

TREATMENT PERSPECTIVES IN SPEECH AND LANGUAGE PATHOLOGY IN CHILDREN

(1) GENERAL

SCHOOL	HEALTH SCIENCES		
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY		
LEVEL OF STUDIES	GRADUATE PROGRAM (Level 6)		
COURSE CODE	slt – 43	SEMESTER	4
COURSE TITLE	TREATMENT PERSPECTIVES IN SPEECH AND LANGUAGE PATHOLOGY IN CHILDREN		
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>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://moodle.ioa.teiep.gr/course/index.php?categoryid=11		

(2) LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

In this course students for the first time are getting familiar, with the therapeutic intervention and rehabilitation process in children.

In particular, the course introduces students to the analysis methods of the assessment/diagnosis results, to the formulation of goal setting as well as to the organization of speech therapy intervention plan in a large number of speech and language disorders in children, such as articulatory and phonological disorders, developmental language disorders, learning disabilities, speech fluency disorders, voice disorders, hearing, developmental neurogenic disorders.

Basic treatment methods are presented as well as clinical and counseling skills of the therapist (therapist-patient relationships and medical confidentiality).

The interdisciplinary perspective/intervention to the patient and the holistic rehabilitation method

are associated. The writing format of the patient's progress report is mentioned.

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

- collect information from the patient's case history, from other specialists and from the assessment results. (Levels 3: Application)
- analyze the assessment results. (Levels 4: Analysis)
- formulate long term and short-term treatment objectives. (Levels 4, 5: Analysis, Synthesis)
- organize therapeutic rehabilitation programs regarding specific communication disorders in children. (Levels 5: Synthesis)
- write progress reports of the patient. (Levels 5, 6: Synthesis, Evaluation)
- monitor the treatment effectiveness. (Levels 6: 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?

<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>

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Respect for difference and multiculturalism</i>
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<i>Team work</i>	
<i>Working in an interdisciplinary environment</i>	
<i>Production of new research ideas</i>	

(3) SYLLABUS

- (1) Foundations of Treatment.
- (2) General Principles of Intervention.
- (3) Treatment Procedures Common to Most Communicative Disorders in Children.
- (4) Formulation of treatment objectives and treatment plan.
- (5) Treatment effectiveness and evidence-based practice.
- (6) Treatment of Articulation and Phonological Disorders in Children.
- (7) Treatment of Language Disorders in Children.
- (8) Treatment of Stuttering and Cluttering in Children.
- (9) Treatment of Voice and Resonance in Children.
- (10) Treatment of Neurologically Based Communicative Disorders in Children.

(11) Treatment of Special Populations.

(12) Counseling skills for Speech and Language Therapists.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face.														
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. power point presentations). Support the learning process through the e-class platform.														
TEACHING METHODS <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>Activity</th><th>Semester workload</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>Course total</td><td>125</td></tr></tbody></table>	Activity	Semester workload	Lectures	26	Applied/laboratory practice	13	Teamwork research project	20	Essay writing	23	Personal study/Evaluation	43	Course total	125
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STUDENT PERFORMANCE EVALUATION <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:

- Anderson B. N. and Shames H. G. (2011) Γενική Επιμέλεια Ελληνικής Έκδοσης Ν. Τρίμης, Ν. Ζιάβρα (2013). Εισαγωγή στις Διαταραχές επικοινωνίας. Αθήνα. Εκδόσεις Πασχαλίδης.
- Roth, F. P. And Worthington, C.K. (2001) Επιμέλεια Ελληνικής Έκδοσης Ν. Τρίμης, Ν. Ζιάβρα, Μ. Νησιώτη (2016). Εγχειρίδιο Λογοθεραπείας. Αθήνα. Εκδόσεις Πασχαλίδης.
- Hedge, M.N. (2008) Επιμέλεια Ελληνικής Έκδοσης Ε. Γερμανά (2015). Οδηγός Λογοθεραπευτικής Παρέμβασης. Αθήνα. Εκδόσεις Παρισιάνου Α.Ε.
- Debra M. Dwight. Επιμέλεια Ελληνικής έκδοσης Τόκη Ε. Ι. Βασικές Δεξιότητες Λογοθεραπευτικής Παρέμβασης (2015) Πάτρα. Εκδόσεις Γκότης.

- Jongsma A.E., Vander – Woude J., Landis K. Μετάφραση Ελληνικής Έκδοσης Δ. Ταφιάδης (2010) Οδηγός σχεδιασμού Λογοθεραπευτικής Παρέμβασης. Θεσσαλονίκη. Εκδόσεις Ρόδων.
- Flasher, L.V. and Fogle, P.T. (2004). Counseling Skills for Speech Language Pathologists and Audiologists. Canada. Thomson Delmar Learning.

-Related academic journals:

- American Journal of Speech-Language Pathology
<https://pubs.asha.org/journal/ajslp>
- Journal of Communication Disorders
<https://www.sciencedirect.com/journal/journal-of-communication-disorders>
- Child Language Teaching and Therapy
<https://journals.sagepub.com/home/ctt>
- International Journal of Speech-Language Pathology
<https://www.tandfonline.com/toc/iasl20/current>