

PHONOLOGY AND PHONOLOGICAL DISORDERS

(1) GENERAL

SCHOOL	HEALTH SCIENCES		
ACADEMIC UNIT	Speech Language Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	slt – 21	SEMESTER	2
COURSE TITLE	Phonology and Phonological Disorders		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	2	5	
Applied/Laboratory Practice	1		
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	<i>special background</i>		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.slt.ioa.teiep.gr		

(6) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>This course is a introduction to normal development of phonology as well as to phonological disorders.</p> <p>The course will introduce the students to the phonology, graphemes, phonetics as well as to phonemic awareness.</p> <p>In this course, students will get themselves familiar with different clinical methods of diagnosis and intervention in phonological disorders.</p> <p>Upon successful completion of this course the student will be able to:</p> <ul style="list-style-type: none"> ➤ Understand the normal phonological development. (Levels 1 & 2: Knowledge/Remembering& Understanding) ➤ Understand the concepts of phoneme, grapheme and phonological awareness.

- Know the stages of normal of phonological development and of phonological awareness skills. (Levels 1 & 2: Knowledge/Remembering& Understanding)
- Acquire critical thinking and know the principles of the intervention for phonological disorders. (Levels 2-6: Understanding, Applying, Analyzing, Creating& Evaluating)
- Know the clinical tools and methods that utilised in the study of phonological development and phonological disorders. (Levels 1, 2, 3 &5: Knowledge Knowledge/Remembering, Understanding, Applying & Creating)
- Acquire the ability to design and implement appropriate intervention programs for phonological awareness deficits. (Levels 1, 2, 3 &5: Knowledge Knowledge/Remembering, Understanding, Applying & Creating)

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

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

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical

responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive

thinking.....

Others.....

- *Working independently*
- *Working in an interdisciplinary environment*
- *Teamwork*
- *Project planning and management*
- *Respect for difference and multiculturalism*
- *Criticism and self-criticism*
- *Production of new research ideas*
- *Working independently*
- *Project planning and management*
- *Search for, analysis and synthesis of data and information, with the use of the necessary technology*
- *Showing social, professional and ethical responsibility and sensitivity to gender issues*
- *Production of free, creative and inductive thinking*

(7) SYLLABUS

1. Theoretical Issues in Phonological Development
2. Nature of Developmental Phonological Disorders
3. Emerging Phonological Knowledge in Infants and Toddlers
4. Development Theories and Factors that Contribute of Speech Motor Control
5. Speech Perception Development
6. Assessment of Children with Developmental Phonological Disorders (Planning and Obligatory Assessment Tools and Procedures)

7.	Assessment of Children with Developmental Phonological Disorders (Optional Assessment Tools and Procedures)
8.	Assessment of Children with Developmental Phonological Disorders (Speech Sample Analysis)
9.	Considerations for Dialect Speakers, Children with Second Language acquisition and Multilingual Children
10.	Classification and Treatment Planning of Developmental Phonological Disorders
11.	Treatment Planning for the Individual Child
12.	Intervention at Multiple Levels of Representation
13.	Phonological Intervention Procedures

(8) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	<i>Face-to-face</i>	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audio-visual methods (e.g., PowerPoint presentations) Support the learning process through the e-class platform.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Activity	Semester workload
	Lectures	26
	Applied/Laboratory Practice	13
	Teamwork Research Project	20
	Essay Writing	23
	Personal Study/Evaluation	43
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	<p>I. Written final exam (50%): - Multiple choice test - Short answer questions</p> <p>II. Written Essay-Individual (25%) (with Pass, Merit and Distinction criterion accessible by students)</p> <p>III. Mini Clinical Research-Teamwork (25%) (with Pass, Merit and Distinction criterion accessible by students)</p> <p>The final exam will be offered in Greek</p>	

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	
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(9) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Bauman-Waengler, J., Garcia, D. (2019). Phonological Treatment of Speech Sound Disorders in Children: A Practical Guide. Plural Publishing.
- Bernthal, J., Bankson, N., & Flipsen, P. (2017). Φωνολογικές και Αρθρωτικές Διαταραχές. Εκδόσεις Κωνσταντάρα.
- Brosseau-Lapr e, F., & Rvachew, S. (2018). Introduction to Speech Sound Disorders. Plural Publishing.
- Brosseau-Lapr e, F., & Rvachew, S. (2019). Developmental Phonological Disorders: Foundations of Clinical Practice. Plural Publishing.
- Hegde, M., N., Pe a-Brooks, A. (2006). Treatment Protocols for Articulation and Phonological Disorders Plural Publishing.

- Related academic journals:

- Journal of Communication Disorders
<https://www.journals.elsevier.com/journal-of-communication-disorders>
- Journal of Speech, Language, and Hearing Research
<https://pubs.asha.org/jslhr/aboutjslhr>
- Language, Speech, and Hearing Services in Schools
<https://pubs.asha.org/lshss/aboutlshss>