

## ASSESSMENT OF COMMUNICATION DISORDERS IN ADULTS

### (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 – 33</b>	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	Assessment of Communication Disorders in Adults		
<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 or Specialized General Knowledge		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<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 the students will adopt the processes of assessment, screening and diagnosis of adult communication disorders. In particular, the course introduces students to assessment models (Medical/Rational Model, Descriptive-Developmental Model, Systemic-Collective Model) and teaches students the methodology of evaluating and assessing a large number of neural based speech and communication disorders (a) Aphasias, (b) Apraxia of Speech, (c) different types of Dysarthria (d) Traumatic Brain Injury (TBI), (e) Cognitive – Communication disorders (Dementias) and (f) Right Hemisphere Syndrome, as well as, Adult voice disorders and adult Fluency disorders. There are also references for the use of standardized diagnostic tools adapted to Greek reality and to those used internationally. In addition, students are trained in alternative/informal evaluation</p>
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and its criteria and learn to develop informal assessment protocols. Finally, they are trained to analyze and interpret clinical information and to communicate the results of their evaluation.

**Upon successful completion of the course, the student will be able to:**

- Recognize, describe and understand the terminology, the principles, the goals and the methods of the adults’ speech and language pathology assessment procedures. (Levels 1 & 2: Knowledge/Remembering & Understanding)
- Evaluate every adults’ speech, language, cognitive-communication, voice and fluency disorders, to analyze the evaluation data and to conclude to the type and the severity of a disorder using internationally recognized diagnostic protocols. (Levels 2-6: Understanding, Applying, Analyzing, Creating & Evaluating)
- Be aware of the speech-therapy assessment methods in adults’ speech, language, cognitive-communication, voice and fluency disorders. To synthesize and customized assessment protocols, to use battery and screening tests that are standardized in Greek and other languages. To administrate the standardized and criterion-oriented assessments and analyze them appropriately. (Levels 1-6: Knowledge/Remembering, Understanding, Applying, Analyzing, Creating & Evaluating)
- Work/Collaborate with other experts in the evaluation of adults’ speech, language, cognitive-communication, voice and fluency disorders and to aware his/her role within the interdisciplinary team. (Levels 3-6: Applying, Analysing, Creating & Evaluating)

**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?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

<ul style="list-style-type: none"> <li>• <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></li> <li>• <i>Adapting to new situations</i></li> <li>• <i>Decision-making</i></li> <li>• <i>Working independently</i></li> <li>• <i>Team work</i></li> <li>• <i>Working in an interdisciplinary environment</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Production of new research ideas</i></li> <li>• <i>Respect for difference and multiculturalism</i></li> <li>• <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></li> <li>• <i>Criticism and self-criticism</i></li> <li>• <i>Production of free, creative and inductive thinking</i></li> </ul>
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**(3) SYLLABUS**

1. Principles and Guidelines for the Evaluation of Adult’s Communications Disorders.

2. Common Assessment Procedures and Protocols of Speech-Language Evaluation in Adult's Communication Disorders.
3. Assessments in Speech Pathology for Motor Speech Disorders - Adult Apraxia (Sources and Protocols for Evaluation).
4. Assessments in Speech Pathology for Motor Speech Disorders - Dysarthria (Assessment Sources and Protocols).
5. Assessments in Speech Pathology for Neurogenic Communication Disorders - Aphasia (Sources of Evaluation).
6. Assessments in Speech Pathology for Neurogenic Communication Disorders - Aphasia (Assessment Protocols).
7. Assessments in Speech Pathology for Neurogenic Communication Disorders - Right Hemisphere Syndrome (Sources and Assessment Protocols).
8. Assessments in Speech Pathology for Minor Neurodegenerative Disorders - Mild Cognitive Impairment (Sources and Assessment Protocols).
9. Assessments in Speech Pathology for Major Neurodegenerative Disorders - Dementia (Evaluation Sources).
10. Assessments in Speech Pathology for Major Neurodegenerative Disorders - Dementia (Evaluation Protocols).
11. Assessments in Speech Pathology for Neurogenic Communication Disorders - TBI (Sources and Assessment Protocols).
12. Assessments in Speech Pathology for Adult Voice Disorders (Sources and Protocols for Assessment).
13. Assessments in Speech Pathology for Adult Fluency Disorders (Sources and Assessment Protocols).

#### (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. PowerPoint 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. 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>	<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>

<p>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</p>	
<p><b>STUDENT PERFORMANCE EVALUATION</b>  <i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Written final exam (70%):  - Multiple choice test  - Short answer questions</p> <p>II. Written Essay-Individual (20%)  (with Pass, Merit and Distinction criterion accessible by students)</p> <p>III. Mini Clinical Research-Teamwork (10%)  (with Pass, Merit and Distinction criterion accessible by students)</p> <p>The final exams will be offered in Greek</p>

## (5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <ul style="list-style-type: none"> <li>• Hegde, M. N. (2014). <i>Hedge's Οδηγός Λογοθεραπευτικής Αξιολόγησης του Hegde (3η έκδοση). Εκδόσεις Παρισιάνου</i></li> <li>• Hegde, M. N., &amp; Freed, D. (2017). <i>Assessment of Communication Disorders in Adults: Resources and Protocols</i>. Plural Publishing.</li> <li>• Johnson-Root, B. A. (2015). <i>Oral-facial Evaluation for Speech-language Pathologists</i>. Plural Publishing.</li> <li>• Lowit, A., &amp; Kent, R. D. (2011). <i>Assessment of motor speech disorders</i>. Plural publishing.</li> <li>• Shipley, K. G., &amp; McAfee, J. G. (2021). <i>Assessment in speech-language pathology: A resource manual</i>. Plural Publishing.</li> </ul> <p>-<i>Related academic journals:</i></p> <ul style="list-style-type: none"> <li>• <b>International Journal of Speech-Language Pathology</b>  <a href="https://www.tandfonline.com/toc/iasl20/current">https://www.tandfonline.com/toc/iasl20/current</a></li> <li>• <b>American Journal of Speech-Language Pathology</b>  <a href="https://pubs.asha.org/journal/ajslp">https://pubs.asha.org/journal/ajslp</a></li> <li>• <b>Logopedics Phoniatics Vocology</b>  <a href="https://www.tandfonline.com/toc/ilog20/current">https://www.tandfonline.com/toc/ilog20/current</a></li> <li>• <b>Folia Phoniatica et Logopaedica</b>  <a href="https://www.karger.com/Journal/Home/224177">https://www.karger.com/Journal/Home/224177</a></li> <li>• <b>Journal of Speech, Language, and Hearing Research</b>  <a href="https://pubs.asha.org/journal/jslhr">https://pubs.asha.org/journal/jslhr</a></li> </ul>
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