	Laboratory Phychophysics	13
	Assignment on Psychophysics experiment	25
	Study	45
	Exams	3
	Course total	*125*
STUDENT PERFORMANCE EVALUATION	1) Final exam (70%) that includes: – multiple choice questionnaires – short-answer questions – open-ended questions,	

	2) Completion of laboratory exercises and Individual Assignment (30%)
	Each question/exam exercise has a different score which is communicated to students during the exam.
	The curriculum and the evaluation process are communicated to the students in the lectures and e-class.

5. SUGGESTED BIBLIOGRAPHY

- Behrman, A. (2018). Η επιστήμη της ομιλίας και φωνής ((επιμ, Ελληνικής έκδοσης : Η. Παπαθανασίου). Αθήνα: Εκδόσεις Κωνσταντάρας.
- Breedlove, S. M., & Watson, N. V. (2013). Biological psychology: An introduction to behavioral, cognitive, and clinical neuroscience (7th Edition). Sinauer Associates.
- Goldstein, E. B., & Brockmole, J. (2017). Sensation and perception (10th edition). Mason,OH: Cengage Learning.
- Kalat, J. W. (2019). Biological psychology (13th edition). Mason,OH: Cengage Learning.
- Moore, B.C.J. (2013). An Introduction to the Psychology of Hearing (6th Edition). Leiden: Brill
- Pickett, J. M. (1999). The acoustics of speech communication: Fundamentals, speech perception theory, and technology. Boston: Allyn and Bacon.
- Παπαδάτος, Γ. (2011). Ψυχοφυσιολογία. Αθήνα: Εκδόσεις Παρισιάνου.
- Rosenzweig, M. R., Breedlove, S.M., & Watson, N. V. (2011). Βιολογική Ψυχολογία (4η Έκδ.). (Επιμ.
- Αντωνίου, Γ. Ανωγειανάκης, Ν. Καλφάκης, Δ. Κανδήλης, Γ. Παναγής κ.ά.). Αθήνα: Επιστημονικές Εκδόσεις Παρισιάνου.

LANGUAGE DEVELOPMENT – LANGUAGE ACQUISITION (SLT_204)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH AND LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*

COURSE CODE	SLT_204	**SEMESTER**	2nd
COURSE TITLE	LANGUAGE DEVELOPMENT – LANGUAGE ACQUISITION		

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
Lectures	3	5
Tutorial	1	

COURSE TYPE	SPECIAL BACKGROUND
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT130/

2. LEARNING OUTCOMES

Learning outcomes
• Students should have a good knowledge of the theories of language acquisition and be in a position to compare and evaluate them by offering arguments and examples. • Students should have a good knowledge of the various stages of language development per language component (phonology, morphology, syntax, etc.). • Students should be aware of the current methodology and technics for investigating language development.
Upon completion of the course, students should be able to: • Know the stages of typical language development per component of language. • Know the age of acquisition of specific areas of the various language components, and their properties. • Draw child language data from the various data bases available. • Design a simple experiment to study a particular phenomenon of child language.

General Competences
• Search for, analysis and synthesis of data • Production of free, creative and inductive thinking • Respect for difference and multiculturalism

3. SYLLABUS

The place of the field within cognitive sciences.
Main theories of language acquisition: empiricism/behaviorism, intellectualism/rationalism, connectionism. Representatives names, arguments for and against.
Methods of studying language development: experiments, spontaneous speech.
Early phonetic production: wooing, babbling, first syllables.
Early phonological perception and production: order of acquisition of phonemes, acoustic keys, the role of prosody. Phonological bootstrapping. Phonological deviations.
Acquisition of the lexicon: meaning of nouns and verbs, syntactic bootstrapping, semantic bootstrapping.
Acquisition of morphosyntax: Mean Length of Utterance (MLU), formulas. Theories of morphosyntactic development. Radford (precategorial stage, lexical stage, functional stage), Wexler (maturation, early parameter setting, optional infinitive), Rizzi (truncation theory), Varlokosta (non-finite forms/optional infinitive in Greek).
Acquisition of syntactic structures: interrogative sentences, passives, binding principles
Acquisition of semantics: quantifiers. Acquisition of pragmatic and communication abilities.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	• In class lectures • Tutorial: focuses on stages and phenomena of child language that need detailed presentation (phonological phenomena, MLU, analysis of children's sentences from CHILDES, experimental design for investigating language development, etc.). A detailed description of the topics covered in the course per week, as well as of the grading procedure, are made known to students in the Course Description posted on the e-class page.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	ICT is used in • Lectures, • Communication with students
TEACHING METHODS	(see table below)
STUDENT PERFORMANCE EVALUATION	• Written final exam (100%) which will contain: a) Multiple choice questions b) Essay questions c) Solving exercises • In the context of Tutorial students will have to prepare/solve exercises that will be given to them the previous week. Their answers will have to be uploaded to e-class, and will be discussed in class. Only students who upload every week will be able to participate in the final exam.

Activity	Semester workload
Lectures (13)	39
Tutorials (13)	13
Directed study	15
Non-directed study	58
Course total (25 hours course load per credit)	*125*

5. SUGGESTED BIBLIOGRAPHY

- Cairns, H. (1996): *The Acquisition of Language*. Texas: Pro-Ed.
- Clark, V. E. (2003): *First Language Acquisition*. Cambridge: Cambridge University Press.
- Guasti, M-T. (2017): *Language Acquisition. The Growth of Grammar* (2nd Edition). Cambridge, Mass.: MITPress.
- Κατή, Δ. (1996): *Γλώσσα και Επικοινωνία στο Παιδί*. Αθήνα: Εκδόσεις Οδυσσέας.
- Νικολόπουλος, Δ. (επιμ.) (2008): *Γλωσσική Ανάπτυξη και Διαταραχές*. Αθήνα: Εκδόσεις Τόπος.
- Pinker, S. (1994): *Το Γλωσσικό Ένστικτο*. Αθήνα: ΕκδόσειςΚάτοπτρο.
- Ράλλη, Α. Μ. (2019): *Γλωσσική Ανάπτυξη*. Αθήνα: Εκδόσεις Gutenberg.
- Vihman, M. M. (1996): *Phonological Development: The origins of language in the child.*London: Blackwell.

PHONOLOGICAL DEVELOPMENT AND DISORDERS (SLT_205)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*

COURSE CODE	**SLT_205**	**SEMESTER**	**2**nd
COURSE TITLE	PHONOLOGICAL DEVELOPMENT AND DISORDERS		

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
Lectures	3	5
Tutorials	1	

COURSE TYPE	SPECIAL KNOWLEDGE
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/courses.php?fc=155

2. LEARNING OUTCOMES

Learning outcomes
Students should develop • Good knowledge of early phonological development • Good knowledge of later phonological development • Good knowlegde and understunding of systems used for the description and assessment of phonological processes • Good knowledge and understunding of intervention principles for phonological disorders Upon successful completion of the course, students will have developed the ability to: • describe the early and later stages of typical phonological development • describe the typical speech development with regard to phonation, articulation, resonance and rythm/ prosody • describe the nature, causal factors and characteristics of phonological and speech disorders, including dyspraxia • apply a range of techniques for the assessment of phonological disorders and speech disorders • analyse typical and atypical speech using currect theories of phonological developments

- analyse typical and atypical speech using the International Phonetic Alphabe (IPA)
- discriminate between developmental errors, error patterns as a result of dialectal speech or 2nd language acquisition and error patterns that are not expected in typical phonological development
- discriminate between phonological and articulation disorders
- discribe error patterns on a speech sample based on differential characteristics of phonemes and phonological processes
- construct , administer assessment tasks and analyse data of phonological assessment tasks
- select and critically implement intervention strategies for patients with phonological and speech disorders

General Competences

- Decision- Making
- Working independently
- Team work
- Search for, analysis and synthesis of data and information, with the use of the necessary technology

3. SYLLABUS

Aspects of typical speech production: co articulation, aerodynamics, acoustic and sensory considerations and generative theory of phonology. Brief comparison between phonology and phonetics. Principles of early and later phonological development.
Early phonological development: models of phonological developments, speech sound perception and production, transitioning from babbling to speech, individual differences. Later phonological development: phonological processes, comparison between pre-school and school-aged children.
The development of prosody.
Classification of speech sound disorders, phonological and articulation disorders.
Factors related to speech sound disorders: cognitive, linguistic and psychosocial.
Assessment: screening and comprehensive speech sound assessment, data collection and analysis, interpretation of assessment data.
Basic remediation considerations, approaches to intervention, target selection and intervention decisions.
Greek language and dialectal variations, bilingualism, computer-assisted phonological analysis.

Tutorials:
 Tutorials aim to facilitate understanding and the clinical application of theoretical issues presented in lectures.
For example:
- Simulate the administration of a phonological assessment
- Phonetic transcription of typical and atypical speech samples
- Analysis of a speech sample to identify error patterns based on phonological contrasts.
- Analysis of a speech sample to identify error patterns based on phonological processes.
- Analysis of a speech sample with regard to prosody, using parameters such as rate, fundamental frequency, (average F_0, range of F_0), average intensity, range of intensity
- Construct a test of phonetic and phonological development
- Intervention planning based on assessment data

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face (lectures, tutorials, clinical case studies, discussion, exercises).
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Power Point Presentations will be used. Learning supported via e-class platform

TEACHING METHODS	Activity	Semester workload	
	Lectures (13)	39	
	Tutorials (13)	13	
	Guided literature reading	15	
	Non-directed study	58	
	Course total	**125**	

STUDENT PERFORMANCE EVALUATION	Students will be assessed on the basis of a written examination (100%) comprised of: a) Multiple choice questions b) short answer questions c) data analysis and intervention planning (based on tutorials) Students will be informed on syllabus and assessment procedures via e-class

5. SUGGESTED BIBLIOGRAPHY

- Bernthal, J. E., BanksonN. W., & FlipsenP(2012), 7η έκδοση. *Φωνολογικές και αρθρωτικές Διαταραχές.* (επιμέλεια Ελληνικής έκδοσης: Η. Παπαθανασίου). Αθήνα: Εκδόσεις Κωνσταντάρας.
- Dodd, B. (1995).*The Differential Diagnosis and Treatment of Children with Speech Disorders.*Editors: D. Crystal, R. Lesser, M. Snowling. London: Whurr Publishers.
- Stackhouse,J., &Wells, B. (1997).*Children's Speech and Literacy Difficulties: A Psycholinguistic Framework.* London: Willey Publishers.
- Rvachew, S., & Brosseau-Lapre, F. (2012). *Developmental Phonological Disorders: Foundations of Clinical Practice*. San Diego, CA: Plural Publishing.
- Bauman-Waengler, J. (2015). *Articulation and Phonology in Speech Sound Disorders: A Clinical Focus*. London: Pearson Publications.

PROFESSIONAL ETHICS (SLT_206)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCEINCES
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*

COURSE CODE	**SLT_206**	**SEMESTER**	**2ND**

COURSE TITLE	PROFESSIONAL ETHICS

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	5

COURSE TYPE	SPECIAL BACKGROUND
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT140/

2. LEARNING OUTCOMES

Learning outcomes
- Acquisition of basic knowledge of ethics and ethical dilemmas in the field of health sciences in general and specifically in the field of Speech Language Therapy.   - Students' competency with regards to generic obligations and appropriate behaviour during clinical practice.   - Understanding of the importance of the Code of Conduct in Speech & Language Therapy.   - Becoming familiar with the terms "duties", "obligations" and "rules" during speech and language therapy and during their participation in multidisciplinary groups and communication with different patient groups, carers as well as the environment while promoting of the science of Speech and Language Therapy.   - To recognize and detect ethical and professional dilemmas in Speech and Language therapy in the various environments and to organize their course of management.
General Competences
- Decision- Making   - Team work

- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Respect for difference and multiculturalism
- Promotion of free, creative and inductive thinking.

3. SYLLABUS

The course content is organized in the following sections:

Introduction to professional ethics.
Basic principles of ethics and professional ethics, historical review of ethical concepts
Decision-making and ethics.

Basic principles of clinical practice.
Professional confidentiality and consent. Conflict of interest.
Ensuring respect, responsibility, and consent-to-treatment.
Patients' confidentiality.
Personal right to free choice.
General obligations and accepted behaviour in clinical practice.
Speech and Language Therapist's obligations towards the patient and their caregivers, towards the working environment and to other members of the multidisciplinary team.
Rules of conduct towards colleagues and obligations towards the professional associations.
Personal and professional values (integrity, dignity, respect, professionalism).

Code of Ethics in Medical Sciences and Speech and Language Therapy.
Analysis of Code of Conduct in Speech and Language Therapy and comparison between Greek and international standards.
Obligation for continued education and training.
Examples of ethical and ethical dilemmas during assessment.
Examples of ethical and ethical dilemmas for decisions on treatments.
Adaptation of management based on updated data & research developments.
Making decisions in multicultural environments, while working with people of different religious beliefs, and vulnerable groups.
Fundamentals of ethics in research in Speech and Language Therapy.
Participant's rights in research on Speech and Language Therapy.
Ethical decision on data processing.
Ethical dimension of research.
Ethical decision-making based on current evidence, patient preferences and clinical experience.

Current Ethics Issues.
Areas to discuss about individual's ethics and professional ethics: a) multicultural environment; b) religious perceptions and other.
Ethics of commercial advertising of the services provided by the Speech and Language Therapist.
The speech therapist and the mass media.
Ethical aspirations of both private practice and professional Speech and Language Therapist.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Lectures
	Classroom Presentations
	Discussion between groups - Debate

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Educational platform of e-class	
TEACHING METHODS	*Activity*	*Semester workload*
	Lectures (11)	33
	Student Presentations of Literature Critical Analysis (1)	3
	Student Presentations and participating in Debate (1)	3
	Guided Literature reading	30
	Presentation creation	6
	Literature review for the Debate	10
	Preparation of argument	20
	Non-guided learning	20
	Course Total	**125**
STUDENT PERFORMANCE EVALUATION	Students will be assessed based: A) Final written exam (80%) B) Participation in debate (15%) C) Presentation of Critical Analysis (5%). Assessment language: Greek For each assessment component: Methods Assessment during Written Exam: multiple choice questions, problem solving short-answer questions, completion questions. Methods of Assessment in the Participation in Debate: Argumentation, Critical Assessment of Ethical and Ethical Dilemmas, Understanding Code of Conduct. Critical Analysis Presentation assessment methods: Presentation skills, critical analysis of the ethical dilemma, deliberative and analytical discussion.	

5. SUGGESTED BIBLIOGRAPHY

- Kushner, T. K., Thomasma, D.C., Τριανταφυλλίδου Σ. (2007): *Δεοντολογία και ηθική στην κλινική πράξη*, Εκδόσεις Παρισιάνου, Αθήνα.
- Πούλης, Ι., Βλάχου, Ε. (2016): *Βιοηθική*. Εκδόσεις Κωνσταντάρας.
- Παναγοπούλου, Φ., Liber, A. (2011): *Ηθική και Δεοντολογία της Υγείας*. Εκδόσεις Broken Hill Publishers Ltd.
- Stacey-Knight, CL. & Mayo, R. (2015) *Comparing the codes of ethics of the six signatory associations of the Mutual Recognition Agreement*. International Journal of Speech-Language Pathology. 17(4): 421–430.
- Kummer, A.W. & Turner, J. (2011). *Ethics in the Practice of Speech-Language Pathology in Health Care Settings.* Seminars in Speech and Language, 32 (4), 330-337.
- Σικλαφίδου, Π., Ζελένη, Δ., Λειβαδίτης Μ. (2012): *Δεοντολογία και Ψυχιατρική πράξη*. Εγκέφαλος 49, 103-108.

- Τσούνης, Α.,Σαράφης, Π. (2012) *Ηθική και δεοντολογία στην κλινική πράξη: το ιατρικό απόρρητο και η προστασία των προσωπικών δεδομένων στη σύγχρονη πραγματικότητα.* Διεπιστημονική Φροντίδα Υγείας 4 (2) 63-70.
- Τριανταφυλλίδου, Σ., Παπαγεωργίου, Ε. (2011): *Δεοντολογία και διαχείριση ηθικών διλημμάτων στα επαγγέλματα υγείας.* Το Βήμα του Ασκληπιού 10 (4), 465-479.

THIRD SEMESTER

MEDICAL SCIENCES IN SPEECH & LANGUAGE THERAPY II (SLT_301)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*

COURSE CODE	SLT_301	**SEMESTER**	**3rd**

COURSE TITLE	MEDICAL SCIENCES IN SPEECH & LANGUAGE THERAPY II

INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
	Lectures	3	6

COURSE TYPE	SPECIALISED GENERAL KNOWLEDGE
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT207/

2. LEARNING OUTCOMES

Learning outcomes
• Acquisition of basic knowledge of child and adolescent development   • Acquisition of basic knowledge of clinical pediatrics, focusing mainly on diseases that can be clinically expressed with speech and communication disorders, as well as swallowing-feeding   • Acquisition of basic knowledge of physical, cognitive and psychosocial changes in the elderly   • Acquisition of basic knowledge of clinical geriatrics, focusing mainly on diseases that can be clinically expressed with speech and communication disorders, as well as swallowing-feeding   • Acquisition of basic knowledge of of clinical otolaryngology, focusing mainly on diseases that can be clinically expressed with speech and communication disorders, hearing and swallowing-feeding

General Competences
• Search for, analysis and synthesis of data and information, with the use of the necessary technology • Work in an interdisciplinary environment • Self-study • Promoting free, creative and inductive thinking

3. **SYLLABUS**

This course consists of three sub-sections:

Pediatrics: Genetics, Embryology, the premature infant, Child and adolescent development, Sleep, Play, Motor skills walking and coordination of movements, Special senses: vision, hearing and completion of skills, Nutrition normal growth and development,

Fetal, neonatal and adolescent diseases, Neurological diseases in children, Cerebral palsy, Hereditary diseases, Behavioral Disorders, Social Pediatrics, Injuries and Accidents, and Ethical Dilemmas in Pediatrics.

Geriatrics: Population aging, Social services and health services. Elderly care, Special features of medical care for the elderly, systemic diseases in the elderly, Psychiatry in the elderly, Legal and ethical aspects of medical care for the elderly, Palliative care

Otolaryngology: Anatomy and physiology of hearing, Hearing disorders, diseases of the oral cavity and pharynx, laryngeal diseases, head and neck cancers, pediatric otolaryngology.

4. **TEACHING and LEARNING METHODS - EVALUATION**

DELIVERY	Lectures (face-to –face)		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching for course delivery, communication with students, course materials and learning process support through the University e-learning platform (e-class).		
TEACHING METHODS	*Activity*	*Semester workload*	
	Lectures (13)	39	
	Self - Study	85	
	Preparation (13)	26	
	Course total	**150**	
STUDENT PERFORMANCE EVALUATION	Written examination (100%)		

5. **SUGGESTED BIBLIOGRAPHY**

• LAWRENCE M , RUDOLF M , LEVENE M (2013): Η παιδιατρική με μια ματιά. Εκδόσεις Παρισιάνου (2Η ΕΚΔ.)

- BELLMAN M , PEILE E (2010): T0 Φυσιολογικό παιδί, Εκδόσεις Παρισιάνου (1Η ΕΚΔ.)
- CONI N, NICHOLL C , WEBSTER S , <u>WILSON</u> KJ (2006): Γηριατρική, LECTURE NOTES. Εκδόσεις Παρισιάνου (6Η ΕΚΔ.)
- BEHRBOHM H, KASCHKE O, NAWKA T, SWIFT A (2018): Παθήσεις Ωτός, Ρινός και Λάρυγγα με Χειρουργική Κεφαλής και Τραχήλου Εκδόσεις ΚΩΝΣΤΑΝΤΑΡΑΣ

CLINICAL PSYCHOLOGY: PSYCHOPATHOLOGY (SLT_302)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	**SLT_302** **SEMESTER** 3º
COURSE TITLE	CLINICAL PSYCHOLOGY: PSYCHOPATHOLOGY

INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
	Lectures	3	6
	Tutorials	1	

COURSE TYPE	SPECIALISED GENERAL KNOWLEDGE
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/courses.php?fc=155

2. LEARNING OUTCOMES

Learning outcomes
• To familiarise with the subject of clinical psychology, its methods, practices and terminology.   • Acquire knowledge of the basic disorders listed in revised versions of psychiatric textbooks (DSM V & ICD 10: (anxiety disorders, mood disorders, eating disorders, psychotic disorders, personality disorders) to be able to distinguish the disorders to any prospective clients based on appearance, behavior, or speech.   • The course includes: a) the presentation of case studies that have been discussed in the theoretical part and b) the familiarity with the way of classifying the disorders according to the psychiatric manual DSM V, so that communication between Speech and Language Therapists and other health professionals is immediately accomplished in cases where it is necessary to refer or intervene further.

