

## TREATMENT PERSPECTIVES IN SPEECH AND LANGUAGE PATHOLOGY 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 – 44</b>	<b>SEMESTER</b>	4
<b>COURSE TITLE</b>	TREATMENT PERSPECTIVES IN SPEECH AND LANGUAGE PATHOLOGY 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		
<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 clinical intervention and treatment for adults' communication disorders. In particular, the course introduces students to rehabilitation and the use of the clinical information that must be used in remodeling the short and long-term goals during intervention in 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's voice disorders, Adult's Fluency disorders and Communication Disorders due to HIV infection.</p>
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There are also references for the use of basic therapeutic techniques, to clinical and counseling skills (therapist-therapee bond and confidentiality). In addition, students are trained in SOAP notes and conducting Personalized Intervention Plans customized to patient’s needs, as well as, to the principles and skills of group therapy based on EBP (Evidenced Based Practice) information. Finally, they are trained to analyze, to interpret clinical information, to communicate the results of their intervention by the end of every session and accordingly adjust their therapeutic goals.

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

- Recognize, describe and understand the terminology, the principles, the goals and the intervention methods of the adults’ communication disorders. (Levels 1 & 2: Knowledge/Remembering & Understanding)
- To discriminate every therapeutic approach in adults’ communication disorders. (Levels 2-6: Understanding, Applying, Analyzing, Creating & Evaluating)
- Be aware of the speech-therapy intervention methods in adults’ speech, language, cognitive-communication, voice and fluency disorders, as well as, communication disorder due to HIV infection. To synthesize and customized therapeutic protocols, to apply proper techniques for adult’s communication disorders spread into short and long-term therapeutic goals. To analyze clinical data and write properly patients’ progress reports (Levels 1 to 6): Knowledge/Remembering, Understanding, Applying, Analyzing, Creating & Evaluating)
- Work/Collaborate with other experts during intervention 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>

<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 of Clinical Methods in Speech Pathology for Adults Communication Disorders.
2. Common Procedures and Protocols of Clinical Methods in Speech Pathology for Adults Communication Disorders.
3. Intervention and Treatment of Motor Speech Disorders– Adults Apraxia.
4. Intervention and Treatment of Motor Speech Disorders – Dysarthria.
5. Intervention and Treatment of Neurogenic Communication Disorders - Aphasia (A).
6. Intervention and Treatment of Neurogenic Communication Disorders - Aphasia (B).
7. Intervention and Treatment of Neurogenic Communication Disorders - Right Hemisphere Syndrome.
8. Intervention and Treatment Minor and Major Neurodegenerative Disorders – MCI and Dementia (A).
9. Intervention and Treatment of Minor and Major Neurodegenerative Disorders – MCI and Dementia (B).
10. Intervention and Treatment of Communication Disorders in HIV.
11. Intervention and Treatment of Neuronal Communication Disorders – TBI.
12. Intervention and Treatment of Adult Voice Disorders.
13. Intervention and Treatment of Adult Fluency Disorders.

#### (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.  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>	<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>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  Language of evaluation, methods of evaluation, summative or conclusive, multiple</i>	<b>I. Written final exam (70%):</b> - Multiple choice test - Short answer questions <b>II. Written Essay-Individual (20%)</b>	

<p><i>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>(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>
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## (5) ATTACHED BIBLIOGRAPHY

### -Προτεινόμενη Βιβλιογραφία:

- Bayles, K., McCullough, K., & Tomoeda, C. K. (2018). *Cognitive-communication Disorders of MCI and Dementia: Definition, Assessment, and Clinical Management*. Plural Publishing.
- Elman, R. J. (2007). *Group treatment of neurogenic communication disorders: The expert clinician's approach*. Plural Publishing.
- Loehr, J. L., & Malone, M. L. (2014). *Here's how to Treat Dementia*. Plural Publishing.
- Martin, N., Thompson, C. K., & Worrall, L. (2008). *Aphasia rehabilitation: The impairment and its consequences*. Plural Publishing.
- Ostergren, J. A. (2017). *Cognitive Rehabilitation Therapy for Traumatic Brain Injury: A Guide for Speech-Language Pathologists*. Plural Publishing.

### -Συναφή επιστημονικά περιοδικά:

- **Brain and Language**  
<https://www.journals.elsevier.com/brain-and-language/>
- **Journal of Speech, Language, and Hearing Research**  
<https://pubs.asha.org/journal/jslhr>
- **Journal of Communication Disorders**  
<https://www.journals.elsevier.com/journal-of-communication-disorders/>
- **Communication Sciences and Disorders**  
<https://www.e-csd.org/about/>
- **Language and Speech**  
<https://journals.sagepub.com/home/las>