

## ASSESSMENT AND DIAGNOSTIC PERSPECTIVES IN SPEECH AND LANGUAGE PATHOLOGY IN CHILDREN

### (1) GENERAL

<b>SCHOOL</b>	HEALTH SCIENCES		
<b>ACADEMIC UNIT</b>	SPEECH LANGUAGE THERAPY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE PROGRAM (Level 6)		
<b>COURSE CODE</b>	<b>slt – 32</b>	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	ASSESSMENT AND DIAGNOSTIC PERSPECTIVES IN SPEECH AND LANGUAGE PATHOLOGY IN CHILDREN		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		2	5
Applied / Laboratory Practice		1	
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek & English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://moodle.ioa.teiep.gr/course/index.php?categoryid=11">https://moodle.ioa.teiep.gr/course/index.php?categoryid=11</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>In this course students are for the first time familiarized with the process of assessment, screening and diagnosis in children communication disorders.</p> <p>In particular, the course introduces students to the evaluation models and acquaints students in assessment and evaluation methodology of a large number of speech and language disorders in children such as articulation and phonological disorders, developmental language disorders, learning disabilities, speech fluency disorder, voice and hearing disorders, developmental neurogenic disorders.</p> <p>The alternative/informal assessment is mentioned, as well as a variety of diagnostic tests-tools standardized or not, those that are adapted to the Greek standards and those used internationally. Also, the application of the above evaluation methods as well as the analysis of their results is</p>
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introduced.

Upon successful completion of the course students will be able to:

- understand the terminology, principles, objectives and methods of the evaluation process. (Levels 1, 2: Knowledge and Understanding)
- distinguish among different diagnostic perspectives for the assessment/screening of communication disorders. (Levels 1, 2: Knowledge and Understanding)
- be aware of the standardized speech therapy diagnostic tests-tools used in Greece and internationally. (Levels 1, 2: Knowledge and Understanding)
- implement alternative or formal assessment methods and analyze their results accordingly. (Levels 3, 4: Application and Analysis)
- formulate differential diagnosis. (Levels, 3, 4, 5: Application, Analysis, Synthesis)
- analyze and document the assessment results in the evaluation report. (Levels 4, 5, 6: Analysis, Synthesis, Evaluation)

### **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...*  
*.....*

- *Search for, analysis and synthesis of data and information, with the use of the necessary technology*
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- *Working independently*
- *Team work*
- *Working in an interdisciplinary environment*
- *Production of new research ideas*

- *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**

- (1)** Foundations of Assessment.
- (2)** Methods of screening/assessment/diagnosis/differential diagnosis.
- (3)** Assessment Procedures Common to Most Communicative Disorders in Children.
- (4)** Reporting assessment findings.
- (5)** Assessment of Articulation and Phonological Disorders in Children.
- (6)** Assessment of Language Disorders in Children.
- (7)** Assessment of Stuttering and Cluttering in Children.
- (8)** Assessment of Voice and Resonance in Children.
- (9)** Assessment of Neurologically Based Communicative Disorders in Children.

(10) Assessment of Special Populations.

(11) Description and analysis of standardized assessment tools.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face														
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audio-visual methods (e.g. power point presentations). Support the learning process through the e-class platform.														
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>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> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"><thead><tr><th><b>Activity</b></th><th><b>Semester workload</b></th></tr></thead><tbody><tr><td>Lectures</td><td>26</td></tr><tr><td>Applied/laboratory practice</td><td>13</td></tr><tr><td>Teamwork research project</td><td>20</td></tr><tr><td>Essay writing</td><td>23</td></tr><tr><td>Personal study/Evaluation</td><td>43</td></tr><tr><td><b>Course total</b></td><td><b>125</b></td></tr></tbody></table>	<b>Activity</b>	<b>Semester workload</b>	Lectures	26	Applied/laboratory practice	13	Teamwork research project	20	Essay writing	23	Personal study/Evaluation	43	<b>Course total</b>	<b>125</b>
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<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i> <i>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> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Written final exam (60%) that includes: - Multiple choice test. - Short answer questions. II. Written essay-individual (20%). and/or III. Written essay-team work (20%)  The final exams will be offered in Greek & English														

#### (5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

6. Shipley, K G. and McAfee, J. G. (2009). Επιμέλεια ελληνικής έκδοσης Ε. Βιρβιδάκη, Δ. Ταφιάδης (2013). Διαγνωστικές Προσεγγίσεις στη Λογοπαθολογία. Πάτρα. Εκδόσεις Γκότσης
7. Hedge M. N. (2008). Επιμέλεια ελληνικής έκδοσης Ε. Γερμανά (2015) Οδηγός Λογοθεραπευτικής Αξιολόγησης. Αθήνα. Εκδόσεις Παρισιάνου Α.Ε.
8. American Psychiatric Association. Επιμέλεια ελληνικής έκδοσης Κ. Γκοτζαμάνης (2015). Διαγνωστικά Κριτήρια από DSM-5. Αθήνα. Εκδόσεις Λίτσας.
9. Καμπανάρου Μ. (2007). Διαγνωστικά Θέματα Λογοθεραπείας. Εκδόσεις Έλλην.
10. Tomblin, J. B., Morris, H.L. and Priestersbach, D.C. (2002). Diagnosis in Speech Language Pathology (2nd ed). N.Y.: Delmar Learning.

-Related academic journals:

➤ Journal of Communication Disorders

<https://www.sciencedirect.com/journal/journal-of-communication-disorders>

- American Journal of Speech and Language Pathology  
<https://pubs.asha.org/journal/ajslp>
- Journal of Speech, Language and Hearing Research  
<https://pubs.asha.org/journal/jslhr>
- International Journal of Speech-Language Pathology  
<https://www.tandfonline.com/toc/iasl20/current>