General Competences
• Search for, analysis and synthesis of data and information, with the use of the necessary technology   • Working independently   • Working in interdisciplinary environment   • Respect for difference and multiculturalism

	• Production of free, creative and inductive thinking

3. SYLLABUS

The subject of clinical psychology and spcific methodology.
Classification according to the classification system DSM-IV, DSM V and the ICD. Basic diagnostic categories of psychopathology. Assumptions about the etiology of the various disorders.
Presentation of psychopharmacology used to treat these disorders.
Case Studies that need referral by Speech and Language Therapists to similar specialties of health professionals.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face (lectures, clinical case studies, discussion, exercises)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching for course delivery, communication with students, course materials and learning process support through the University e-learning platform (e-class).	
TEACHING METHODS	*Activity*	*Semester workload*
	Lecture	39
	Tutorial	13
	study and analysis of bibliography	30
	Non-directed study	40
	Exams	3
	Course total	125
STUDENT PERFORMANCE EVALUATION	Final exam (100%) Each question/exam exercise has a different score which is communicated to students during the exam. The examinable content and the evaluation process are communicated to the students in the lectures and e-class.	

5. SUGGESTES BIBLIOGRAPHY

- Getzfeld Andrew (2009): Βασικά Στοιχεία Ψυχοπαθολογίας, Εκδόσεις Γκότσης
- Sinacola, Strickland (2008) Βασική Ψυχοφαρμακολογία για Ψυχολόγους και Ψυχοθεραπευτές. Εκδόσεις Γκότσης
- Αζίζι Κ. Α. & Φ. Αναγνωστόπουλος Φ. (1997). Εισαγωγή στην Κλινική Ψυχολογία. Αθήνα: Ελληνικά Γράμματα.
- Paul H.Blaney, Robert F. Krueger, and Theodere Millon (2014). Oxford Textbook of psychopathology.Oxford University Press.
- James N. Butcher (2019). APA Handbook of psychopathology, vol 1 and vol 2. American Psychological Association

DEVELOPMENTAL LANGUAGE DISORDERS (SLT_303)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY		
LEVEL OF STUDIES	*Undergraduate*		
COURSE CODE	SLT_303	**SEMESTER**	3rd
COURSE TITLE	DEVELOPMENTAL LANGUAGE DISORDERS		
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
	Lectures	3	6
	Tutorials	1	
COURSE TYPE	SPECIAL BACKGROUND		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/courses.php?fc=155		

2. LEARNING OUTCOMES

Learning outcomes
Students should develop   • Good knowledge of speech and language disorders of pre-school and school aged children   • Good knowlegde and understunding of principles for assessment of developmental language disorders   • Good knowledge and understunding of intervention principles children with developmental language disorders   • Critical thinking, intervention planning for single case studies of children with language disorders
General Competences
• Adapting to new situations   • Decision- Making   • Working independently   • Team work   • Search for, analysis and synthesis of data

3. SYLLABUS

Overview of typical language development and communication.

Introduction to terminology used for the description of language disorders.
Models of speech and language processing. Disorders of language content, form and use; interactions between components of language.
Assessment of language disorders. Principles in determining intervention objectives.
Description and analysis of language disorders in: language delay, Developmental Language Disorder, Autism Spectrum Disorders, Learning Difficulties, Deafness and Hearing Impairment. Videos of children with language disorders will be presented and discussed.
Augmentative and Alternative Communication.

Tutorials:
 Tutorials aim to facilitate understanding and the clinical application of theoretical issues presented in lectures. For example:
- Simulate the administration of a language assessment
- Construct a test for the assessment of language comprehension and production
- Analyze a speech sample
- Intervention planning based on assessment data

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face (lectures, tutorials, clinical case studies, discussion, exercises). Students will be informed on syllabus and assessment procedures via e-class.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Power Point Presentations will be used. Learning supported via e-class platform
TEACHING METHODS	<table><tr><td>*Activity*</td><td>*Semester workload*</td></tr><tr><td>Lectures (13)</td><td>39</td></tr><tr><td>Tutorials (13)</td><td>13</td></tr><tr><td>Guided literature reading</td><td>15</td></tr><tr><td>Non-directed study</td><td>58</td></tr><tr><td>**Course total**</td><td>**125**</td></tr></table>
STUDENT PERFORMANCE EVALUATION	Students will be assessed on the basis of a written examination (100%) comprised of: a) Multiple choice questions b) short answer questions c) data analysis and intervention planning (based on tutorials)

5. SUGGESTED BIBLIOGRAPHY

- Βογινδρούκας, I., &Sherratt, D. (2005). *Οδηγός εκπαίδευσης παιδιών με διάχυτες αναπτυξιακές διαταραχές*. Αθήνα: Εκδόσεις Ταξιδευτής. Νικολόπουλος, Δ. (επιμ.) (2008). *Γλωσσική Ανάπτυξη και Διαταραχές*. Αθήνα: Εκδόσεις Τόπος.
- Norbury Courtenay, F., Tomblin, B. J., & Bishop, D. V.M. (2013). *Κατανοώντας τις Αναπτυξιακές Γλωσσικές Διαταραχές: Από τη θεωρία στην Πράξη*. (επιμέλεια Ελληνικής έκδοσης: Α. Ράλλη & Ο. Παληκαρά). Αθήνα: Εκδόσεις Gutenberg.

- Paul, P., & Norbury Courtenay, F.(2011). *Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating*. Maryland Heights, MI: Motsby Publications.
- Bishop D.V.M. (1997). *Uncommon Understanding.* London: Psychology Press LTD.
- Bishop, D.M.V., & Leonard, L. B. (2000). *Speech and Language Impairments in Children.* London: Psychology Press LTD.
- Bishop, D.M.V., & Mogford, K. (1993). *Language Development in Exceptional Circumstances.* Mahwah, NJ: Lawrence Erlbaum Associates Ltd.
- Chiat, S. (2000). *Understanding Children with Language Problems*. Cambridge: Cambridge University Press.
- Chiat, S., J. Law & J. Marshall (1997*) Language Disorders in Children and Adults.* London: Whurr Publishers
- Firth, U. (1994). *Αυτισμός*. Αθήνα: Ελληνικά Γράμματα.
- Lahey, M., & Bloom, L. (1978).*Language Development and Language Disorders*. New York: John Wiley and Sons.
- Leonard, L.B. (2000). *Children with Specific Language Impairment.* Cambridge, MA: MIT Press

AUDIOLOGY (SLT_304)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH AND LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*

COURSE CODE	SLT_304	**SEMESTER**	3rd
COURSE TITLE	AUDIOLOGY		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	6
Tutorials	1	

COURSE TYPE	SPECIAL BACKGROUND
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT117/

2. LEARNING OUTCOMES

Learning outcomes

Upon successful completion of the course, students will:

- Obtain a general knowledge of the subject of audiology.
- Understand the mechanism of the peripheral and central hearing system.
- Learn the different types and degrees of hearing loss.
- Know the basic audiological tests and to be able to interpret their results.
- Know the effects of various pathological conditions on hearing.
- Be able to perform screening hearing tests.

General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision- Making
- Working independently
- Working in an interdisciplinary environment

- Respect for difference and multiculturalism
- Promotion of free, creative and inductive thinking.

3. SYLLABUS

Lectures:
What is audiology? Education of audiologists. The profession of audiology. Properties of sound. Psychoacoustics. Audibility of sound. Propagation of sound. Complex sounds. Anatomy and physiology of the auditory and vestibular systems. Peripheral and central hearing system. Preparing for hearing assessment. Pure tone audiometry of air and bone conduction. Introduction to the audiogram. Degree of hearing loss. Types of hearing loss. Hearing loss configuration. Speech audiometry. Masking and audiogram interpretation. Electroacoustic measures of auditory function. Auditory brainstem responses. Otoacoustic emissions. Acoustic immittance measures. Disorders of the outer, middle and inner ear. Retrocochlear disorders and disorders of the central auditory nervous system. Auditory processing disorder. Auditory neuropathy. Audiological management technology. Exaggerated and false hearing loss, tinnitus and hyperacousis.

Tutorials:
During the tutorials, case studies and exercises are presented, aiming at an in-depth understanding of the theory and the use of knowledge in the field of audiology.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Lectures Case studies Laboratory exercises		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Support of the Learning process and communication with students, through the electronic platform "e-class".		
TEACHING METHODS	*Activity*	*Semester workload*	
	Lectures	39	
	Tutorials	13	
	Fieldwork	26	
	Study and analysis of bibliography	13	
	Self-study	59	
	Course Total	**150**	
STUDENT PERFORMANCE EVALUATION	The evaluation is carried out in the Greek language with a written final examination (100%) which includes: • Open-ended questions. • Short-answer questions. • Clinical Problem Solving Questions. • Multiple choice questions. • Analysis of case-studies.		

5. SUGGESTED BIBLIOGRAPHY

- Hall J. Κλινική Ακοολογία. 1η Ελληνική Έκδοση. Τρίμμης Ν & Ζιάβρα Ν, Επιμέλεια. Λευκωσία: Broken Hill Publishers LTD; 2015.
- Northern J, Downs M. Hearing in Children (6th edition). Baltimore: Lippincott Williams & Wilkins; 2014.
- Tye-Murray N. Θεμελιώδεις Αρχές Ακουστικής Αποκατάστασης: Παιδιά, Ενήλικες και Μέλη της Οικογένειας τους. 1η Ελληνική Έκδοση. Τρίμμης Ν, Επιμέλεια και Συγγραφή. Αθήνα: Εκδόσεις Π.Χ. Πασχαλίδης – Broken Hill Publishers LTD; 2012.
- Martin FN, Clark JG. Ακοολογία. 1η Ελληνική Έκδοση. Τρίμμης Ν, Επιμέλεια. Αθήνα: Εκδόσεις Έλλην; 2008.

- **Useful Internet Sites:**

https://www.asha.org American Speech-Language-Hearing Association

https://www.audiology.org *American Academy of Audiology*

https://www.audiologyonline.com   Audiology Online

CLINICAL METHODS IN SPEECH /LANGUGE PATHOLOGY (SLT_305)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	SLT_305 **SEMESTER** 3º
COURSE TITLE	CLINICAL METHODS IN SPEECH/LANGUAGE PATHOLOGY

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
Lectures	3	6
Tutorials	1	

COURSE TYPE	SPECIAL BACKGROUND
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT107/

2. LEARNING OUTCOMES

Learning outcomes

- Students will be able to describe the basic characteristics of the different types of communication disorders and distinguish among them, based on speech and language samples and other clinical findings
- Students will be able to develop and appropriatelymodify basic assessment tools, including the case history, taking into considerationthe needs and the unique characteristicsof each patient
- Students will be able to describe the basic principles underlying behavioural treatment applied in the field of speech and language pathology
- Students will be able to develop the basic aspects of treatment plans forpatients with developmental and acquired communication disorders, using the assessment data
- Students will be able to indentify long and short term therapy goalsfor patients with developmental and acquired communication disorders
- Students will be able to develop a continuum of therapy activities of increasing complexity, appropriate for patients with developmental and acquired communication disorders
- Students will demonstrate knowledge of the basic principles of report writing in speech and language pathology
- Students will be able to describe and identify the fundamental clinical skills of a speech and language therapist.

General Competences
• Respect for difference and multiculturalism • Production of free, creative and inductive thinking

3. SYLLABUS

Section I: Introduction

Lectures:
1. Communication disorders: fundamentals
   a. Communication chain
   b. Cognitive prrocesses, language, speech, hearing, swallowing
   c. Verbal and non verbal communication
   d. Communication disorder vs. communication difference
   e. Types of communication disorders
2. Role of theory in clinical practice
3. The profession of speech and language therapist
4. Scope of practice
5. Evidence-based practice (EBP) in speech and language pathology

Tutorials:
1. Description, identification, categorization and interpetation ofa variety of error types acrross
2. different pathologies
3. Construction of clinical questions based on the principles of EBP

Section II: Assessment

Lectures:
1. Aim of assessment in speech and language pathology
2. Related terms: Assessment, screening, diagnosis, prognosis
3. Introduction to the main assessment methodologies: quantitative and qualitative methods, clinical observation,interview, tests etc
4. Synthesis of assessment information from medical and communication case history and other interdisciplinary sources
5. Diagnostic report writing

Tutorials:
1. Case history question writing for hypothetical clients
2. Construction of assessment tools

SectionIII: Treatment principles

Lectures:
1. Aim of treatment in speech and language pathology
2. Categories of treatment
3. Treatment products: Long and short term goals
4. Treatment hierarchy
5. Target selection principles
6. Treatment goals, treatmenttechniquesand treatment activities
7. Principles of behavioural therapy: communication model, facilitation and cueing, learning, behavioural shaping, reinforcement, feedback, generalization
8. Continuum of naturalness
   a. Clinician-directed approaches

       b.   Client-centered approaches
       c.   Hybrid approaches
9. Homework, treatment frequency
10. Report writing:treatment plan
11. Measuring progress in therapy: single-subject designs

Section IV: Application of treatment principles
1. Developmental communication disorders
2. Acquired communication disorders

Tutorials:
1. Case studies: Speech sound disorders
       a.   Theory
       b.   Analysis of assessment data
       c.   Target selection
       d.   Construction of a task continuum for a specific treatment target in a hypothetical patient
       e.   Intervention techniques
       f.   Homework- participation of the patient's significant other
       g.   Report writing: SOAP notes
2. Case study: Problems with rate of speech
3. Case study: Problems with morphology
4. Critical analysis of single-subject designs

SectionV: Clinical skills
Lectures:
1. The clinician's role as a communication model
       a.   Consistency, adjustability, flexibility
       b.   Maximalizationof response opportunities
       c.   Clinical session time management
       d.   Arranging physical environment
2. Clinician-client relationship
       a.   Communication with the client
       b.   Confidentiality
       c.   Counseling principles
       d.   Role of the client's significant others
3. Working with an interdisciplinary team
4. Importance of self-reflection
5. Clinical supervision
6. Multilingual and multicultural issues

Tutorials:
1. Organisation of the clinical sessionfor a hypothetical client
2. Problem-solving scenarios of hypothetical ethical clinical issues
3. Setting up an intedisciplinary team for a hypothetical client
4. Target selection for a hypothetical multilingual patient

5. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face (lectures, clinical case studies, discussion, exercises)

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of PPT presentations Use of internet resources Use of audiovisual media Support of the learning process via the electronic platform e-class	
TEACHING METHODS	*Activity*	*Semester workload*
	Lecture	39 hours
	Tutorial	13 hours
	Tutorial exercises	13 hours
	Non-directed study	85 hours
	Course total	150 hours (6 ECTS)

STUDENT PERFORMANCE EVALUATION	Language of evaluation: Greek
	
	Methods of evaluation:
	  I. Written exams: multiple choice questionnaires, short answer questions,clinical problem solving (90%)
	  II. Tutorial exercises (10%)	

6. SUGGESTED BIBLIOGRAPHY

- Rhea, P. (2019). Εισαγωγή στις κλινικές μεθόδους για τις διαταραχές επικοινωνίας. Εκδόσεις Κωνσταντάρας.
- Rhea, P. (2014).*Introduction to Clinical Methods in Communication Disorders* (3rd Ed.). PaulBrookesPublishing.
- Sheridan, M. (2014).*Το παιχνίδι στην πρώιμη παιδική ηλικία*. Εκδόσεις Κωνσταντάρας.
- Alder, B., Porter, M., Abraham, C. & Teijlingen, E.V. (2010). *Ψυχολογία και κοινωνιολογία εφαρμοσμένη στην Ιατρική*. ΕκδόσειςΠαρισιάνου.
- Hedge, M.N. & Davis, D. (2009). *Clinical methods and practicum in speech-language pathology* (5th Ed.). Cengage Learning.

FOURTH SEMESTER

SYNTACTIC STRUCTURE AND LANGUAGE IMPAIRMENTS (SLT_401)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH AND LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	SLT_401	**SEMESTER**	4th
COURSE TITLE	SYNTACTIC STRUCTURE AND LANGUAGE IMPAIRMENTS

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	5

COURSE TYPE	SPECIALISED GENERAL KNOWLEDGE
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT129/

2. LEARNING OUTCOMES

Learning outcomes
- Students should have a good knowledge and understanding of the main domains of the syntactic component and their properties.   - Students should know how different domains of the syntactic component that will be discussed in class relate and interact.   - Students should know which domains of the syntactic component are affected in the cases of populations with impairments and the theories/approaches that aim at explaining the impairments
Upon completion of the course, students should be able to: Students should be able to evaluate and compare the theories to the various impairments of the synctic component.

- Assess the language of individuals with language impairments, and identify the domains of the syntactic component that are particularly affected.
- Assess with structured experiments whether particular domains of the syntactic component are affected or not and to what extent.
- Design the above type of experiments/protocols.
- Transform the assessment experiments to be created to intervention tools.

General Competences

- Production of free, creative and inductive thinking
- Respect for difference and multiculturalism
- Working in an interdisciplinary environment

3. SYLLABUS

Grammar. Generative Grammar. Units of linguistic analysis. Syntactic categories. Words and phrases. Lexical and functional categories. Selective deficits in functional/ lexical categories and their understanding. Propositions. Arguments, adjuncts, thematic roles. Projection principle. Empty categories and pleonastics. Extended projection principle. Argument structure and impairments in aphasia. Syntactic and thematic approaches to impaired argument structure.

X-bar Theory: head, complement, specifier. The structure of the sentence: Inflectional Phrase (IP), Complementizer Phrase (CP). Mood Phrase, Tense Phrase, Agreement Phrase: selective deficits in the sentential structure. Trace deletion hypothesis, tree pruning hypothesis: strong and weak aspects, the contribution of Greek. Theories of morphosyntactic features.

The structure of the Noun Phrase. Determiner Phrase, types of determiners, the semantics of determiners, quantifiers. Possession and possessor in the Noun Phrase. Deficits in Gender, Number and Case morphology, quantifiers.

A' movement: *wh*-questions, movement of other operations, relative sentences. Theoretical approaches to the weaknesses/deficits in questions and relatives.

A movement: the subject of the sentence, passive sentences, subject raising. Problems with subjects that are the result of movement. Training and intervention on A and A' movement, and side benefits.

Head movement: Yes-no questions. The place of adverbs as a criterion for verb movement. Deficits in head movement vs. phrasal movement. V2 languages, English, Greek, Romance.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	- In class lectures - The last hour is dedicated to solving and discussing the exercises that have been assigned to students the previous week to prepare.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	ICT is used in - Lectures - Communication with students
TEACHING METHODS	<table><tr><td>*Activity*</td><td>*Semester workload*</td></tr><tr><td>Lectures (13)</td><td>39</td></tr><tr><td>Directed study</td><td>21</td></tr><tr><td>Non-directed study</td><td>65</td></tr><tr><td></td><td></td></tr><tr><td>Course total (25 hours course load per credit)</td><td>***125***</td></tr></table>
STUDENT PERFORMANCE EVALUATION	- Written final exam (100%) which will contain: 1. Essay questions 2. Solving exercises - In the end of each chapter, students will have to prepare/solve exercises that will be given to them the previous week. Their answers will have to be uploaded to e-class, and will be discussed in class. Only students who upload every will be able to participate in the final exam.

5. ATTACHED BIBLIOGRAPHY

- Adger, D. (2003): *Core Syntax: A Minimalist Approach*. Oxford: Oxford University Press.
- Black, M. & Chiat, S. (2003): *Linguistics for Clinicians*. London: Arnold.
- Boecks, C. (2010): *Language in Cognition*. Malden, MA: Wiley-Blackwell.
- Θεοφανοπούλου-Κοντού, Δ. (2002): *Γενετική Σύνταξη: το πρότυπο της Κυβέρνησης και της Αναφορικής Δέσμευσης*. Αθήνα: Εκδόσεις Καρδαμίτσα.
- Ρούσσου, Α. (2016): *Σύνταξη: Γραμματική και Μινιμαλισμός*. Ηλεκτρονικό βιβλίο-Κάλλιπος.
- Τερζή, Α. (2015): *Συγκριτική Σύνταξη και Γλωσσικές Διαταραχές*. Ηλεκτρονικό βιβλίο- Κάλλιπος.

LEARNING DIFFICULTIES IN SPEECH AND LANGUAGE DISORDERS (SLT_402)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*

COURSE CODE	**SLT_402**	**SEMESTER**	**4**th
COURSE TITLE	LEARNING DIFFICULTIES IN SPEECH AND LANGUAGE DISORDERS		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	5
Tutorials	1	

COURSE TYPE	SPECIAL BACKGROUND
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/courses.php?fc=155

2. LEARNING OUTCOMES

Learning outcomes
Students should develop • Broad knowledge on speech, language and metacognitive skills of chidlren with learning difficulties. • The ability to recognise main areas of learning difficulties. • The ability to assess and differentiate performance of students with learning difficulties. • Good knowlegde with regard to differential diagnosis and the role of a Speech and Language Therapist as a member in a multi disciplinary team. • Good knowlegde with regard to intervention planning for preschool and shool aged children with learning difficulties.
General Competences
• Adapting to new situations • Decision- Making • Working independently • Team work

• Search for, analysis and synthesis of data

3. SYLLABUS

Overview of spoken and written language processing. Introduction to models of processing.
The role of cognitive skills such as attention and memory for spoken and written language.
Attention Deficit Hyperactivity Disorder.
Learning Disabilities terminology and prevalence, related terms and conditions. Language characteristics of students with learning difficulties. Co morbidity of learning difficulties and language disorders. Dyslexia
Multidisciplinary approach to learning difficulties and dyslexia; assessment and principles in determining intervention objectives. Intervention planning
School attainment: reading, writing, spelling, mathematics.
The role of Speech and Language Therapist as a member of the multidisciplinary team.
Tutorials:
 Tutorials aim to facilitate understanding and the clinical application of theoretical issues presented in lectures.
For example:
  • Simulate the administration of a spoken and written language assessment
  • Construct a test for the assessment of spoken and writen language comprehension and production
  • Intervention planning based on assessment data

4. TEACHING and LEARNING METHODS – EVALUATION

DELIVERY	Face-to-face (lectures, tutorials, clinical case studies, discussion, exercises). Students will be informed on syllabus and assessment procedures via e-class.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Power Point Presentations will be used. Learning supported via e-class platform
TEACHING METHODS	<table><tr><td>*Activity*</td><td>*Semester workload*</td></tr><tr><td>Lectures (13)</td><td>39</td></tr><tr><td>Tutorials (13)</td><td>13</td></tr><tr><td>Guided literature reading</td><td>15</td></tr><tr><td>Non-directed study</td><td>58</td></tr><tr><td>**Course total**</td><td>**125**</td></tr></table>
STUDENT PERFORMANCE EVALUATION	Students will be assessed on the basis of a written examination (100%) comprised of: a) Multiple choice questions b) short answer questions c) data analysis and intervention planning (based on tutorials)

5. SUGGESTED BIBLIOGRAPHY

- Αθανασιάδη, Ε. (2001). *Η Δυσλεξία και πώς Αντιμετωπίζεται. Διαφορετικός Τρόπος Μάθησης. Διαφορετικός τρόπος διδασκαλίας.* Αθήνα: Καστανιώτης.
- Αναγνωστόπουλος, Δ.Κ., & Σίνη, Α.Θ. (2004**).** *Διαταραχές Σχολικής Μάθησης & Ψυχοπαθολογίας.* Αθήνα: Εκδόσεις Βήτα.
- Gillon, G. (2004). *Phonological Awareness from Research to Practice.* New York & London: The Guilford Press.
- Harwell, J. (2001).*Complete Learning Disabilities Handbook: Ready-to-Use Strategies Activities for Teaching Students with Learning Disabilities.* Hoboken, NJ: John Wiley & Sons.
- Lerner, J., & Coryell, P. (2002). *Learning Disabilities: Theories, Diagnosis, and Teaching Strategies.* Boston, MA: Houghton Mifflin Company College Division.
- Λιβανίου, Ε. (2004). *Μαθησιακές Δυσκολίες και Προβλήματα Συμπεριφοράς στην Κανονική τάξη.* Αθήνα: Εκδόσεις Κέδρος.
- Μουζάκη, Α., & Πρωτόπαπας, Θ. (2010). *Ορθογραφία: Μάθηση και Διαταραχές.* Αθήνα: Εκδόσεις Gutenberg
- *Reid, G.* (2003). *Δυσλεξία: Εγχειρίδιο για Ειδικούς.* (επιμέλεια: Γ. Παπαδάτος). Αθήνα: Εκδόσεις Παρισιάνου.
- Ukrainetz,T. (2014). *School-age Language Intervention: Evidence-based Practices.* Austin, TX: Pro-ed Publishers

SWALLOWING DISORDERS – DYSPHAGIA (SLT_403)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	SLT_403 **SEMESTER** 4th
COURSE TITLE	SWALLOWING DISORDERS - DYSPHAGIA

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
Lectures	2	5
Tutorials	1	5
Laboratory exercises	1	5

COURSE TYPE	SPECIAL BACKGROUND
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT139/

2. LEARNING OUTCOMES

Learning outcomes

Upon successful completion of the course, students will have:
• obtained basic knowledge about feeding, the function of the swallowing mechanism, the neurophysiology of swallowing and the muscular control during feeding and swallowing.
• familiarised themselves with the description of the swallowing process and the appropriate terminology to describe changes in smell, taste, and swallowing stages as well as the continuum of the swallowing process.
• recognized the signs and symptoms of eating and swallowing disorders, and understood the underlying disorders that cause them, with the focus on the patient and quality-of-life.
• understood the principles of clinical practice and during screening and assessment processes for swallowing.
• understood the usefulness of imaging methods to assess swallowing physiology.
• understood the rehabilitation techniques and treatments for dysphagia and the usefulness of compensatory strategies in dysphagia.
• recognized and discerned ethical dilemmas in the field of dysphagia and planned for their management.

General Competences
- Search for, analysis and synthesis of data and information, with the use of the necessary technology   - Decision- Making   - Working independently   - Team work   - Respect for difference and multiculturalism   - Promotion of free, creative and inductive thinking.

3. SYLLABUS

Lectures:

The content of the theoretical lessons is organized in the following sections:
Introduction to swallowing disorders and dysphagia.
The multidisciplinary team and the role of the speech and language therapist.
Patient groups most commonly experiencing eating and swallowing disorders.
The dysphagic patient: quality of life and models of function.

Anatomy, Physiology, Neuroanatomy, Neurophysiology.
Anatomy and physiology of swallowing (head, neck, and oesophageal areas)
Systems physiology and swallowing.
Description of swallowing physiology (infant, paediatric and adult)
Report on anatomy changes and anomalies that cause swallowing problems.
Description of neuroanatomy involved in swallowing.
Description of swallowing neurophysiology.

Swallowing disorders and different populations.
Study of signs and symptoms of dysphagia (oropharyngeal and / or pharyngeal and / or oesophageal).
Specific populations and dysphagia [infants (prematurity and syndromes), paediatric (i.e. cerebral palsy and other syndromes), adults (neurological diseases, aging, stroke, neurodegenerative diseases).

Assessment: principles and methods.
Principles of screening, evaluation, and re-assessment.
Clinical examination of dysphagia at the bedside.
Different imaging methods (endoscopy, videofluoroscopy etc.).
Non-imaging non-interventional evaluation methods.

Treatment: principles and methods.
Principles of treatment planning.
Therapeutic protocols and compensation techniques.
Therapeutic methods and rehabilitation of swallowing disorders.
Patient nutritional issues.
Other rehabilitation techniques (surgical dysphagia treatment, postoperative monitoring).

Tutorials and laboratory exercises will enhance the learning process.
During the **tutorials**, case studies and interactive educational scenarios are presented, aiming at an in-depth understanding of the theory and the use of knowledge in the field of dysphagia.

During the **laboratory exercises**, the undergraduate student assesses with different technologies, presents work, and completes the compilation of a "Dysphagia Lab Book" with screening and evaluation tools and examples of therapeutic protocols.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Lectures Case studies Laboratory exercises
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Learning supported via e-class platform Using an online voting platform Utilisation of applications with educational material and for direct visualisation Utilisation of applications for laboratory analyses and exercises

TEACHING METHODS	*Activity*	*Semester workload*	
	Lectures (13)	26	
	Presentation on Critical review of Literature and analysis of case (1)	13	
	Lab exercises (1)	13	
	Guided literature reading	30	
	Presentation preparation	6	
	Literature review for lab exercises	10	
	Lab exercises analysis and preparation	27	
	Course Total	**125**	

STUDENT PERFORMANCE EVALUATION	Students will be assessed based: A) Final written exam (80%) B) Exercises - laboratory (15%) C) Presentation of Critical Analysis on Case study (5%). Assessment language: Greek For each assessment component: Methods Assessment during Written Exam: multiple choice questions, problem solving short-answer questions, completion questions, case studies. Methods of Assessment of laboratory exercises and presentations: Presentation skills, theoretical basis of critical analysis, deliberation and critical thinking, completion of exercises with the utilisation of applications.

5. SUGGESTED BIBLIOGRAPHY

- Crary. M., & Groher, M. (2011). *Δυσφαγία* (Επιμέλεια Έλληνικης Έκδοσης: Η. Παπαθανασίου - Β. Παπανικολάου). Εκδόσεις Παρισιάνου
- Logemann, J. A. (1983). *Evaluation of swallowing disorders*. San Diego, CA: College Hill Press.
- Leonard, R. & Kendall K. (2019) *Dysphagia Assessment and Treatment Planning: A Team Approach, Fourth Edition.* San Diego: Plural Publishing.

CLINICAL PRACTICE A1 IN SPEECH/LANGUAGE PATHOLOGY (SLT_404)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	SLT_404 **SEMESTER** 4°
COURSE TITLE	CLINICAL PRACTICUM A1 IN SPEECH/LANGUAGE PATHOLOGY

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
Tutorials	2	5
Clinical Practice	3	

COURSE TYPE	SKILLS DEVELOPMENT
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT127/

2. LEARNING OUTCOMES

Learning outcomes
• Students will be able to observe, describe and analyse both typical and atypical communication skills and swallowing processes in healthy and clinical populations across the lifespan • Students will acquire data collection skills and they wiil be able to obtain the appropriate inforrmation from the patient's case history • Students will obtain clinical observation skills • Students will be able to critically select assessment tools and analytical methodologies • Students will understand the mechanisms and procedures involved in the therapeutic process • Students will be able to develop treatment plans for real patients • Students will be able to critically judge the application of assessment and treatment procedures
General Competences
• Search for, analysis and synthesis of data and information, with the use of the necessary technology • Respect for difference and multiculturalism • Production of free, creative and inductive thinking

3. SYLLABUS

Clinical practicum A offers students the opportunity to interact with populations with communication disorders. The basic goals of the course are:
I. To demonstrate the connection between theoretical/academic knowledge and clinical practice.
II. To achieve a sufficient number of clinical observation hours of patients and clients with a wide range of communication disorders, following the standards of the major professional and academic bodies in the field of speech and language pathology (American Speech-Language-Hearing Association, Standing Liaison Committee of E.U. Speech and Language Therapists and Logopedists, International Association of Logopedics and Phoniatrics).
III. To acquaint students with the clinical procedures involved in the field and to adequately prepare them for clinical practicum B in which they would transition from the passive role of the observer to the active role of the student-clinician

The course is divided into two parts:
I. Clinical observation. In clinical practicum A1, observation which will carrried out in the following clinical placements: *kindergarten/preschool* αnd *the speech and language therapy clinic*. Students will attend each clinical placement weekly for 6 to 7 weeks.
II. Clinical tutorials that will include: illustrations of the variation of normal communication development, discussions regarding the effects of aging on communication, exercises on the distinction between typical and atypical communication, simulations of the administration of assessment tools , data analysis exercises, treatment planning exercises, prresentation of patients with communication disorders via audio/video recordings, discussion of cases from clinical observation.

Clinical practicum A1 will involve the following:

kindergarten/preschool
- Typical development: preschool children
- Phonological/articulation development and disorders
- Morphology and syntax: development and disorders
- Vocabulary: development and disorders
- Language use: development and disorders
- Cognitive skills: development and disorders
- Oromotor movement and swallowing in peschool children
- Interdisciplinary approaches in preschool

Speech and language therapy clinic
- Assessment principles, interview, case history, participant observation
- Understanding of treatment plan development
- Target selection and hierarchy
- Treatment effectiveness
- Counselling
- Assessment of special populations

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face (lectures, clinical case studies, discussion, exercises)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of PPT presentations Use of internet resources Use of audiovisual media Support of the learning process via the electronic platform e-class

TEACHING METHODS	Activity	Semester workload	
	Tutorial	26 hours	
	Clinical practice	39 hours	
	Exercise: Normative data on communication skills	5 hours	
	Exercise: Analysis of assessment data	5 hours	
	Assessment folder	10 hours	
	Exercise: Patient evaluation report	10 hours	
	Non-directed study	30 hours	
	Course total	**125 hours (5 ECTS)**	
STUDENT PERFORMANCE EVALUATION	Language of evaluation: Greek Methods of evaluation: Written exams that will include clinical problem solving related to assessment, data analysis and treatment planning (80%) Written assignments: patient report (20%) **Students should submit at least 80% of the assigned work to pass the class.** **Absence Cut off: 2**		

5. ATTACHED BIBLIOGRAPHY

- Sheridan, M., Sharmja, A. & Cockerill, H. (2014). Από Τη Γέννηση Μέχρι Το Πέμπτο Έτος: η Αναπτυξιακή Πορεία Των Παιδιών. Εκδόσεις Πεδίο.
- Hedge, M.N. (2013). Οδηγός Λογοθεραπευτικής Αξιολόγησης. Εκδόσεις Παρισιάνου.

VOICE DISORDERS (SLT_405)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	**SLT_405** **SEMESTER** 4º
COURSE TITLE	VOICE DISORDERS

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
Lectures	2	5
Tutorials	1	
Laboratory Exercises	1	

COURSE TYPE	SPECIAL BACKGROUND
PREREQUISITE COURSES:	SLT_106 INTRODUCTION TO SPEECH LANGUAGE PATHOLOGY
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/courses.php?fc=155

2. LEARNING OUTCOMES

Learning outcomes
At the end of this course, students should be able to:

At the end of this course, students should be able to:

1. Describe the anatomy and physiology of voice production
2. Describe the processes of abnormal production of the voice
3. Understand and implement strategies for the evaluation and diagnosis of voice disorders
4. Interpret evaluation data and develop treatment plans for people with voice disorders
5. Analyze the reasons and apply a variety of treatment approaches
6. Understand strategies to evaluate the progress and effectiveness of treatment
7. Demonstrate multicultural sensitivity as applied in practice to clinical practice on the voice

General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision-making

- Working independently
- Working in an interdisciplinary environment
- Project planning and management
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

3. SYLLABUS

Introduction to voice sciences
Voice evaluation
Voice disorders due to misuse
Organic voice diseases
Neurological diseases of the voice
Voice disorders in children
Functional dysphonia - Psychogenic dysphonia
Voice disorders in professional voice users
Voice therapy
Laryngectomy
Restoration of communication after laryngectomy
Rehabilitation of patients with cervical cancer

4. TEACHING and LEARNING METHODS – EVALUATION

DELIVERY.	Face-to-face (lectures) and tutorials where clinical case studies analysis, discussion, exercises)		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of internet resources Support of the learning process via the electronic platform e-class Use of PC for voice analysis Use of audiovisual media for visual voice analysis		
TEACHING METHODS	*Activity*	*Semester workload*	
	Lectures	26	
	Tutorials	13	
	Laboratory exercises	13	
	Literature study and analysis	73	
	Course total	**125 hours (5 ECTS)**	
STUDENT PERFORMANCE EVALUATION	Written Exams with cases studies analysis		

5. SUGGESTED BIBLIOGRAPHY

- Boone D, McFarlane S, Von Berg S, Zraick R (2013): Η φωνή και η θεραπεία της (Επιμ. Ελληνικής Έκδοσης: Η Παπαθανασίου) Εκδόσεις Κωνσταντάρας, 9η ¨έκδοση
- Alison Behrman (2019) : Η επιστήμη της ομιλίας και φωνής ((επιμ, Ελληνικής έκδοσης : Α Μπιμπας Η Παπαθανασίου Κ Παστιάδης) Εκδόσεις Κωνσταντάρας, 2η έκδοση

- Mathieson, L. (2002). Greene and Mathieson's: The Voice and Its Disorders (6th edition). London: Willey Publishers.

DIAGNOSTIC METHODS SPEECH LANGUAGE PATHOLOGY (SLT_406)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	SLT_406

COURSE CODE	SLT_406	**SEMESTER**	4th

COURSE TITLE	Diagnostic methods SPEECH LANGUAGE PATHOLOGY

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	5
Tutorials	1	

COURSE TYPE	SPECIAL BACKGROUND
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/courses.php?fc=155

2. LEARNING OUTCOMES

Learning outcomes
Students should be able to describe the process and necessary steps for the assessment and differential diagnosis in Speech and Langauge Therapy Students should be able to describe appropriate quantitative and qualitative methods for the assessment of various disorders of human communication Studens should be able to devise appropriate forms for taking a case history in children and adults with communication disorders and dysphagia Studens will be able to administer assessment tasks, score and analyse results Students will be able to transcribe speech samples and conduct quantitative or qualitative analysis Students will be able to devise speech and language assessment tasks . Students will be able to use assessment data to construct intervention plans for patients
General Competences
• Respect for difference and multiculturalism • Production of free, creative and inductive thinking

3. SYLLABUS

Teaching methods used include lectures and tutorials. Tutorials aim at the deeper understanding of the lecture content, especially with regard to the selection and administration of appropriate assessment tasks. Course content is described below:

Lectures:

Section I: Introduction

Terminology used for human communication disorders
Description of the diagnostic process
Rationale/ aim of diagnosis in communication disorders
Models used in assessment
Steps of the assessment process
Terminology relevant to the diagnostic process
Considerations for the assessment of vulnarable populations

Section II: Assessment tasks

Qualitative and quantitative assessment methods
Case history
Aim and content
Types of case history for children vs adults, communication vs swalloing/ dysphagia
Gathering information
Interview: questions and techniques
Assessment tasks
Psychometric properties: standardisation, scoring, adaptation
Administration
Standardised assessment tasks
Assessment tasks standardised in Greek: DVIQ, PPVT, DELV, BDAE, Mini-Mental, MoCA

Section III: Assessment of communication and swallowing

Hearing Screening
Assessment of speech disorders in children
Assessment of articulation and phonology
Taxonomy
Assessment of preschool and school aged children with language disorders
Assessment of language comprehension and production
Assessment of linguistic levels
Assessment of discourse
Stuttering
Assessment of students with learning difficulties
Assessment within the classroom
School attainment
Cognitive skills
Assesment of neurological disorders of communication
Aphasia and related conditions
Cognitive disorders
Speech disorders
Voice disorders
Swallowing disorders – dysphagia
Considerations for the assessment of bilinguals/ dialect speakers
Alternative assessment procedures

Critical evaluation of assessment data for individuals from different cultural and linguistic bachground
Case history for a bilingual child/ adult
Case report
The role of a Speech and Language Therapist in research
Tutorials:
 Tutorials aim to facilitate understanding and the clinical application of theoretical issues presented in lectures. For example:
•	Simulate the administration of a case history in different patients
•	Critical evaluation of information for the subsequent comprehensive assessment
•	Simulate the administration of standardised assessments and screening tests (DVIQ, PPVT, DELV, BDAE, Mini-Mental, MoCA)
•	Critical evaluation of assessment data
•	Comparison of different assessment tasks
•	Application of quantitative (eg discourse analysis) and quantitative (eg MLU) measures
•	Intervention planning based on assessment data
•	Writing a case report

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face (lectures, tutorials, clinical case studies, discussion, exercises).
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Power Point Presentations will be used. Learning supported via e-class platform

TEACHING METHODS	*Activity*	*Semester workload*	
	Lectures (13)	39	
	Tutorials (13)	13	
	Guided literature reading	15	
	Non-directed study	58	
	Course total	**125**	

STUDENT PERFORMANCE EVALUATION	Students will be assessed on the basis of a written examination (100%) comprised of: Multiple choice questions, short answer questions, data analysis and intervention planning (based on tutorials)

5. ATTACHED BIBLIOGRAPHY

• Καμπανάρου Μ. (2008). *Διαγνωστικά Θέματα Λογοθεραπείας*. Εκδόσεις Ελλην.
• Pindzola, R.H., Plexico, L.W. & Haynes, W.O. (2015). *Diagnosis and Evaluation in Speech Pathology* (2nd Ed.). Pearson.
• Shipley, K. & McAfee, J. (2013*). Διαγνωστικές προσεγγίσεις στη λογοπαθολογία*. Εκδόσεις Γκότσης.

FIFTH SEMESTER

CLINICAL NEUROPSYCHOLOGY (SLT_501)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	**SLT_501** **SEMESTER** 5TH
COURSE TITLE	CLINICAL NEUROPSYCHOLOGY

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	5

COURSE TYPE	SPECIALISED GENERAL KNOWLEDGE
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/courses.php?fc=155

2. LEARNING OUTCOMES

Learning outcomes

• To familiarise with the normal brain function and the functions of different areas
• Students to acquire knowledge of brain dysfunctions and the corresponding clinical picture presented by patients with similar dysfunctions
• To familiarize with the neuropsychological tests used to measure and record the cognitive ability and adequacy or inadequacy of individuals undergoing a neuropsychological assessment
• To familiarise with various clinical case studies that refer to patients with dysfunctions according to the topics of each lecture, and to be able based on their knowledge to make an initial diagnosis of the problem and to think about the actions that need to be taken so that each case is treated substantially following the intervention by the appropriate specialties.

General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Work independently
- Work in interdisciplinary environment
- Respect for difference and multiculturalism
- Production of free, creative and inductive thinking

3. SYLLABUS

Introduction to clinical neuropsychology-brief historical background- modern clinical neuropsychology.

Organization of the CNS and brain structures and dysfunctions that occur after damage to the corresponding structures.

Diagnostic Methods of Brain Dysfunctions.

Neuropsychological assessment. Procedural issues in Neuropsychological assessment.

Neuropsychological picture of various clinically pathological conditions (eg, communicable diseases, alcohol abuse, syndromes of frontal, parietal, temporal and occipital lobes); Brain structures involved, neuropsychological evaluation and rehabilitation of their deficits.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face (lectures)		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching for course delivery, communication with students, course materials and learning process support through the University e-learning platform (e-class).		
TEACHING METHODS	*Activity*	*Semester workload*	
	Lectures	39	
	Analysis of bibliography	30	
	Non-directed study	53	
	Examinations	3	
	Course total	**125 hours (5 ECTS)**	
STUDENT PERFORMANCE EVALUATION	Written Examination (100%) Each question / exercise of the exam has a different grade which is announced to the students during the exam. The examinable material and the assessment process are communicated to the students during the lectures and on the e-class platform.		

5. SUGGESTED BIBLIOGRAPHY

- Walsh K., Darby D. (2008): Νευροψυχολογία- Κλινική Προσέγγιση, Εκδόσεις Παρισιανου
- Kolb B (2009): Εγκέφαλος Και Συμπεριφορά, Εκδόσεις Broken Hill
- Lezak - Howieson – Loring (2012): Νευροψυχολογική Εκτίμηση. Εκδόσεις Γκότσης
- Gurd j.,Kischka U., Marshall J, (2012). The handbook of Clinical Neuropsychology, Oxford University Press.
- J. E. Morgan and J. H., Ricker (2017). Textbook of Clinical Neuropsychology, Taylor and Francis Group, 2nd ed.

PSYCHOLOGY OF LANGUAGE AND NEUROLINGUISTICS (SLT_502)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH AND LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	SLT_502 **SEMESTER** 5th
COURSE TITLE	PSYCHOLOGY OF LANGUAGE AND NEUROLINGUISTICS

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
Lectures	3	5
Tutorial	1	

COURSE TYPE	SPECIALISED GENERAL BACKGROUND
PREREQUISITE COURSES	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/courses.php?fc=155

2. LEARNING OUTCOMES

Learning outcomes
Students should be able: • To familiarise themselves with the subject of Psycholinguistics and Neurolinguistics and the common and non-common points of the two fields. • Familiarize themselves with data collection methods (either through observation or through experimental tests) and be able to distinguish between different experimental methodologies for assessing language phenomena or communication skills in general in clinical and non-clinical populations. • To familiarize themselves with the basic principles of neuroimaging methods. • To get acquainted with the fields of study and the findings of the aphasia field. Upon successful completion of the course, the student will be able to: • know the latest research findings on how we produce and understand language stimuli. • evaluate alternative experimental methods for assessing language or communication skills

• design a simple psycholinguistic experiment.
General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Project planning and management
- Respect for difference and multiculturalism
- Adapting to new situations
- Working independently
- Criticism and self –criticism
- Team work
- Production of free, creative and inductive thinking
- Working in an interdisciplinary environment

3. SYLLABUS

The Psychology of Language (Psycholinguistics) section examines the biological and psychological aspects of language, and concerns the general principles governing language acquisition and language processing. With regards to language acquisition, emphasis is placed on the stages of acquisition, the synthesis of the mental dictionary and the individual development of all language levels. As for the part of language processing, the module includes the main models of language processing, covering the processes that govern production and comprehension (at dictionary and sentence level). The main experimental techniques / methodologies for the study of language processing and for the collection of linguistic data that can be used to assess the communication skills of clinical and non-clinical populations are also presented. Neurolinguistics focuses on the relationship between language functions and the human brain, examining the neurobiological factors that allow speakers to use and understand language. Various neuroimaging techniques are presented, such as positron emission tomography (PET), magnetic resonance imaging (fMRI), electroencephalogram (EEG) and magnetic resonance imaging (MEG), with a focus on language main findings on the representation of language functions in the bilingual brain. Finally, the field of aphasia will be presented with main findings (types, characteristics, interpretive approaches).

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face lectures (powerpoint and other audiovisual content). During the tutorials, guidance will be provided for the development of experiments by the students.		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching for course delivery, communication with students, course materials and learning process support through the University e-learning platform (e-class).		
TEACHING METHODS	*Activity*	*Semester workload*	
	Lectures (13)	39	
	Tutorials	13	
	Directed Literature study	15	
	Self-guided study	58	

	Course total (25 hours course load per credit)	*125*	
STUDENT PERFORMANCE EVALUATION	• Written final exam (80%) The exam will be a combination of - open-ended questions -multiple choice • Experiment design (20%) Experiments/assignments will be presented in the classroom.		

5. ATTACHED BIBLIOGRAPHY

- Aitchison, J. (2008). *The articulate Mammal. An introduction to psycholinguistics*. Routledge.
- Bastiaanse, R. & Thompson, C. (2012). *Perspectives on Agrammatism*. Routledge.
- Harley, T. (2009). *Η ψυχολογία της γλώσσας. Από την πράξη στη θεωρία*. Εκδόσεις University Studio Press.
- Meisel, J. (2011). *First and Second Language Acquisition. Parallels and Differences*. Cambridge University Press.
- Νικολόπουλος, Δ. (επιμ.) (2008). *Γλωσσική ανάπτυξη και διαταραχές*. Αθήνα: Εκδόσεις Τόπος.
- Pinker, S. (2000). *Το γλωσσικό ένστικτο*. Αθήνα: Εκδόσεις Κάτοπτρο.

FLUENCY DISORDERS – STUTTERING (SLT_503)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	SLT_503
COURSE TITLE	FLUENCY DISORDERS - STUTTERING

	SEMESTER	5º

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	2	5
Tutorials	1	

COURSE TYPE	SPECIAL BACKGROUND
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/courses.php?fc=155

2. LEARNING OUTCOMES

Learning outcomes
Students will acquire: • General knowledge about the nature of flow disorders. • The ability to understand assessment methods, based on objective measurements, and the ability to effectively apply interventions to people with stuttering and related disorders. • The ability to critically evaluate therapeutic methods in current clinical practice. • The ability to make clinical decisions from the perspective of the individual needs of each individual. • The ability to perform Speech measurements in accurate and consistent manner
General Competences
• Search for, analysis and synthesis of data and information, with the use of the necessary technology • Working independently • Production of free, creative and inductive thinking

3. SYLLABUS

Theoretical and clinical issues around speech fluency disorders with emphasis on stuttering. Terminology, characteristics, definitions, theories and etiology of stuttering. Epidemiology, speech conditions that reduce and increase stuttering.

Normal dysrhythmias. Early stuttering: Studies and characteristics of early stuttering. Evaluation, methods and goals of therapeutic intervention. Early stuttering intervention programs. The Lidcombe program. The Monterey program. Clinical issues related to early stuttering. Positive, negative diagnosis, red flags for risk assessment.

Chronic stuttering: Evaluation and intervention. The intervention phases in chronic stuttering. Relapse avoidance. Unplanned treatment, scheduled treatment. Prolonged speech. Scheduled speech assessment. Clinical issues related to chronic stuttering. The effectiveness of intervention methods. Objective measurements. Speech measurements. The usefulness of clinical measurements.

Other flow disorders: tachylalia stammering, Neurogenic acquired stuttering, Psychogenic acquired stuttering. Spastic Dysphonia: Fluency disorder

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face (lectures, clinical case studies, discussion, exercises)		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching for course delivery, communication with students, course materials and learning process support through the University e-learning platform (e-class).		
TEACHING METHODS	*Activity*	*Semester workload*	
	Lectures	26	
	Exercise: Analysis of assessment data (tutorial)	13	
	Self-guided study	83	
	Examination	3	
	Course total	125 hours (5 ECTS)	
STUDENT PERFORMANCE EVALUATION	Written Examination (100%) Each question / exercise of the exam has a different grade which is announced to the students during the exam. The examinable material and the assessment process are communicated to the students during the lectures and on the e-class platform.		

5. ATTACHED BIBLIOGRAPHY

- Guitar B (2014) *Τραυλισμός*, Εκδόσεις Κωνσταντάρας
- Μαλανδράκη Γ. (2012) *Εξελικτικός και Επίμονος Τραυλισμός*, Έκδοση Μαλανδράκη
- Yairi Ehud H & Seery Carol H. (2014*): Stuttering: Foundations and Clinical Applications*. Pearson publications (2nd Edition)

APHASIA AND RELATED DISORDERS (SLT_504)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	**SLT_504** **SEMESTER** 5º
COURSE TITLE	APHASIA AND RELATED DISORDERS

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
Lectures	3	5
Tutorials	1	

COURSE TYPE	SPECIAL BACKGROUND
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/courses.php?fc=155

2. LEARNING OUTCOMES

Learning outcomes
• Students will familiarise themselves with the theoretical models of description, evaluation, treatment and rehabilitation of acquired aphasias and related speech and communication disorders. • Students are able to identify, diagnose and evaluate the various types of acquired aphasias and related speech and communication disorders. • Students are able to select, organize and carry out treatment and rehabilitation programs in cases of acquired aphasia and related speech and communication disorders.
General Competences
- Search for, analysis and synthesis of data and information, with the use of the necessary technology   - Working independently   - Decision making   - Project planning and management   - Criticism and self –criticism   - Working in an interdisciplinary environment   - Respect for difference and multiculturalism   - Production of free, creative and inductive thinking

3. SYLLABUS

Definitions of aphasia and related disorders, types of aphasia. Historical view, etiology, description, symptomatology, diagnosis and categorization of aphasia based on the model of the World Health Organization. Neurology of aphasia. Topology and types of imaging brain damage in aphasia. Theories and mechanisms of brain plasticity and restoration of function in aphasia. Principles and methods of assessment in aphasia with standardized and unstandardized tests. Principles of treatment and intervention. Auditory disorders (models, evaluation and diagnosis, treatment and rehabilitation). Naming disorders (models, evaluation and diagnosis, treatment and rehabilitation). Reading and writing disorders - acquired dyslexia and dysgraphia (models, assessment and diagnosis, treatment and rehabilitation). Disorders in the processing of proposals in aphasia (models, evaluation and diagnosis, treatment and rehabilitation). Pragmatics disorders and discourse disorders. The Functional Aphasia Rehabilitation. Psychosocial effects of aphasia on the individual and his family. The social model of aphasia recovery.

5. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face (lectures, clinical case studies, discussion, exercises). Linical case studies will allow further understanding of the theoretical part.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching for course delivery, communication with students, course materials and learning process support through the University e-learning platform (e-class).

TEACHING METHODS	*Activity*	*Semester workload*
	Lectures	39
	Tutorials	13
	Literature study and analysis	73
	Course total	125 hours (5 ECTS)

STUDENT PERFORMANCE EVALUATION	Written Examination with case studies analysis. .

6. ATTACHED BIBLIOGRAPHY

- Papathanasiou I Coppens P & Potagas C (2014): Αφασία και συναφείς νευρογενείς διαταρχές επικοινωνίας. (Επιμ. Ελληνικής Έκδοσης: Η Παπαθανασίου) Εκδόσεις Κωνσταντάρας. Τόμος Α
- Papathanasiou, I. & R. de Blesser (2003) The Sciences of aphasia: From therapy to theory, Oxford: Elsevier.
- Papathanasiou, I. (2000) Acquired Neurogenic Communication Disorders: A Clinical Perspective. London: Whurr Publishers.
- Chapey, R. (2008) Language intervention strategies in aphasia and related neurogenic communication disorders. Baltimore: Lippincott Williams and Wilkins Publications. 5th edition
- Hillis, A. (2015) The handbook of adult language disorders. Sussex UK: Psychology Press, Hove. 2nd edition
- Brookshire, R. Mcneil M (2014) Introduction to neurogenic Communication Disorders. (8th Edition). St Louis Missouri: Mosby.

CLINICAL PRACTICE A2 IN SPEECH/LANGUAGE PATHOLOGY (SLT_505)

4. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	**SLT_505** **SEMESTER** 5°
COURSE TITLE	CLINICAL PRACTICUM A2 IN SPEECH/LANGUAGE PATHOLOGY

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials	2	5
Clinical practice	3	

COURSE TYPE	SKILLS DEVELOPMENT
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT127/

5. LEARNING OUTCOMES

Learning outcomes
- Students will be able to observe, describe and analyse both typical and atypical communication skills and swallowing processes in healthy and clinical populations across the lifespan   - Students will acquire data collection skills and they wiil be able to obtain the appropriate inforrmation from the patient's case history   - Students will be able to critically select assessment tools and analytical methodologies   - Students will understand the mechanisms and procedures involved in the therapeutic process   - Students will be able to develop treatment plans for real patients   - Students will be able to critically judge the application of assessment and treatment procedures
General Competences
- Search for, analysis and synthesis of data and information, with the use of the necessary technology   - Respect for difference and multiculturalism   - Production of free, creative and inductive thinking

6. SYLLABUS

Clinical practicum A offers students the opportunity to interact with populations with communication disorders. The basic goals of the course are:

IV. To demonstrate the connection between theoretical/academic knowledge and clinical practice.
V. To achieve a sufficient number of clinical observation hours of patients and clients with a wide range of communication disorders, following the standards of the major professional and academic bodies in the field of speech and language pathology (American Speech-Language-Hearing Association, Standing Liaison Committee of E.U. Speech and Language Therapists and Logopedists, International Association of Logopedics and Phoniatrics).
VI. To acquaint students with the clinical procedures involved in the field and to adequately prepare them for clinical practicum B in which they would transition from the passive role of the observer to the active role of the student-clinician

The course is divided into two parts:
III. Clinical observation. In clinical practicum A2, observation which will carrried out in the following clinical placements: *primary school* αnd *geriatric placement*. Students will attend each clinical placement weekly for 6 to 7 weeks.
IV. Clinical tutorials that will include: illustrations of the variation of normal communication development, discussions regarding the effects of aging on communication, exercises on the distinction between typical and atypical communication, simulations of the administration of assessment tools , data analysis exercises, treatment planning exercises, prresentation of patients with communication disorders via audio/video recordings, discussion of cases from clinical observation.

Clinical practicum A2 will involve the following:

Primary school
- Typical language development and disorders in school-aged children
- Literacy development and disoders
- Cognitive skills: development and disorders
- Learning abilities and language/communication
- Behaviour and communication
- Interdisciplinary approaches in primary school

Geriatric placement
- Language and speech in aging populations
- Cognitive skills and communication
- Social skills , conversation and discourse
- Oromotor movement and speech
- Swallowing in aging populations
- Group therapy activities

6. **TEACHING and LEARNING METHODS - EVALUATION**

DELIVERY	Face-to-face (lectures, clinical case studies, discussion, exercises)		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of PPT presentations Use of internet resources Use of audiovisual media Support of the learning process via the electronic platform e-class		
TEACHING METHODS	*Activity*	*Semester workload*	
	Tutorial	26	
	Clinical practice	39	

	Exercise: Analysis of assessement data	5
	Exercise: Assessment folder	10
	Exercise: Patient evaluation report	5
	Exercise: Treatment Plan	10
	Non-directed study	30
	Course total	125 hours (5 ECTS)
STUDENT PERFORMANCE EVALUATION	Language of evaluation: Greek Methods of evaluation: III. Written exams that will include clinical problem solving related to assessment, data analysis and treeratment planning (80%) IV. Written Assessments (20%) **Students should submit at least 80% of the assigned work to pass the class**	

7. **ATTACHED BIBLIOGRAPHY**

- Roth, F. (2015). Εγχειρίδιο Θεραπείας για Λογοθεραπευτές. Εκδόσεις Γκότσης.
- Mesulam, M. (2010). Αρχές συμπεριφορικής και γνωσιακής νευρολογίας. Εκδόσεις Πασχαλίδη

SIXTH SEMESTER

NEUROGENIC MOTOR SPEECH DISORDERS (SLT_601)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	**SLT_601** **SEMESTER** 6º
COURSE TITLE	NEUROGENIC MOTOR SPEECH DISORDERS

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
Lectures	3	6
Tutorials	1	

COURSE TYPE	SPECIAL KNOWLEDGE
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT132/

2. LEARNING OUTCOMES

Learning outcomes
- Students will be able to describe the neurological mechanisms for central and peripheral motor control of the muscles associated with speech production   - Students will be able to describe the characteristics and etiologies of neurogenic motor speech disorders and identify pathologic neuromuscular conditions associated with the dysarthrias and apraxia of speech   - Students will be able to identify and describe the perceptual characteristics of disordered speech   - Students will be able to describe and apply perceptual methods of data collection and analysis to determine the presence, type and severity of motor speech involvement in the communicatively disordered client

- Students will demonstrate knowledge of the process of differential diagnosis and they will be able arrive at diagnostic decisions based on neurologic and behavioural data
- Students will be able to use assessment data to construct intervention plans for patients with neurogenic motor speech disorders and identify appropriate long and short-term goals
- Students will be able to describe, critically select and apply behavioral strategies for the management of neurogenic motor speech disorders

General Competences

- Respect for difference and multiculturalism
- Production of free, creative and inductive thinking

3. SYLLABUS

Neurogenic motor speech disorders is a course that provides students with the knowledge, skills and competences necessary for the clinical management of acquired neurogenic speech disorders in children and adults. Teaching methods used include lectures and tutorials. Tutorials aim at the deeper understanding of the lecture content and the development of clinical thinking. Course content is described below:

Section I: Background
1. Introduction
2. Effect of aging on speech production
3. Clinical phonetics
4. Speech physiology
5. The speech motor system
6. Dimensions of movement

Section II: Assessment
1. Case history
2. Examination of the oral mechanism
3. Perceptual speech assessment
4. Severity, intelligibility, naturalness and participation restrictions in everyday life
5. Assessment tools

Section III: Symptom description of neurogenic motor speech disorders
1. Main dysarthria types
2. Mixed dysarthrias
3. Degenerative conditions and other aetiologies
4. Apraxia
5. Issues related to differential diagnosis
6. Assessment and intervention planning

Section IV: Intervention
1. Foundation of behavioural intervention
2. Principles of motor learning
3. Non-speech oromotor exercises
4. Intervention strategies for each speech component:
   a. Strategies for respiration and phonation problems
   b. Strategies for articulation and resonance problems
   c. Strategies for rate and prosody problems
5. Intervention strategies for each type of dysarthria
6. Intervention strategies for apraxia of speech

Section V: Special Issues
1. Application of imaging techniques in neurogenic motor speech disorders

	2. Neurogenic motor speech disorders in children
	3. Neurogenic motor speech disorders in multilingual and multicultural populations
	4. Research issues

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face (lectures, clinical case studies, discussion, exercises)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of PPT presentations Use of internet resources Use of audiovisual media Support of the learning process via the electronic platform e-class	
TEACHING METHODS	*Activity*	*Semester workload*
	Lecture	39 hours
	Tutorial: Aims to facilitate learning of the information covered in each lecture and demonstrate the link between theory and clinical practice via: Simulation-based learning of data collection procedures Data transcription exercises Data analysis exercises Treatment planning exercises	13 hours
	Non-directed study	98
	Course total	150 hours (6 ECTS)

STUDENT PERFORMANCE EVALUATION	Language of evaluation: Greek
	
	Methods of evaluation:
	  I. Written exams: multiple choice questionnaires, short answer questions, clinical prroblem solving (90%)
	  II. In-class exercises (10%)	

5. ATTACHED BIBLIOGRAPHY

Textbooks:

- Duffy J.R. (2012). *Νευρογενείς Κινητικές Διαταραχές Ομιλίας-Υποστρώματα, Διαφορική Διάγνωση και Αντιμετώπιση* (2nd Ed.). Εκδόσεις Π.Χ. Πασχαλίδης-Broken Hill Publishers.
- Duffy, J. R. (2013). Motor Speech Disorders: Substrates, differential diagnosis, and management. 3rd edition, St. Louis, MO: Elsevier Mosby
- Yorkston, K. M., Beukelman, D. R., Strand, E. A. & Bell, K. R. (2006). *Θεραπευτική Παρέμβαση Νευρογενών Κινητικών Διαταραχών Ομιλίας σε Παιδιά και Ενήλικες* (2nd Ed.). Εκδόσεις Ελλην.

Journal articles:

- Hanson, E., Yorkston, K. M., & Britton, D. (2011). Dysarthria in amyotrophic lateral sclerosis: A systematic review of characteristics, speech treatment and AAC options. *Journal of Medical Speech-Language Pathology,* 19(3), 12-30.
- Wambaugh, J. (2006). Treatment Guidelines for Apraxia of Speech: Lessons for Future Research. *Journal of Medical Speech-Language Pathology, 14*(4), 317-321.
- Yorkston, K. M., Hakel, M., Beukelman, D. R., & Fager, S. (2007). Evidence for effectiveness of treatment of loudness, rate or prosody in dysarthria: A systematic review. *Journal of Medical Speech-Language Pathology,* 15(2), xi-xxxvi.
- Yorkston, K. M., Spencer, K. A., & Duffy, J. R. (2003). Behavioral management of respiratory/phonatory dysfunction from dysarthria: A systematic review of the evidence. *Journal of Medical Speech-Language Pathology, 11(2),* xiii-xxxviii.
- Yorkston, K. M., Spencer, K. A., Duffy, J. R., Beukelman, D.R., Golper, L. A., Miller, R. M., Strand, E. A., & Sullivan, M. (2001). Evidence-based practice guidelines for dysarthria: Management of velopharyngeal function. *Journal of Medical Speech-Language Pathology, 9*(4), 257-273.

ACQUIRED COGNITIVE-LANGUAGE COMMUNICATION DISORDERS (SLT_602)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	SLT_602	**SEMESTER**	6th
COURSE TITLE	ACQUIRED COGNITIVE-LANGUAGE COMMUNICATION

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	6
Tutorials	1	

COURSE TYPE	SPECIAL BACKGROUND
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/courses.php?fc=155

2. LEARNING OUTCOMES

Learning outcomes
• To familiarise themsleves with the theoretical models of description, evaluation, treatment and rehabilitation of cognitive and non-neurogenic acquired communication disorders. • Be able to identify, diagnose and assess different types of cognitive and non-neurogenic acquired communication disorders.

• To be able to select, organize and carry out treatment and rehabilitation programs in cases of cognitive and non-neurogenic acquired communication disorders.
General Competences
- Search for, analysis and synthesis of data and information, with the use of the necessary technology   - Working independently   - Decision- Making   - Project planning and management   - Criticism and self-criticism   - Working in interdisciplinary environment   - Promotion of free, creative and inductive thinking.

3. SYLLABUS

Neurogenic communication disorders: Definitions, types, historical view, etiology, description, symptomatology, diagnosis and classification. Review of neurocognitive models of neurogenic language communication disorders. Study and evaluation of neurogenic cognitive functions such as memory, perception, attention, learning, organization of mind, inferential thinking and problem solving. Rehabilitation techniques for cognitive neurogenic communication disorders. Design and configuration of therapeutic material. Craniocerebral injury: description, evaluation, differential diagnosis, rehabilitation and treatment programs. Dementia: description, types, evaluation, differential diagnosis, rehabilitation and treatment programs. Linguistic disorders in acquired degenerative neurological diseases, such as Parkinson's disease, Multiple Sclerosis, Tumors, neoplasms. Description, types, evaluation, differential diagnosis, rehabilitation and treatment programs. Communication disorders in psychiatric disorders. Interdisciplinary team and intervention in neurogenic communication disorders. Psychosocial effects and counseling of the individual and the family environment.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to –face (tutorials, case studies, laboratory exercises)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Learning supported via e-class platform Using an online voting platform Utilisation of applications for laboratory analyses and exercises	
TEACHING METHODS	*Activity*	*Semester workload*
	Lectures (13)	39
	Tutorials (13)	13
	Guided literature reading	73
	Course Total	**125**
STUDENT PERFORMANCE EVALUATION	Written assessment with case studies analysis.	

5. ATTACHED BIBLIOGRAPHY

- Papathanasiou I Coppens P & Potagas C (2014): Αφασία και συναφείς νευρογενείς διαταρχές Επικοινωνίας. (Επιμ. Ελληνικής Έκδοσης: Η Παπαθανασίου) Εκδόσεις Κωνσταντάρας. Τόμος Β
- Sohlberg McKay Moore,Mateer Catherine A (2004) : Γνωστική αποκατάσταση. Εκδόσεις Παπαζήση
- Brookshire, R. Mcneil M (2014) Introduction to neurogenic Communication Disorders. (8th Edition). St Louis Missouri: Mosby.
- France, J. & S. Kramer (2001) Communication and Mental Illness: Theoretical and Practical Approaches. Philadephia: Taylor & Francis.

CLINICAL PRACTICE B1 (MANAGEMENT-THERAPY) (SLT_603)

6. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	SLT_603 **SEMESTER** 6th
COURSE TITLE	Clinical Practicum B1 (Management-Therapy)

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
Tutorials	2	7
Clinical Practice	4	

COURSE TYPE	SKILLS DEVELOPMENT
PREREQUISITE COURSES:	SWALLOWING DISORDERS – DYSPHAGIA (SLT_403) CLINICAL PRACTICUM A1 (SLT_ 404) CLINICAL PRACTICUM A2 (SLT_504)
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT170/

7. LEARNING OUTCOMES

Learning outcomes
Upon successful completion of the Clinical Placement B2, students will have developed: • Their abilities to apply screening tests in communication. • Their abilities to implement assessments in learning difficulties.

• The ability to apply various communication tests to pediatric population.
• The ability to detect and evaluate eating and swallowing disorders.
• The ability to develop and implement the appropriate treatment program for communication, voice and swallowing disorders.
• The ability to design the therapeutic hierarchy and apply it.
• The ability to set appropriate daily and long-term goals.
• Ability to communicate with other members of the multidisciplinary team.
• Ability to maintain patient records and write clinical reports and progression of treatment.
• The ability to recognize ethical issues in clinical practice and to successfully deal with them
• The ability to self-reflection on their clinical abilities.

General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision- Making
- Working independently
- Team work
- Showing social, professional and ethical responsibility and sensitivity to gender issues.
- Criticism and self-criticism
- Respect for difference and multiculturalism
- Promotion of free, creative and inductive thinking.

8. SYLLABUS

Clinical exercise B1 is the continuation of interaction of students with patient populations in clinical practice. The main objectives of the course are:
I. Linking the theoretical knowledge acquired in core theoretical training with clinical practice.
II. To complete a sufficient number of clinical contact hours with patients with a wide range of disorders, following the standards of the International Speech Language Association, the Standing Liaison Committee of EU Speech and Language Therapists and Logopedists, and the International Association of Logopedics Phoniatrics).
III. To acquaint students with clinical procedures and, above all, allow the transition to a role into patients' management as well as compilation and execution of treatment plans.

Tutorials:
The content of the tutorials (clinical exercises) is organized in the following thematic sections:

A) Clinical approach, case history and student's self-reflection Speech and Language Therapy skills.
B) Assessment in clinical practice by Speech and Language Therapist.
Students will be trained on the use of screening tests in the following sections:
• Communication,
• Voice,
• Hear and
• Feeding and Ingestion.
Student training on the use of the assessment tests in:
• Learning difficulties,
• Communication disorders (with emphasis on phonological disorders, articulation disorders, language disorders, stuttering/ stammering, dyspraxia, dysarthria) and
• Feeding and swallowing
presented in children.

C) Treatment of Communication, Voice, Feeding and Swallowing Disorders
The development and implementation of the appropriate therapeutic program.
Short-term and long-term objectives.
Clinical justification.
Structure of treatment hierarchy.
Session Structure.
Organisation of a complete patient file.

During the **tutorials**, case studies and interactive training scenarios are presented, aiming at a more comprehensive understanding of Management and Intervention. The student will create forms:
• for observation of the case
• for different treatment protocols
• for re-evaluation
as well as
• Material for therapeutic protocols (assistive material and drills)
• Activities to be use in therapy in the treatment of disorders as mentioned above in pre-school and school age.

Clinical Practice
The content of clinical practicum in clinical settings is organized as follows:
A) Assessment and analysis of speech, speech, voice, feeding and swallowing in both contexts and writing of a report.
B) In particular for:
Pre-school
o Treatment of phonological and articulation disorders
o Treatment of language disorders
o Treatment of speech sound disorders
o Treatment of developmental speech, voice and swallowing disorders in infancy
o Treatment of stuttering / stammering
o Compilation of the therapeutic program in infancy

Primary school
o Treatment of language disorders in school age
o Treatment of reading and writing disorders
o Treatment of cognitive language and learning disorders in school age
o Treatment of speech use disorders in school age
o Treatment of developmental speech, voice and swallowing disorders in school age
o Compilation of treatment program in school age

Upon completion of 7 weeks of clinical practicum at each site, students will present their clinical portfolio and at least one case study during the tutorial session / activity.

9. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Exercises presentations Clinical contact (under supervision) Face-to –face (tutorials, case studies, laboratory exercises)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Learning supported via e-class platform Using an online voting platform Utilisation of applications for laboratory analyses and exercises

TEACHING METHODS	*Activity*	*Semester workload*
	Tutorials (13)	26
	Clinical Practice (13)	52
	Clinical exercises	15
	Guided literature reading	20
	Clinical Portfolio	20
	Case reports	10
	Presentation preparation	6
	Literature review for lab clinical exercises	12
	Lab exercises analysis and therapy material preparation	14
	Course Total	**175**

STUDENT PERFORMANCE EVALUATION	Students will be assessed on the basis of: A) Written examination (50%) B) Student Portfolio (15%) C) Student's Ability in patient handling and management (15%) D) Clinical exercises (10%) E) Presentation of Critical Analysis of a Case Study (10%). Assessment language: Greek For the individual assessment parts: Assessment methodology during **Written Assessment**: multiple choice questions, problem solving short-answer questions, completion exercises, case studies. Assessment Methodology (rubrics) of **Student Portfolio**: completed presentation, sufficient amount of material, coverage of a wide spectrum, reports and forms, use of technology applications.

	Assessment methods of **Student's Ability in patient handling and management**: management capacity, self-reflection, ethical approach, fulfilment of obligations, ability to apply a therapeutic program. Assessment methods **Clinical exercises and presentation**: completed presentation, theoretical background, concluding position, integration of work using technological applications.

10. ATTACHED BIBLIOGRAPHY

- Hedge, M.N. (2013): Οδηγός Λογοθεραπευτικής παρέμβασης. Εκδόσεις Παρισιάνου
- Hedge, M.N. & Davis, D. (2009). Clinical methods and practicum in speech- language pathology. (5nd Edition). Cengage Learning
- Roth, F. (2015): Εγχειρίδιο Θεραπείας για Λογοθεραπευτές, Εκδόσεις Γκότσης

REHABILITATIVE AUDIOLOGY (SLT_604)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH AND LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	SLT_604	**SEMESTER**	6th
COURSE TITLE	REHABILITATIVE AUDIOLOGY

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	6
Tutorials	1	

COURSE TYPE	SPECIAL BACKGROUND
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT119/

2. LEARNING OUTCOMES

Learning outcomes

Upon successful completion of the course, students will:

- Be familiar with the subject of aural rehabilitation.
- Learn the different types of hearing impairment.
- Understand the effects of hearing impairment on language and speech.
- Understand Speech Reading Training.
- Be familiar with modern types of hearing amplification systems.
- Be able to develop and implement rehabilitative intervention programs for children and adults with hearing impairment.

General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision- Making
- Working independently

- Working in an interdisciplinary environment
- Respect for difference and multiculturalism
- Promotion of free, creative and inductive thinking.

3. SYLLABUS

Lectures:
Speech recognition and hearing impaired people. Assessment of hearing and speech recognition. Hearing systems and related technology: hearing aids (hearing aid types), FM systems (personal, self-contained), large area hearing systems, cochlear implants (types and operation). Candidacy criteria for cochlear implantation. Selection of an appropriate hearing amplification system. Unilateral or bilateral amplification. Ling test. Auditory training. Speech reading. Speech reading training. Conversation and Communication Behaviors: Communication Strategies and conversational Style. Assessment of conversational fluency and communication difficulties. Communication strategies training. Counseling, psychosocial support and assertiveness training. Aural intervention for children: newborns and toddlers who are hearing impaired. School-age children with hearing loss. Aural rehabilitation for adults. Adults who have hearing loss. Aural Rehabilitation Plans for Adults. Aural Rehabilitation Plans for the elderly. Speech audiometry tests in Greece.

Tutorials:
During the tutorials, case studies and exercises are presented, aiming at an in-depth understanding of the theory and the use of knowledge in the field of aural rehabilitation.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Lectures Case studies Laboratory exercises	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Support of the Learning process and communication with students, through the electronic platform "e-class".	
TEACHING METHODS	Δραστηριότητα	Φόρτος Εργασίας Εξαμήνου
	Lectures	39
	Tutorials	13
	Fieldwork	26
	Study and analysis of bibliography	13
	Selfstudy	59
	Course Total	**150**
STUDENT PERFORMANCE EVALUATION	The evaluation is carried out in the Greek language with a written final examination (100%) which includes: • Open-ended questions. • Short-answer questions. • Clinical Problem Solving Questions. • Multiple choice questions. • Analysis of case-studies.	

5. ATTACHED BIBLIOGRAPHY

• Roth F, Worthington C. Εγχειρίδιο Λογοθεραπείας. 1η Ελληνική Έκδοση. Τρίμμης Ν, Ζιάβρα Ν, Νησιώτη Μ, Επιμέλεια. Λευκωσία: Broken Hill Publishers LTD; 2016.
• Hall J. Κλινική Ακοολογία. 1η Ελληνική Έκδοση. Τρίμμης Ν & Ζιάβρα Ν, Επιμέλεια. Λευκωσία: Broken Hill Publishers LTD; 2015.
• Tye-Murray N. Θεμελιώδεις Αρχές Ακουστικής Αποκατάστασης: Παιδιά, Ενήλικες και Μέλη της Οικογένειας τους. 1η Ελληνική Έκδοση. Τρίμμης Ν, Επιμέλεια και Συγγραφή. Αθήνα: Εκδόσεις Π.Χ. Πασχαλίδης – Broken Hill Publishers LTD; 2012.
• Martin FN, Clark JG. Ακοολογία. 1η Ελληνική Έκδοση. Τρίμμης Ν, Επιμέλεια. Αθήνα: Εκδόσεις Έλλην; 2008.

• Χρήσιμοι δικτυακοί τόποι :
https://www.asha.org American Speech-Language-Hearing Association

https://www.audiology.org American Academy of Audiology

https://www.audiologyonline.com Audiology Online

https://www.audrehab.org/ Academy of Rehabilitative Audiology

RESEARCH METHODS AND QUANTITATIVE DATA ANALYSIS (SLT_605)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH & LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*

COURSE CODE	SLT_605	**SEMESTER**	6th
COURSE TITLE	RESEARCH METHODS AND QUANTITATIVE DATA ANALYSIS		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	2	5
Tutorials	1	
Laboratory Exercises	1	

COURSE TYPE	GENERAL KNOWLEDGE
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT126/

2. LEARNING OUTCOMES

Learning outcomes
- Understand and distinguish the characteristics and objectives of different qualitative and quantitative research methods.   - To be able to assess and evaluate whether the use of specific research methods meet the objectives of a research proposal.   - To plan and carry out key short research on topics which are part of the field of speech and language therapy.   - To be able to design and carry out a quantitative data analysis using the SPSS (Statistical Package for Social Sciences) program.   - To be able to present in a comprehensible manner the results of an analysis of a research study.

General Competences
• Search for, analysis and synthesis of data and information, with the use of the necessary technology   • Decision-making   • Working independently   • Working in an interdisciplinary environment   • Production of new research ideas   • Criticism   • Production of free, creative and inductive thinking

3. SYLLABUS

The main objects of the course are:

Introduction to Scientific Research. Description and Presentation of Quantitative and Qualitative Data. Types of Research in Speech and Language Therapy. Experimental Methods of Quantitative Research. Non-Experimental Methods of Quantitative Research. Test Cases. Quality research. Single Subject Research Design. Clinical Practice Based on Evidence - Evidence Based Practice. Research Proposal Structure. Reporting Research. Research Ethics and Deontology.

Laboratory Exercises on quantitative methods and data analysis: Introduction to the SPSS statistical package. Coding and data entry. Frequencies, average values, crosstabs etc., basic tables and diagrams. t-test. ANOVA repeated measures. Wilcoxon. Chi-square.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching for course delivery, laboratory education (SPSS), communication with students, course materials and learning process support through the University e-learning platform (e-class).

TEACHING METHODS	*Activity*	*Semester workload*	
	Lectures	26	
	Tutorials	13	
	Laboratory practice	13	
	Study of Research Articles	8	
	Individual Assignment	25	
	Study	36	
	Exams	4	
	Course total	125	

STUDENT PERFORMANCE EVALUATION	1) Final exam (70%) that includes: – multiple choice questionnaires – short-answer questions – problem solving exercises 2) Completion of laboratory exercises, an individual assignment and final lab exam (30%) Successful completion requires a grade of at least 5/10 in both the Written Final Examination and the laboratory part of the course. Each question/exam exercise has a different score which is communicated to students during the exam. The curriculum and the evaluation process are communicated to the students in the lectures, the laboratory and e-class.

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Babbie, E. (2016). The basics of social research (7th ed.). CENGAGE Learning Custom Publishing.
- Irwin, D. L., Lass, N. J., Pannbacker, M., Koay, M. E. T., & Whited, J. S. (2019). *Clinical research methods in speech-language pathology and audiology*. San Diego: Plural Publishing.
- Schiavetti, N., Metz, D. E., and Orlikoff, R. (2014). *Evaluating Research in Communicative Disorders*. Upper Saddle River, NJ: Pearson.

EXPERIMENTAL PRAGMATICS AND CLINICAL APPLICATIONS (SLT_606)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH AND LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	SLT_606 **SEMESTER** 6th
COURSE TITLE	EXPERIMENTAL PRAGMATICS AND CLINICAL APPLICATIONS

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
Lectures	3 (13 weeks)	5

COURSE TYPE	GENERAL BACKGROUND
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/courses.php?fc=155

2. LEARNING OUTCOMES

Learning outcomes
At the end of the course students should: • know the main theoretical approaches to oral or written natural speech analysis, • identify the mechanisms via which speakers produce and understand meanings that go beyond the semantics of the sentence (deictic elements of the utterance, implicatures, speech acts performed, interpersonal functions, role in conversation), • understand the relation between pragmatic abilities and the mechanisms of social cognition or other cognitive functions, • have a knowledge of Clinical Pragmatics and the conditions that involve pragmatic impairments.
Upon completing this course, students should be able to: • demonstrate knowledge and understanding of the basic notions of Pragmatics and Conversation Analysis, • understand the interaction of pragmatics with cognitive systems such as social cognition, memory, attention,

• understand the relationship between theory and experiment and develop a critical opinion towards the various theoretical approaches.

General Competences
• Search for, analysis and synthesis of data and information, with the use of the necessary technology.   • Working independently   • Production of new research ideas   • Respect for difference and multiculturalism   • Project planning and management   • Showing social, professional and ethical responsibility and sensitivity to gender issues   • Production of free, creative and inductive thinking

3. SYLLABUS

A. Grice's Program. Cooperative principle. Conversational maxims and conversational implicatures. Deixis, reference and inference. Speech act theory, direct and indirect speech acts (Austin, Searle). Face and politeness theories.   Conversation Analysis: exchange structures, turn-taking models and adjacency pairs, repair mechanisms, overlaps and interruptions.   B. Language and Social Cognition/Theory of Mind. Theory and experiment. Research methods (off-line experiments, eye-tracking, neuropragmatics). Clinical Pragmatics and pragmatic impairments (autism, Specific Language Impairment, schizophrenia, Parkinson). Pragmatics and its interfaces (semantics, syntax and prosody).

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	• In class lectures Guidance on conversation analysis and on designing experiments. • A detailed description of the topics covered in the course per week, as well as of the grading procedure, are made known to students in the Course Description posted on the e-class page of the course in the beginning of the semester.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	ICT is used in • Lectures, • Posting exercises to resolve and comment on, • Communication with students

TEACHING METHODS	Activity	Semester workload	
	Lectures (13)	39	
	Directed study	21	
	Non-directed study	65	
	Course total (25 hours course load per credit)	*125*	

STUDENT PERFORMANCE EVALUATION	• Written assignment (40%) Conversation analysis or/and design of pragmatics experiments. • Written final exam (60%) which will contain: d) Multiple choice questions e) Short essay questions

5. ATTACHED BIBLIOGRAPHY

- Αρχάκης Α. (2011). Γλωσσική διδασκαλία και σύσταση των κειμένων. Αθήνα: Πατάκης.
- Austin J. L. (1962). How to Do Things with Words. Oxford: Clarendon press.
- Birner, B.J. (2013). Introduction to Pragmatics. Malden, MA: Wiley-Blackwell.
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- Blum-Kulka, S. (1987). Indirectness and politeness in requests: Same or different?. Journal of pragmatics, 11(2), 131-146.
- Bonnefon, J. F., Feeney, A., & Villejoubert, G. (2009). When some is actually all: Scalar inferences in face-threatening contexts. Cognition, 112(2), 249-258.
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- Hagoort, P., & Levinson, S. C. (2014). Neuropragmatics. In M. Gazzaniga & G. Mangun (eds.), The Cognitive Neurosciences, 5th edition (pp. 667-674). Cambridge, MA: MIT Press.
- Happe, F. G. E. (1993). Communicative competence and theory of mind in autism: A test of relevance theory. Cognition, 48, 101–19.
- Huang, Y. (2014). Pragmatics. Oxford/New York: Oxford University Press.
- Huang, Y. (ed.) (2017). The Oxford Handbook of Pragmatics. Oxford: Oxford University Press.

- Katsos, N., & Cummins, C. (2010). Pragmatics: from theory to experiment and back again. Language and Linguistics Compass, 4(5), 282-295.
- Kissine, M. (2013). From utterances to speech acts. Cambridge: Cambridge University Press.
- Leech G. (1983). Principles of Pragmatics. London: Longman.
- Levinson S. C. (1983). Pragmatics. Cambridge: Cambridge University Press.
- Levinson, S. C. (2017). Speech Acts. In Y. Huang (Ed.), Oxford Handbook of Pragmatics (pp.
- 199-216). Oxford: Oxford University Press.
- Schegloff, E. A. (2007). Sequence Organization in Interaction: A Primer in Conversation Analysis, Volume 1, Cambridge: Cambridge University Press.
- Searle, J. (1979). Expression and Meaning. Cambridge: Cambridge University Press.
- Stivers, T., Enfield, N.J., Brown, P., Englert, C., Hayashi, M., Heinemann, T., Hoyman, G., Rossano, F., de Ruiter, J.P. Yoon, K. & Levinson, S.C. (2009). Universals and cultural variation in turn-taking in conversation. Proceedings of the National Academy of Sciences, 106(26), 10587-92.
- Tsohatzidis, S. (ed.) (1994). Foundations of speech act theory: Philosophical and linguistic perspectives. London: Routledge.
-

SEVENTH SEMESTER

TECHNOLOGY OF SPEECH, LANGUAGE & AUGMENTATIVE ALTERNATIVE COMMUNICATION (SLT_701)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH & LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	SLT_701 **SEMESTER** 7th
COURSE TITLE	TECHNOLOGY OF SPEECH, LANGUAGE & AUGMENTATIVE ALTERNATIVE COMMUNICATION

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
Lectures	2	5
Tutorials	1	
Laboratory Exercises	1	

COURSE TYPE	SPECIAL BACKGROUND
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT102/

2. LEARNING OUTCOMES

Learning outcomes
- Students understand the potential of computers as tools in Speech & Language Therapy.   - To familiarize students with hardware and application software in Speech & Language Therapy so that they can use them in intervention and diagnosis.   - Carrying out laboratory experiments in objective speech and voice analysis, both typical and disordered.   - To enable students to quantify the results of their therapeutic intervention and diagnosis for the dissemination of their results through the integration of quantitative and statistical techniques in

	laboratory exercises.

General Competences
•   Search for, analysis and synthesis of data and information, with the use of the necessary technology •   Decision-making •   Working independently •   Working in an interdisciplinary environment •   Production of new research ideas •   Criticism •   Production of free, creative and inductive thinking

3. SYLLABUS

The course main topics are:

Digital signal processing, sound processing, speech processing. Computer Assessment of speech, voice, language, problems. Nasometer, Visipitch, Electroglottograph, Praat. Computer programs and APPs for speech, voice and language disorder intervention in children and adults. Auditory feedback DAF/FAF for stuttering intervention. Augmentative Alternative Communication (AAC) Technology. AAC intervention for children and adults with varying communication disorders. Assistive Technology.
Laboratory speech and voice analysis measurements.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching for course delivery, laboratory education (specialized software, technology and APPs), communication with students, course materials and learning process support through the University e-learning platform (e-class).
TEACHING METHODS	*Activity* / *Semester workload* table below

Activity	*Semester workload*
Lectures	26
Tutorials	13
Laboratory practice	13
Study of Research Articles	8
Assignment on technology of Voice/Speech	15

	Assignment on Augmentative Alternative Communication	15
	Study	32
	Exams	3
	Course total	*125*

STUDENT PERFORMANCE EVALUATION	1) Final exam (70%) that includes:
	– multiple choice questionnaires
	– short-answer questions
	– open-ended questions,
	2) Completion of laboratory exercises and two (2) Individual Assignments (30%)
	Successful completion requires a grade of at least 5/10 in both the Written Final Examination and the laboratory part of the course.
	Each question/exam exercise has a different score which is communicated to students during the exam.The curriculum and the evaluation process are communicated to the students in the lectures, the laboratory and e-class.

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Baken, R.J. & Orlikoff, R.F. (2010). *Clinical Measurements of Speech & Voice*. (2nd Edition). New York: Delmar Cengage Learning.

- Behrman, A. (2018). *Η επιστήμη της ομιλίας και φωνής*. (Επιμ, Ελληνικής έκδοσης : Η. Παπαθανασίου). Αθήνα: Εκδόσεις Κωνσταντάρας.
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- Da Fonte, M. A., & Boesch, M. C. (2018). *Effective Augmentative and Alternative Communication Practices: A Handbook for School-based Practitioners*. New York: Routledge.
- Pino, A. (2015). *Free assistive technology software for persons with motor disabilities*. In Open Source Technology: Concepts, Methodologies, Tools, and Applications (pp. 462-505). IGI Global.
- Pohlmann, K.C. (2011) *Principles of Digital Audio*. (6th Edition). New York: McGraw-Hill.

CRANIOFACIAL ANOMALIES (SLT_702)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH AND LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*

COURSE CODE	SLT_702	**SEMESTER**	7th

COURSE TITLE	Craniofacial anomalies

INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
	Lectures	3	6
	Tutorials	1	

COURSE TYPE	SPECIAL BACKGROUND
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT118/

2. LEARNING OUTCOMES

Learning outcomes
Upon successful completion of the course, students will: be able to identify and evaluate speech problems in individuals with craniofacial abnormalities, more specifically, in people with cleft palate and dysfunction of the velopharyngeal valve.   be familiarized the role of the speech therapist and other members of the interdisciplinary team in the intervention and rehabilitation of people with craniofacial disorders.   be acquainted with the management of individuals with a history of cleft palate or other craniofacial abnormalities and with basic treatment techniques and rehabilitation strategies for the improvement of the communication problems faced by people with cleft palate and other craniofacial abnormalities.
General Competences
•   Search for, analysis and synthesis of data and information, with the use of the necessary

	technology
•	Decision- Making
•	Working independently
•	Working in an interdisciplinary environment
•	Respect for difference and multiculturalism
•	Promotion of free, creative and inductive thinking.

3. SYLLABUS

Lectures:
Normal and abnormal craniofacial structures: Anatomy and physiology (orofacial structures and velopharyngeal valve). Cleft lip and palate. Genetics and patterns of inheritance. Genetic evaluation and common craniofacial syndromes. Disorders associated with cleft lip/palate and craniofacial abnormalities. Feeding problems of infants with cleft lip/palate or craniofacial anomalies. Developmental aspects (language, cognition and phonology). Resonance disorders and velopharyngeal dysfunction. Ear, nose and throat abnormalities (effects on speech and resonance). Dental abnormalities associated with cleft lip and palate (effects on speech). Psychosocial aspects of cleft lip/palate and craniofacial abnormalities. Interdisciplinary care: The team approach to evaluation and treatment. Speech, resonance and velopharyngeal dysfunction assessment procedures: Evaluation using "low-tech" and "non-tech" procedures. Orofacial examination. Nasometry. Speech aerodynamics. Videofluoroscopy and other types of x-rays. Nasopharyngoscopy. Therapeutic procedures for speech, resonance and velopharyngeal dysfunction: Surgical management of cleft lip/palate and velopharyngeal dysfunction. Orthognathic surgery for craniofacial differences. Prosthetic management. Speech therapy.

Tutorials:
During the tutorials, case studies and exercises are presented, aiming at an in-depth understanding of the theory and the use of knowledge in the field of aural rehabilitation.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Lectures Case studies Laboratory exercises
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Support of the Learning process and communication with students, through the electronic platform "e-class".

TEACHING METHODS	*Activity*	*Semester workload*
	Lectures	39
	Tutorials	13
	Fieldwork	13
	Study and analysis of bibliography	13
	Self-study	72
	Course total	*150*

STUDENT PERFORMANCE EVALUATION	The evaluation is carried out in the Greek language with a written final examination (100%) which includes: • Open-ended questions. • Short-answer questions. • Clinical Problem Solving Questions. • Multiple choice questions. • Analysis of case-studies.

5. ATTACHED BIBLIOGRAPHY

• Roth F, Worthington C. Εγχειρίδιο Λογοθεραπείας. 1η Ελληνική Έκδοση. Τρίμμης Ν, Ζιάβρα Ν, Νησιώτη Μ, Επιμέλεια. Λευκωσία: Broken Hill PublishersLTD; 2016.

• Hardin-Jones M. Children with Cleft Lip and Palate: A Parents' Guide to Early Speech-Language Development and Treatment. Woodbine House; 2015.

• Kummer A. Σχιστίες και Κρανιοπροσωπικές Ανωμαλίες-Επιπτώσεις στην Ομιλία και την Αντήχηση. 1η Ελληνική Έκδοση. Τρίμμης Ν, Επιμέλεια. Αθήνα: Εκδόσεις Π.Χ. Πασχαλίδης ΑΕ; 2011.

Useful Internet Sites:
https://www.asha.org American Speech-Language-Hearing Association

https://acpa-cpf.org American Cleft Palate-Craniofacial Association

https://www.clapa.com Cleft Lip & Palate Association

CLINICAL PRACTICE B2 (MANAGEMENT – THERAPY) (SLT_703)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	**SLT_703** **SEMESTER** 7th
COURSE TITLE	CLINICAL PRACTICUM B2 (MANAGEMENT – THERAPY)

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
Tutorials	2	7
Clinical Practice	4	

COURSE TYPE	SKILLS DEVELOPMENT
PREREQUISITE COURSES:	SWALLOWING DISORDERS – DYSPHAGIA (SLT_403) CLINICAL PRACTICUM A1 (SLT_ 404) CLINICAL PRACTICUM A2 (SLT_504)
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT170/

2. LEARNING OUTCOMES

Learning outcomes
Upon successful completion of the Clinical Placement B2, students will have developed: • Their abilities to apply screening procedures for communication abilities to pediatric and adult populations. • The ability to apply various assessment tools for communication impairments to pediatric population. • The ability to screen and evaluate eating and swallowing disorders. • The ability to develop and implement the appropriate therapeutic program for communication, voice and swallowing disorders. • The ability to design the treatment hierarchy and apply it. • The ability to set appropriate daily and long-term goals. • Ability to communicate with other members of the mutlidisciplinary team. • The ability to keep patient records and to write clinical reports and progress reports of treatment regime. • The ability to recognize ethical dilemmas in clinical practice and their successful management. • The ability to self-reflect on their clinical abilities.

General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision- Making
- Working independently
- Team work
- Showing social, professional and ethical responsibility and sensitivity to gender issues.
- Criticism and self-criticism
- Respect for difference and multiculturalism
- Promotion of free, creative and inductive thinking.

3. SYLLABUS

Clinical exercise B2 is the continuation of interaction of students with patient populations in clinical practice. The main objectives of the course are:
I. Linking the theoretical knowledge acquired in core theoretical training with clinical practice.
II. To complete a sufficient number of clinical contact hours with patients with a wide range of disorders, following the standards of the International Speech Language Association, the Standing Liaison Committee of EU Speech and Language Therapists and Logopedists, and the International Association of Logopedics Phoniatrics).
III. To acquaint students with clinical procedures and, above all, allow the transition to a role into patients' management as well as compilation and execution of treatment plans.

Tutorials:
The content of the tutorials (clinical exercises) is organized in the following sections:

A) Clinical approach, case history taking of specific patient groups, medical folder, and student's self-reflection Speech and Language Therapy skills.
B) Assessment in peadiatric and adult populations with Multiple Disabilities in the Clinical Practice by Speech and Language Therapists.
Students will be trained on the use of screening tests in the following sections:
• Communication,
• Voice,
• Hearing and
• Feeding and Swallowing.
Student training on the use of assessment tests in:
• Communication disorders (with emphasis on aphasia, cognitive deficits, autism spectrum disorders, hearing and vision disorders, dyspraxia, dysarthria, quality-of-life of patients)
• Feeding and swallowing,
• Voice disorders
presented in children and adults.

 C) Treatment of Communication, Voice, Feeding and Swallowing Disorders
The development and implementation of the appropriate therapeutic program.
Short-term and long-term objectives.
Clinical justification.
Structure of treatment hierarchy.
Session Structure.
Organisation of a complete patient file.

During the **tutorials**, case studies and interactive training scenarios are presented, aiming at a more comprehensive understanding of Management and Intervention. The student will create forms:
• for observation of the case
• for different treatment protocols
• for re-evaluation
as well as
• Material for therapeutic protocols (assistive material and drills)
• Activities to be use in therapy in the treatment of disorders as mentioned above in the pediatric and adult population.

Clinical Practice
The content of clinical practicum in the different settings is organized as follows:
A) Assessment and analysis of speech, speech, voice, feeding and swallowing in both contexts and writing of a report.
B) In particular for:
The topics to be covered per seven-weeks block practicum are:
Special school
o Assessment and Treatment of speech and communication disorders in people with multiple disabilities
o Assessment and Treatment of speech and communication disorders in children with cognitive deficits
o Assessment and treatment of speech and communication disorders in people with autistic spectrum disorders
o Assessment and Treatment of speech and communication disorders in people with hearing and vision disorders
o Assessment and Treatment of eating and swallowing disorders
o Implementation of alternative augmentative communication systems
o Compilation of therapeutic program in specific child populations
o Multidisciplinary approach to communication, feeding and swallowing disorders in adults

Hospital setting
o Assessment and Treatment of speech and communication disorders in adults
o Assessment and Treatment of speech disorders in adults
o Assessment and treatment of voice disorders in adults
o Evaluation and Treatment of Cognitive Disorders with language issues in adults
o Assessment and Treatment of adult Swallowing Disorders
o Implementation of alternative augmentative communication systems
o Compilation of therapeutic program in adults
o Multidisciplinary approach to addressing communication, feeding and swallowing disorders in adults.

Upon completion of 7 weeks of clinical practicum at each site, students will present their clinical portfolio and at least one case study during the tutorial meeting / activity.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Exercises presentations Clinical contact (under supervision) Face-to –face (tutorials, case studies, laboratory exercises)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Learning supported via e-class platform Using an online voting platform Utilisation of applications for laboratory analyses and exercises

TEACHING METHODS	Activity	Semester workload
	Tutorials (13)	26
	Clinical practice (13)	52
	Clinical exercises	15
	Guided literature reading	20
	Clinical Portfolio	20
	Case reports	10
	Presentation preparation	6
	Literature review for clinical exercises	12
	Lab exercises analysis and therapy material preparation	14
	Course total	**175**

STUDENT PERFORMANCE EVALUATION	Students will be assessed on the basis of: A) Written examination (50%) B) Student Portfolio (15%) C) Student's Ability in patient handling and management (15%) D) Clinical exercises (10%) E) Presentation of Critical Analysis of a Case Study (10%). Assessment language: Greek For the individual assessment parts: Assessment methodology during **Written Assessment**: multiple choice questions, problem solving short-answer questions, completion exercises, case studies. Assessment Methodology (rubrics) of **Student Portfolio**: completed presentation, sufficient amount of material, coverage of a wide spectrum, reports and forms, use of technology applications.

	Assessment methods of **Student's Ability in patient handling and management**: management capacity, self-reflection, ethical approach, fulfilment of obligations, ability to apply a therapeutic program. Assessment methods **Clinical exercises and presentation**: completed presentation, theoretical background, concluding position, integration of work using technological applications.

5. ATTACHED BIBLIOGRAPHY

- Hedge, M.N. (2013): *Οδηγός Λογοθεραπευτικής παρέμβασης*. Εκδόσεις Παρισιάνου
- Hedge, M.N. & Davis, D. (2009). *Clinical methods and practicum in speech- language pathology*. (5nd Edition). Cengage Learning
- Roth, F. (2015): Εγχειρίδιο Θεραπείας για Λογοθεραπευτές, Εκδόσεις Γκότσης
- Baehr, M., Frotscher, M. (2009*): Duus Εντοπιστική Διάγνωση στη Νευρολογία*, Εκδόσεις Κωνσταντάρας
- Papathanasiou, I., Coppens, P. & Potagas, C. (2014): *Αφασία και συναφείς νευρογενείς διαταρχές επικοινωνίας*. Εκδόσεις Κωνσταντάρας. Τόμος Α & Β
- Boone, D., McFarlane, S., Von Berg, S., Zraick, R. (2013): *Η φωνή και η θεραπεία της*. Εκδόσεις Κωνσταντάρας, 9η έκδοση
- Crary. M., & Groher, M. (2011). *Δυσφαγία* (Επιμέλεια Έλληνικης Έκδοσης: Η. Παπαθανασίου - Β. Παπανικολάου). Εκδόσεις Παρισιάνου
- Logemann, J. A. (1983). *Evaluation of swallowing disorders*. San Diego, CA: College Hill Press.
- Leonard, R. & Kendall K. (2019) *Dysphagia Assessment and Treatment Planning: A Team Approach, Fourth Edition.* San Diego: Plural Publishing.

DEVELOPMENTAL DISORDERS IN SYNDROMES AND SPECIAL POPULATIONS (SLT_704)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES		
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY		
LEVEL OF STUDIES	*Undergraduate*		
COURSE CODE	SLT_704	**SEMESTER**	7th
COURSE TITLE	DEVELOPMENTAL DISORDERS IN SYNDROMES AND SPECIAL POPULATIONS		
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
	Lectures	3	6
	Tutorial	1	
COURSE TYPE	SPECIAL BACKGROUND		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT210/		

2. LEARNING OUTCOMES

Learning outcomes
Students should be able to   • Describe the aspects and modalities of human communication   • Summarize current theoretical models of developmental language disorders   • Discuss approaches to integrating and interpreting assessment data   • Critically evaluate case history and assessment data in intervention planning for single case studies of children with language disorders   • Describe the similarities and differences between the speech, language, and communication profiles of children with developmental disorders of various origin   • Evaluate, compare, select and apply therapeutic approaches to children with developmental disorders.   • Present individual case studies of children with language disorders
General Competences
• Adapting to new situations   • Decision- Making   • Working independently   • Team work

- Search for, analysis and synthesis of data

3. SYLLABUS

Brief overview of the normal development of speech and language, foundations of language development and prerequisite skills for the later development of verbal communication. Presentation of theoretical models of language development. Detailed description and analysis of speech and language disorders in: cognitive deficits, sensory deficits, Autism Spectrum Disorders, students with multiple disabilities. Presentation and comparison of therapeutic approaches. Interdisciplinary approach to children with developmental disorders.
Videos of children with language disorders and intervention approaches will be presented and discussed.
Tutorials:
Tutorials aim to facilitate understanding and the clinical application of theoretical issues presented in lectures. For example:
- Presentation of clinical cases, use of assessment data in clinical reasoning and intervention planning
- Critical appraisal of educational material in terms of language comprehension barriers
- Comparison of different approaches to intervention, discussion of clinical application
- Intervention planning based on assessment data

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face (lectures, tutorials, clinical case studies, discussion, exercises). Students will be informed on syllabus and assessment procedures via e-class.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Power Point Presentations will be used. Learning supported via e-class platform
TEACHING METHODS	
STUDENT PERFORMANCE EVALUATION	Students will be assessed on the basis of a written examination (100%) comprised of: a. Multiple choice questions b. short answer questions c. data analysis and intervention planning (based on tutorials)

Activity	Semester workload
Lectures (13)	39
Tutorials (13)	13
Guided literature reading	15
Non-directed study	58
Course total	**125**

5. ATTACHED BIBLIOGRAPHY

- Bishop D.V.M. (1997). *Uncommon Understanding.* London: Psychology Press LTD.
- Bishop, D.M.V., & Leonard, L. B. (2000). *Speech and Language Impairments in Children.* London: Psychology Press LTD.
- Bishop, D.M.V., & Mogford, K. (1993). *Language Development in Exceptional Circumstances.* Mahwah, NJ: Lawrence Erlbaum Associates Ltd.
- Chiat, S. (2000). *Understanding Children with Language Problems*. Cambridge: Cambridge University Press.

- Chiat, S., J. Law & J. Marshall (1997*) Language Disorders in Children and Adults.* London: Whurr Publishers
- Firth, U. (1994). *Αυτισμός*. Αθήνα: Ελληνικά Γράμματα.
- Lahey, M., & Bloom, L. (1978).*Language Development and Language Disorders*. New York: John Wiley and Sons.
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- Reed, V. (2005). An introduction to children with language disorders. Pearson/Allyn and Bacon.

MULTILINGUAL ENVIRONMENTS AND BILINGUALISM (SLT_705)

1. **GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES

ACADEMIC UNIT	SPEECH AND LANGUAGE THERAPY			
LEVEL OF STUDIES	*Undergraduate*			
COURSE CODE	**SLT_705**		**SEMESTER**	7th
COURSE TITLE	MULTILINGUAL ENVIRONMENTS AND BILINGUALISM			
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**		**CREDITS**
	Lectures	3		5
	Tutorial	1		
COURSE TYPE	SPECIAL BACKGROUND			
PREREQUISITE COURSES:	NONE			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK			
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES			
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT212/			

2. LEARNING OUTCOMES

Learning outcomes
• Students should become familiarized with the notions of bilingualism/multilingualism and multiculturalism. • They should become familiarized with the various educational systems for bilingual and multilingual children. • They should become familiarized with the various types of bilingualism and the manners of acquiring the languages at stake. • They should become familiarized with the impact of bilingualism on the language abilities and the cognitive abilities of the bilingual individual. • They should become familiarized with the methods and procedures employed when working with an interpreter in order to assess a bilingual individual and apply intervention.
Upon completion of the course, students should be able to: • distinguish whether a bilingual individual has a language impairment or does not have a good command of Greek. • collaborate with an interpreter in order to deliver SLT intervention. • understand the domains on which school support should focus regarding bilingual children with a language other than Greek at home.

General Competences
Respect for difference and multiculturalism
Team work
Adjusting to new situations

3. SYLLABUS

Definition of bilingualism. Clarification of the terms Bilingualism and Diglossia in Greek and English.
Bilingualism through history, socio-historical conditions for the emergence of bilingualism, in Greece and elsewhere. Minority languages in Greece, and Greek as a minority language.
Clarifying the terms First Language (L1), Second Language (L2), Foreign Language.
Types of bilingualism, conditions of acquisition (simultaneous, successive). Age of acquisition. Manner of acquisition (natural, guided/instruction).
Types of bilingualism according to linguistic criteria (coordinate, compound, subordinate).
The phenomenon of semi-lingualism.
The bilingual mind. Brain structure and function in typical bilinguals.
Impact of bilingualism on cognitive abilities (executive functions, Theory of Mind).
Impact of bilingualism on language abilities (phonology, lexicon, syntax). Code Switching, Heritage Languages.
Bilingualism language impairments. Intervention via the mediation of interpreters.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	• In class lectures (power point presentations) • Invited lectures from experts in the field will be delivered during (some of) the tutorials. Detailed description of the topics covered in the course per week, as well as of the grading procedure, are made known to students in the Course Description posted on the e-class page in the beginning of the semester.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *s*	ICT is used in • Lectures • Communication with students

TEACHING METHODS	*Activity*	*Semester workload*	
	Lectures (13)	39	
	Tutorials (13)	13	
	Directed study	15	
	Non-directed study	58	
	Course total (25 hours course load per credit)	*125*	

STUDENT PERFORMANCE EVALUATION	• Written final exam (80%) which will contain: f) Essay questions g) Multiple choice questions • Class presentations (20%) During the tutorial students will present readings on specialized topics of the current literature, which will be discussed afterwards.

5. ATTACHED BIBLIOGRAPHY

• Antoniou, K., Grohmann, K., Kambanaros, M., Katsos, N. (2016). The effect of childhood bilectalism and multilingualism on executive control. *Cognition* 149: 18-30
• Fabbro, F. (1999). *The neurolinguistics of bilingualism*. Hove: Psychology Press.
• Grosjean, F. (1989). Neurolinguists, beware! The bilingual is not two monolinguals in one person. *Brain and Language* 36: 3-15.
• Kambanaros, M. & Steenbrugge, van W. (2004). Interpreters and Language Assessment: Confrontation Naming and Interpreting. *Advances in Speech-Language Pathology* 6: 247-252.
• Langdon, H. (2002). *Working with Interpreters to serve Bilingual Children and Families*. ASHA.
• Langdon, H. (2002). Communicating Effectively with Clients during a Speech-Language Pathologist/Interpreter Conference: Results of a Survey *Contemporary Issues in Communication Science and Disorders 29*, 17-347.
• Langdon, H. & Quintanar-Sarellana, R. (2003). Roles and Responsibilities of the Interpreter in Interactions with Speech-Language Pathologists, Parents, and Students. *Seminars in Speech and Language 24*: 235-244
• Τριάρχη-Herrmann, B. (2000). *Η Διγλωσσία στην Παιδική Ηλικία*. Αθήνα: Gutenberg.
• Σκούρτου, Ε. (2011). *Η Διγλωσσία στο σχολείο*. Αθήνα: Gutenberg.

- Σκούρτου, Ε., & Κούρτη-Καζούλλη, Β. (2015). *Διγλωσσία και Διδασκαλία της Ελληνικής ως Δεύτερης Γλώσσας*. Ηλεκτρονικό βιβλίο-Κάλλιπος.
- Westby, C. E. 2002. Multicultural issues in speech and language assessment. In Tomblin, J. B., Morris, H.L., & D.C. Spriestersbach (Eds.), *Diagnosis in speech-language pathology* (2nd ed.) (pp. 35-62). Clifton Park, NY: Delmar Learning.

EVIDENCE-BASED PRACTICE IN SPEECH LANGUAGE THERAPY (SLT_706)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCEINCES
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	SLT_706	**SEMESTER**	7th
COURSE TITLE	EVIDENCE-BASED PRACTICE IN SPEECH LANGUAGE THERAPY

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
Lectures, Exercise presentations	3	5

COURSE TYPE	SPECIAL KNOWLEDGE
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT112/

2. LEARNING OUTCOMES

Learning outcomes
Upon completion of the course, students will have gained: • Understanding of the basic principles governing the evidence-based practice in the field of health sciences in general and specifically in the field of Speech and Language Therapy. • Understanding of the importance of evidence and research findings and the hierarchy of evidence levels. • Understanding of the critical processing on the assessment of resources, means, experience, research data and will have acquired the ability to gauge appropriately the patient's wishes and preferences. • Familiarity with the process of choosing the appropriate assessment tool and the appropriate treatment for Communication, Speech, Hearing, and Swallowing disorders based on evidence-based practice in Speech and Language Therapy. • Familiarity with self-reflection methods, continuing education, autonomy in clinical practice. • The ability to distinguish ethical and professional ethics dilemmas in Speech and Language Therapy and the contribution of evidence-based practice to address them.

General Competences
- Search for, analysis and synthesis of data and information, with the use of the necessary technology   - Decision- Making   - Working independently   - Team work   - Showing social, professional and ethical responsibility and sensitivity to gender issues   - Respect for difference and multiculturalism   - Criticism and self-criticism   - Promotion of free, creative and inductive thinking.

3. SYLLABUS

The content of the course is organized in the following sections:

Introduction to Evidence Based Practice in Speech and Language Therapy.
Key principles of the Evidence-based practice, historical review of concepts.
Decision Making and Evidence-based practice.

Basic principles of clinical practice.
Promotion of the profession
Different environments where Speech and Language Therapist work and their comparison.
The therapist's personal and professional values.
Clinical experience and self-criticism.
Preferences, needs and values of patients, carers and the environment.
Issues of access to research data.

Hierarchy and critique of research data in Speech and Language Therapy.
Analysis and comparison of research data.
Data validation and critical analysis of research.
Comparison between the theoretical background, the research design and the research data.

Adaptation of Speech and Language Therapy.
Adaptation of Speech and Language Therapy to New Data & Research Developments.
Making decisions in multicultural, environments and with people with different religious beliefs, and vulnerable groups.
Evidence based practice in assessment procedures.
Evidence based practice in therapeutic decisions.
Strategies for Change and Implement evidence-based practice in Speech and Language Therapy clinic.

Current Topics on Evidence-based Practice in Speech and Language Therapy.
Clinical challenges and adaptability.
The Speech and Language Therapist and the mass media.
Tasks and responsibilities of clinical Speech and Language Therapist, the work environment, researchers, professional associations worldwide and in Greece.
Ethical expectations in private sectors.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Lectures Classroom Presentations Discussion between groups - Debate	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Educational platform of e-class Utilisation of online voting system	
TEACHING METHODS	*Activity*	*Semester workload*
	Lectures (11)	33
	Students' Presentations of Literature Critical Analysis (1)	3
	Students' Presentations and participating in Debate (1)	3
	Guided Literature reading	30
	Presentation creation	6
	Literature review for the Debate	10
	Preparation of argument	20
	Non-guided learning	20
	Course Total	**125**
STUDENT PERFORMANCE EVALUATION	Students will be assessed based: A) Final written exam (80%) B) Participation in debate (15%) C) Presentation of Critical Analysis (5%). Assessment language: Greek For each assessment component: Methods Assessment during **Written Exam**: multiple choice questions, problem solving short-answer questions, completion questions. Methods of Assessment of the **Participation in Debate**: Argumentation, Critical Assessment of evidence and clinical findings agreement, Understanding Evidence-based practice. Methods of Assessment of the **Critical Analysis Presentation**: Presentation skills, critical analysis, deliberative and analytical discussion on the clinical issue.	

5. ATTACHED BIBLIOGRAPHY

- Μουντοκαλάκης, Θ.Δ. (2008): *Εισήγηση: Ιατρική βασισμένη σε ενδείξεις*. Παιδιατρική θεραπευτική ενημέρωση. 216-221.

- Μουντοκαλάκης, Θ.Δ. (2015): *Αποσαφηνίζοντας τον όρο "evidence based medicine"*. Αρχεία Ελληνικής Ιατρικής, 32(5):650-660.

- Campbell, W.N. & Douglas, N.F. (2017): *Supporting evidence-based practice in speech language pathology: A review of implementation strategies for promoting health professional behavior change*. Evidence-Based Communication Assessment and Intervention. 11:3-4, 72-81.

- Dollaghan, C. A. (2007). *The handbook for evidence-based practice in communication disorders*. Baltimore: Paul H. Brookes.

- Epstein, L., Nazario, A., & Yu, B. (2009). *Evaluation of evidence in evidence-based practice and how library science can help.* Perspectives on Issues in Higher Education, 12, 32-41.

- Johnson, C. J. (2006). *Getting started in evidence-based practice for childhood speech-language disorders.* American Journal of Speech-Language Pathology, 15, p. 20-35.

- Greenhalgh, T. (2001). *How to read a paper.* (2nd ed.). London: BMJ Publishing Group.

- Sackett, D. L., Rosenberg, W. M. C., Muir, J. A., Gray, R., Haynes, B., & Richardson, W. S. (1996). *Evidence based medicine: What it is and what it isn't.* British Medical Journal, 312, 71-72.

- Tate, R.L., McDonald, S., Perdices, M., Togher, L., Schultz, R., & Savage, S. (2008). *Rating the methodological quality of single-subject designs and n-of-1 trials: Introducing the Single-Case Experimental Design (SCED) Scale.* Neuropsychological Rehabilitation, 18, 385-401.

- Zipoli, R. P. Jr., & Kennedy, M. (2005). *Evidence-based practice among speech-language pathologists: Attitudes, utilizations and barriers.* American Journal of Speech-Language Pathology, 14, 208-220.

EIGHTH SEMESTER

CLINICAL PRACTICUM IN SPEECH AND LANGUAGE PATHOLOGY (SLT_801)

1. GENERAL

SCHOOL	Health Rehabilitation Sciences
ACADEMIC UNIT	Speech and Language Therapy
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	SLT_801		**SEMESTER**	8TH
COURSE TITLE	CLINICAL PRACTICUM IN SPEECH AND LANGUAGE PATHOLOGY

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
Clinical Practicum	20	10

COURSE TYPE	SKILLS DEVELOPMENT
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT123/

2. LEARNING OUTCOMES

Learning outcomes

Upon successful completion of the module the student will be able to:
• Recognize and follow the operating regulations and safety rules in clinics that provide Speech and Language Therapy services
• Collaborate / communicate with the patient, relatives / caregivers and other members of the interdisciplinary team
• To know and follow the rules of Ethics the profession of Speech and Language Therapy
• To apply in practice techniques and methods of assessing patients from a wide range of clinical communication disorders and dysphagia.
• To successfully design and implement intervention programs based on evidence based Speech and Language Therapy practice, individually and in groups, for a wide range of communication disorders and dysphagia.
• To integrate theoretical and research knowledge in the daily clinical practice of Speech and Language Therapy.
• To prepare reports for the evaluation, diagnosis, initiation of therapeutic plan, completion of therapy.

General Competences
• Search for, analysis and synthesis of data and information, with the use of the necessary Technology • Respect for difference and multiculturalism • Adapting to new situations • Criticism and self-criticism • Decision- Making • Working in an interdisciplinary environment • Production of new research ideas • Promotion of free, creative and inductive thinking.

3. SYLLABUS

The Clinical Practicum is the final compulsory clinical course of the study program aiming to complete the education of students in the provision of Speech and Language Therapy Services.

Clinical procedures in which students are trained include: the assessment of communication skills (verbal and non-verbal) and swallowing in children and adults, prevention, assessment of related disorders and the design and execution of effective treatment programs, the completion of other professional activities which may include direct or indirect, individual or group therapeutic methods, interventions and counseling.

Students can complete the practicum in public and wider public sector in organizations, schools, hospitals, institutions, mental health centers, etc.

In more details:
The student will be able to:
• Evaluate human Communication-Voice, Speech, Language (oral-written) and assess and treat associated disorders, as well as disorders related to swallowing.
• Utilise to people of all ages current scientific clinical methodology and technology for the assessment of human Communication-Voice, Speech, Language (oral, written), non-verbal communication - the diagnostic evaluation, treatment and treatment of these disorders as well as disorders of ingestion, which may include:
1. Use of technological, prosthetic and technical means, use of diagnostic tests of human communication and other scientific tools with the aim of optimal diagnostic evaluation, treatment and treatment of disorders of human communication and dysphagia.
2. Prevention and treatment methods (interventional and counseling), direct or indirect, individual or group on issues related to the dysfunction of human communication and swallowing.
3. Participation in interdisciplinary teams.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use PowerPoint in teaching Use of supervisory tools such as the internet Use of audio-visual material Support of the Learning process through the electronic platform e-class

TEACHING METHODS	*Activity*	*Semester workload*	
	Clinical Laboratory work	160	
	Portfolio/ Dossier	40	
	Case study analysis	50	
	Course Total	**250**	

STUDENT PERFORMANCE EVALUATION	Students will be assessed based on: • Written report of practicum completion (40%) • Presentation of a critical analysis of a case study (40%) • Student Portfolio (20%) In addition to the above, the course instructor will be in contact with the student's supervisor during the clinical practice and, if possible, will visit the clinical setting. At the end of the semester the supervisor completes a written student assessment report. The student's final grade can also be determined by the supervisor's feedback. Language of assessment: Greek **Details for each individual evaluation:** Methods of evaluation of written report of internships: systematic data collection of clinical cases and clinical operations, observance of ethical principles, use of appropriate language and terminology, assessment of clinical abilities of the student / self-evaluation **Case study presentation critical evaluation methods** (Student selects and presents a clinical case): complete presentation, theoretical background, bibliographically documented clinical plan **Student portfolio evaluation methods**: sufficient material, complete assessment & intervention protocols, appropriate organization

5. ATTACHED BIBLIOGRAPHY

- Sheepway, L., Lincoln, M. and Togher, L., 2011. An international study of clinical education practices in speech-language pathology. International Journal of Speech-Language Pathology, 13(2), pp.174-185
- CATy, M.È., Kinsella, E.A. and Doyle, P.C., 2015. Reflective practice in speech-language pathology: A scoping review. International journal of speech-language pathology, 17(4), pp.411-420.

- MacBean, N., Theodoros, D., Davidson, B. and Hill, A.E., 2013. Simulated learning environments in speech-language pathology: An Australian response. International Journal of Speech-Language Pathology, 15(3), pp.345-357.
- Read, JL, 2014. A guide to clinical placements in speech and language therapy. Published Guildford: J&R Press, ISBN: 1907826211, 9781907826214.

COUNSELING (SLT_802)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SPEECH & LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*

COURSE CODE	**SLT_802**	**SEMESTER**	8TH
COURSE TITLE	COUNSELING		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	5

COURSE TYPE	GENERAL BACKGROUND
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/courses.php?fc=155

2. LEARNING OUTCOMES

Learning outcomes
- To provide students with sufficient background in the theory, principles, and practice of therapeutic interaction to be able to achieve the greatest benefit from their clinical practicum experiences.   - To increase students' awareness of the concerns and difficulties patients with communication disorders may face and to provide students with some of the tools necessary to help their patients overcome difficulties.   - To recognize the boundaries for what types of counseling activities are appropriate for professionals in communication disorders what types of issues are best addressed by professionals in other fields
General Competences
- Search for, analysis and synthesis of data and information, with the use of the necessary technology   - Working independently   - Working in an interdisciplinary environment   - Respect for difference and multiculturalism   - Production of free, creative and inductive thinking

3. SYLLABUS

Adequate counseling skills are vital for health professionals to advise patients, families, carers as well as special interest groups. In addition, they are important in the interdisciplinary team for patient management. This course focuses i) on the applications of the theories of Counseling in the field of Speech and Language Pathology, ii) on the importance of the counseling relationship in the therapeutic practice, and iii) on the stages of the counseling process.

The way in which a Speech Therapist recognizes and responds to the patient's emotional needs through counseling, affects the level of patient cooperation in treatment and adhering to recommendations. It also helps develop trust in the Speech Therapist and overall satisfaction with the care provided.

Through case studies students will develop skills for creating therapeutic relationships and communication in the therapeutic context, respect for the patient, empathy and appropriate use of speech, management of emotions (e.g., anger, aggression, stress) on the part of patients and perception of multicultural issues in Speech therapy.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching for course delivery, communication with students, course materials and learning process support through the University e-learning platform (e-class).
TEACHING METHODS	

Activity	Semester workload
Lectures	39
Study and analysis of bibliography	30
Study	53
Exams	3
Course total	*125*

STUDENT PERFORMANCE EVALUATION	Final exam 100% Each question/exam exercise has a different score which is communicated to students during the exam. The curriculum and the evaluation process are communicated to the students in the lectures and e-class.

5. ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- Atkins.C.P. (2007). *Graduate SLP/AuD clinicians: Self-Perception and Awareness of Boundaries. Contemporary Issues in Communication Sciences and disorders.* 34 4-11
- Battle, D. (1997). *Multicultural considerations in counseling communicatively disordered persons and their families*. In T. A. Crowe (Ed.), Applications of counseling in speech-language pathology.
- Flasher, L. V., & Fogle, P. T. (2012). *Counseling skills for speech-language pathologists and audiologists*. Clifton Park, NY: Delmar - Cengage Learning.
- Kaderavek, J., Laux,J.,& Mills,N. (2004). *A Counseling Training Module for Students in Speech-Language Pathology Training Programs. Contemporary Issues in Communication Sciences and Disorders.* 31,153-161.

- Luterman, D. M. (2001). Counseling persons with communication disorders and their families (4th ed.). Austin, TX: Pro-Ed.
- Meibos, A., Munoz, K. Schultz,J. Price,T. Whicker J.Caballero,A. & Graham,L. (2017) *Counseling users of hearing technology: a comprehensive review ,International Journal of Audiology*. 56;903-908.
- Philips, D., Mendel, L. (2008). *Counseling Training in Communication Disorders: A Survey of Clinical Fellows*. Contemporary Issues in Communication Sciences and Disorders. Vol 35, 44-53.
- Randolph, C. C., & Bradshaw, J. L. (2018). *An Exploratory Study of Speech-Language Pathologists' Perceptions of Multicultural Counseling in Communication Sciences and Disorders.* Teaching and Learning in Communication Sciences & Disorders. *2*(3), 1.
- Simmons-Mackie, N. & Damico, J. (2011). *Counseling and aphasia treatment missed opportunities.* Topics in Language Disorders vol.31 #4 336-351.
- Whicker, J., Munoz, K., Butcher, G.M., Schultz J., Twohig, M. (2017). *Counseling training in AuD Programs: A Syllabi Review*. The Hearing Journal 70, (8) 36-39
- Whicker, J., Munoz K., Schultz, J. (2018). *Counseling in audiology: AuD students perspectives and experiences*. Communication Disorders and Deaf Education Faculty Publications. Paper498 https//digitalcommons.usu.edu/comd_facpub/498

ACADEMIC WRITING (SLT_803)

1. **GENERAL**

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH AND LANGUAGE THERAPY
LEVEL OF STUDIES	Undergraduate
COURSE CODE	SLT_803 **SEMESTER** 8th
COURSE TITLE	Academic Writing

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
Lectures	3	5

COURSE TYPE	GENERAL KNOWLEDGE
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	UNDER CONSTRUCTION

2. LEARNING OUTCOMES

Learning outcomes

Upon completion of the course, students should be able to:
• to formulate research questions, which are based on the study and the identification of gaps in the existing research literature, to be measurable and to promote the science of Speech and Language Pathology at a clinical and / or theoretical level,
• to search in an organized way the appropriate relevant bibliography,
• know what plagiarism is, what its consequences are, and how to refer to a work that is not his / her own and used in his / her work,
• to know the different ways of presenting the research activity and the steps required.

Upon successful completion of the course the student will be able to:
• know and understand the methods of data collection (either through observation or through experimental tests),
• understand the usefulness of empirical data in the science of Speech and Language Therapy
• distinguish the different experimental methodologies that one can use to assess language phenomena and in general the communication skills of clinical or non-clinical populations,
• choose the methodology that suits the research questions they ask,

• write summaries for review at conferences,
• to write scientific publications that will be organized in clear sections and that each will have a specific purpose and function (introduction, methodology, results, discussion, citations).

General Competences

- Production of free, creative and inductive thinking
- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Production of free, creative and inductive thinking
- Team work
- Working independently
- Decision-making

3.   SYLLABUS

Introduction: principles and properties of scientific investigation, stages of the research procedure, types of scientific essays. Planning a scientific article: articulating the research question, literature review, references and referring to them. Publishing research results: the peer review process. Research education: postgraduate studies, doctorate studies. Ethical issues: plagiarism and acknowledgements. Research methods and data collection (quantitative-qualitative, observation-experiments). Qualitative: fieldwork, questionnaire analysis, interviews and observation. Research design:
Research design: variables / sampling, validity / reliability, data analysis and basic statistics, case / group studies, data collection.
Examples of methodologies in Speech & Language Therapy I: Spontaneous speech data analysis (free and directed speech production tests, administration procedures & important measurements: MLU, SALT, phonetic / phonological transcription, discussion coding, etc.).
Online speech databases for children and adults: CHILDES, TALK BANK, etc. Greek children's speech databases.
Examples of methodology in Speech & Language Therapy II: non-chronometric experiments: experiments of production and comprehension of oral language.
Examples of methodology in Speech & Language Therapy III: time-stamped experiments, Software for time-stamped tests (eg E-prime), reading experiments with recording eye movements (eye-tracking).
Ways of Presenting research activity: Writing abstracts for scientific & professional conferences, oral & posters in conferences, panels and workshops, examples of creating powerpoint & poster presentations.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	• In class lectures		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	ICT is used in • Lectures, • Communication with students		
TEACHING METHODS	*Activity*	*Semester workload*	
	Lectures (13)	39	
	Directed study	21	
	Non-directed study	65	
	Course total (25 hours course load per credit)	*125*	
STUDENT PERFORMANCE EVALUATION	Written final exam (70%) Written assignment and presentation it in class (30%)		

5. ATTACHED BIBLIOGRAPHY

- Bell, J. (2007). *Πως να συντάξετε μια επιστημονική εργασία: Οδηγός Ερευνητικής Μεθοδολογίας*. Αθήνα: Εκδόσεις Μεταίχμιο.
- Cohen, L., Manion, L., & Morrison, K. (2012). *Μεθοδολογία εκπαιδευτικής έρευνας.* Αθήνα: Εκδόσεις Μεταίχμιο.
- Jouner, R. L. (2019). *Συγγραφή διπλωματικής εργασίας και διατριβής.* Αθήνα: Εκδόσεις Κωνσταντάρας.

TECHNOLOGY OF HEARING AID AMPLIFICATION (SLT_804)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH AND LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	SLT_804

COURSE CODE	SLT_804	**SEMESTER**	8th
COURSE TITLE	TECHNOLOGY OF HEARING AID AMPLIFICATION		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	6
Tutorials	1	

COURSE TYPE	SPECIAL BACKGROUND
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT120/

2. LEARNING OUTCOMES

Learning outcomes

Upon successful completion of the course, students will:

- get to know the different hearing aid systems.
- acquire basic knowledge of the electroacoustic characteristics of acoustic aids.
- understand advanced signal processing systems.
- know the process of selecting and fitting hearing aids and cochlear implants.
- be able to evaluate the results of using hearing amplification.
- be able to solve simple hearing aid problems.

General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary Technology
- Decision- Making
- Working independently

- Working in an interdisciplinary environment
- Respect for difference and multiculturalism
- Promotion of free, creative and inductive thinking.

3. SYLLABUS

Lectures:
Development history of hearing aids. Components of hearing aids. Electroacoustic characteristics of hearing amplification systems. Hearing aid earmolds. Advanced signal processing systems. Candidacy for hearing aid amplification. Selection and application of hearing amplification systems for children and adults. Outcome assessment of hearing amplification use. Resolving of hearing amplification problems. Counseling for users of hearing amplification systems.
Tutorials:
During the tutorials, case studies and exercises are presented, aiming at an in-depth understanding of the theory and the use of knowledge in the field of aural rehabilitation.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Lectures Case studies Laboratory exercises
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Support of the Learning process and communication with students, through the electronic platform "e-class".

TEACHING METHODS	Activity	Semester workload	
	Lectures	39	
	Tutorials	13	
	Fieldwork	13	
	Study and analysis of bibliography	13	
	Selfstudy	72	
	Course Total	**150**	

STUDENT PERFORMANCE EVALUATION	The evaluation is carried out in the Greek language with a written final examination (100%) which includes: • Open-ended questions. • Short-answer questions. • Clinical Problem Solving Questions. • Multiple choice questions. • Analysis of case-studies.

5. ATTACHED BIBLIOGRAPHY

- Dillon H. Hearing Aids (2nd Edition). Thieme Publishers New York; 2012.
- Waltzman BS & Roland T. Cochlear Implants (3rd Edition). Thieme Publishers New York; 2014.
- Hall J. Κλινική Ακοολογία. 1η Ελληνική Έκδοση. Τρίμμης Ν & Ζιάβρα Ν, Επιμέλεια. Λευκωσία: Broken Hill Publishers LTD; 2015.
- Tye-Murray N. Θεμελιώδεις Αρχές Ακουστικής Αποκατάστασης: Παιδιά, Ενήλικες και Μέλη της Οικογένειας τους. 1η Ελληνική Έκδοση. Τρίμμης Ν, Επιμέλεια και Συγγραφή. Αθήνα: Εκδόσεις Π.Χ. Πασχαλίδης – Broken Hill Publishers LTD; 2012.

- **Useful Internet Sites**:
- https://www.asha.org American Speech-Language-Hearing Association
- https://www.audiology.org American Academy of Audiology
- https://www.audiologyonline.com Audiology Online

THESIS (SLT_805)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH AND LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	SLT_805	**SEMESTER**	8th
COURSE TITLE	THESIS

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
Research Study		10

COURSE TYPE	SPECIAL BACKGROUND
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	-

2. LEARNING OUTCOMES

Learning outcomes

Upon successful completion of the course, the students will:

- have studied a specific topic of the scientific areas that the department treats in depth,
- have utilized any relevant knowledge from the courses
- have exercised the ability to synthesize and compile information
- have acquired the ability to investigate the relevant scientific information from the relevant scientific literature,
- have acquired the skill of writing a scientific text and
- have acquired skills in organizing and presenting their work

In further details:

At the Level of Knowledge Acquisition, the student will be able to:
- Clearly identify the research gaps and questions to be researched.
- Describe and document the basic knowledge related to the subject of the research conducted

- To summarize the existing scientific knowledge and know-how on the subject.

At the level of 'Skills Acquisition', the student will be able to:
- Use the available literature in a critical and synthetic manner.
- Design a research plan and to develop the appropriate methodology and research methods to study and to organize a plan for its implementation
- Design, simulate and / or build original hardware / software for the selected solution
- To clearly communicate his / her conclusions, as well as the knowledge and the reasoning on which inferences and results are based, successfully making a complete presentation through ICT in front of a three-member examination committee.

At the level of Abilities Acquisition, the student will be able to:

- Combine knowledge and utilize clinical practice where required to solve complex problems or data collection in healthy populations, as well as populations with disorders.
- Choose the appropriate techniques / approaches and adapt them to the problem to be solved using original thinking
- Evaluate the results of the research and compare them with the corresponding literature in Greek as well as international literature, commenting the research advantages and limitations in the study, documenting his / her views and choices.
- Analyze results and draw conclusions.

General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary Technology
- Decision- Making
- Working independently
- Working in an interdisciplinary environment
- Promotion of free, creative and inductive thinking
- Production of new research ideas
- Planning for projects
- Criticism and Self-criticism.

3. SYLLABUS

The dissertation must include a set of activities.
The basic steps are the following:
1. Literature search
2. Literature study
3. Editing results
4. Writing a dissertation
5. Thesis Oral Presentation

The results of activities 1 to 3 above are presented in the text of the thesis, which may include:

1. Description and analysis of the topic of the research study and the working hypotheses, in a way that is understandable by the reader.

2. Analysis of the current situation in the related scientific subject, presenting the basic concepts and information about the problem, the research or other results on which the work is based, and the objectives of the dissertation.
3. Description of the methodology for the investigation
4. Description of the results
5. Final conclusions of the dissertation that will include data to control and evaluation of the outcome of the research study (theoretical evaluation, list of measurements or evaluations).
6. Literature, which will include all the books or articles used in the text or in the footnotes or other supplementary bibliography, sources, etc. will be presented.
7. Appendices containing all the tools used.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face meetings with the supervisor professor. Face-to-face involvement in research laboratories. Long-distanced study and research. Online meetings.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Depending on the subject of the study. Use of ICT for the oral presentation.

TEACHING METHODS	*Activity*	*Semester workload*
	Writing up	50
	Preparation of Presentation	25
	Study and analysis of bibliography	75
	Labwork and research study - Fieldwork	100
	Course Total	**250**

STUDENT PERFORMANCE EVALUATION	The student presents his / her work at the Department of Speech and Language Therapy, School of Health Rehabilitation Sciences of the University of Patras and submits the thesis to the three-member examination committee. The committee discusses and marks the Thesis based on the delivered text and the oral presentation including the student's answers to questions. The Thesis grade is the average of the grades by the three Faculty members.

5. ATTACHED BIBLIOGRAPHY

The recommended literature will be discussed with the supervisor (member of the Faculty).
For more information about the Bibliography, but also other topics related to the Thesis, see the "Thesis Guide" which is posted on the Website of the Department.

ORGANIZATION AND MANAGEMENT OF SPEECH & LANGUAGE THERAPY SERVICES (SLT_806)

1. GENERAL

SCHOOL	HEALTH REHABILITATION SCIENCES
ACADEMIC UNIT	SPEECH AND LANGUAGE THERAPY
LEVEL OF STUDIES	*Undergraduate*
COURSE CODE	**SLT_806** **SEMESTER** 8th
COURSE TITLE	ORGANIZATION AND MANAGEMENT OF SPEECH & LANGUAGE THERAPY SERVICES

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
Lectures	3	5

COURSE TYPE	SPECIAL BACKGROUND
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/SLT222/

1. LEARNING OUTCOMES

Learning outcomes
After the successful completion of the course, the student will be able: • to understand the fundamental concepts of management • to understand the fundamental concepts of health psychology • to acquire the necessary knowledge regarding the operation of health services, special education and related bodies • to understand the operation of administration boards, committees and various working groups in the field of social services and health services • to develop their critical thinking regarding the current administrational and organizational issues that

affect the operation of social services in Greece

- to understand the fundamental concepts and the content of social policy in healthcare and special education, using theoretical models that allow them to analyze these policies, to identify possible social effects and bussiness opportunities
- to understand the need of critical thinking in the process of using available information, making clinical decisions and providing services in the profession of Speech & Language Therapy.

General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision-making
- Production of free, creative and inductive thinking
- Criticism and self-criticism

2. SYLLABUS

Lectures

1. Introduction: Speech & Language Therapy Services
2. Healthcare systems
3. Greek healthcare system Part 1
4. Greek healthcare system Part 2
5. Management
6. Leadership
7. Management of human resources
8. Motivation
9. Group dynamics
10. Decision making
11. Occupational burnout
12. Controversial practices in Speech & Language Therapy

Course description

- Discussion of the organization and operation of Speech & Language Therapy seriveses in Greece, in the public and the private sector
- Discussion of the main characteristics of the different healthcare systems
- Introduction to the concepts of organization and management relevant to healthcare services
- Introduction to fundamental issues of management that include human resources, group dynamics, successful leadership and decision making
- Management of human resources, planning and selection of working positions, organization of volunteer working groups
- Leadership and leadership behavior, administration boards, decision making systems
- Structure and function of the public and provate sector regarding issues of health and social service provision
- Strategy planning and strategic management in social services bodies

• Quality of social services, approaches for the assessment of services and related bodies
• Introduction to the concepts of occupational burnout and mobbing in the workplace

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face learning (lectures using PowerPoint)		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Support of the learning process through the electronic platform e-class Internet use		
TEACHING METHODS	*Activity*	*Semester workload*	
	Lectures	39	
	Non-directed study	86	
	Course total	*125 hours (5 ECTS)*	
STUDENT PERFORMANCE EVALUATION	Evaluation: final written examination		

5. ATTACHED BIBLIOGRAPHY

- Σαράφης, Π. (2020). Υπηρεσίες Υγείας-Συστήματα και Πολιτικές. Broken Hill Publishers.
- Καλογεροπούλου, Μ & Μουρδουκούτας Π. (2010). Υπηρεσίες υγείας: Οργάνωση και διοίκηση, αποδοτικότητα, ποιότητα. Εκδόσεις κλειδάριθμος.
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- Κόντης, Θ. (2001). Εισαγωγή στην Δημόσια Διοίκηση. Αθήνα: Σύγχρονη Εκδοτική.
- Κοντιάδης, Ξ. (1997). Η Κοινωνική Διοίκηση στην Ελλάδα. Αθήνα: Παπασωτηρίου.
- Φαναριώτης, Π. (1999). Διοίκηση Δημοσίων Υπηρεσιών και Οργανισμών. Αθήνα: Εκδόσεις Σταμούλη.
- Χατζηπαντελή, Π (1999). Διοίκηση Ανθρώπινου Δυναμικού. Αθήνα: Μεταίχμιο.