CLINICAL PRACTICUM IN SPEECH LANGUAGE PATHOLOGY-1

(1) GENERAL

SCHOOL	HEALTH SCIENCES		
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY		
LEVEL OF STUDIES	GRADUATE PROGRAM (Level 6)		
COURSE CODE	**slt – 51**	**SEMESTER**	5
COURSE TITLE	CLINICAL PRACTICUM IN SPEECH LANGUAGE PATHOLOGY-1		

INDEPENDENT TEACHING ACTIVITIES *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*	**WEEKLY TEACHING HOURS**	**CREDITS**
Clinical Practice	9	9
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background	
PREREQUISITE COURSES:	slt-16, slt-32, slt-43	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No	
COURSE WEBSITE (URL)	moodle.ioa.teiep.gr	

(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 the students are invited for the first time to associate the academic knowledge with the clinical practice and make observation of the verbal and non-verbal communication in typical and non-typical developed populations. In particular, students are trained in basic methods of assessing communication disorders, such as collecting information from the patient's case history and the orofacial examination. Additionally, they are trained to the use of standardized and non-standardized assessment tools for the diagnosis of clinical cases (children and or adults).

Later on, students analyze the assessment findings and for the first time they are guided to formulate appropriate long-term and short-term goals in evidence-based therapy sessions. Their clinical hours are carried out in children and adult settings, under the supervision of certified speech language therapists.

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

➢ Recognize, describe and understand verbal and non-verbal communication. (Levels 1 & 2:

Knowledge & Understanding).

- ➢ Gather accurate background information (Levels 1 & 2: Knowledge and Understanding)
- ➢ Conduct an orofacial examination (Levels 1 & 2: Knowledge and Understanding)
- ➢ Implement non-standardized assessment tools for both pediatric and adult speech-language disorders. (Levels 3, 4 & 5: application, analysis & synthesis)
- ➢ Administrate standardized assessment tests in pre-school and school aged children as well as in adults (Levels 3, 4 & 5: application, analysis & synthesis).
- ➢ Analyze the results of assessment findings and formulate appropriate long-terms and short-terms goals in evidence-based therapy sessions. (Levels 3, 4, 5 & 6: application, analysis, synthesis & evaluation)
- ➢ Synthesize customized therapeutic protocols and apply proper rehabilitation programs through the formulation of short and long-term therapeutic goals. (Levels 3, 4, 5 & 6: application, analysis, synthesis & evaluation)
- ➢ Update systematically the patient's clinical file. (Levels 3, 4, 5 & 6: application, 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	*Project planning and management*
	Respect for difference and multiculturalism
Adapting to new situations	*Respect for the natural environment*
Decision-making	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Working independently	*Criticism and self-criticism*
Team work	
Working in an international environment	*Production of free, creative and inductive thinking……*
Working in an interdisciplinary environment	*Others……….*
Production of new research ideas	

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

(3) SYLLABUS

During the 13 weeks of Clinical Practicum-1, emphasis is given to the observation, organization, planning and management of diagnostic sessions in order the students to understand the way of communication, the behavioural processes and the consolidation of the client-therapist relationship. Clinical Practicum-1 complements the theoretical training that students acquire and combines theoretical knowledge with practical application and experience. The clinical practicum of the students takes place in children and adult settings under the supervision of certified speech language therapists.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to Face and in Clinical Settings
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of audio-visual methods (e.g. power point presentations).

Use of ICT in teaching, laboratory education, communication with students	Support the learning process through the e-class platform.

Activity	Semester workload
Clinical Practice	117
Essay Writing	19
Project	19
Seminar/Tutorial	19
Personal Study/Evaluation	51
Course total	**225**

TEACHING METHODS *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*	

STUDENT PERFORMANCE EVALUATION
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
 	
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.
	I. Written or Oral final exam (70%) that includes:
	   - Multiple choice test.
	   - Short answer questions.
	II. Individual Essay Written (case studies 10%)
	III. Project (Evident Based Speech Language Therapy Sessions) (10%)
	IV. Seminars Written or Oral examination (10%)
	   -Problem solving
	   -Summative or conclusive
	The final exams will be offered in Greek.

(5) ATTACHED BIBLIOGRAPHY

-Suggested bibliography:
- Flasher, L. V., & Fogle, P. T. (2012). Counseling skills for speech-language pathologists and audiologists. Cengage Learning.
- Hegde, M. N., & Davis, D. (2009).Clinical methods and practicum in speech-language pathology. Nelson Education.
- Kittel, A. M. (2014). Myofunktionelle Therapie. Schulz-Kirchner Verlag GmbH.
- Dwight, D. M. (2006). Here's how to do therapy: Hands-on core skills in speech-language pathology. Plural Publishing

-Related academic journals:
- Logopedics Phoniatrics Vocology
  https://www.tandfonline.com/toc/ilog20/current
- Folia Phoniatrica et Logopaedica
  https://www.karger.com/Journal/Home/224177
- International Journal of Speech-Language Pathology
  https://www.tandfonline.com/toc/iasl20/current
- American Journal of Speech-Language Pathology
  https://pubs.asha.org/journal/ajslp
- Journal of Speech, Language, and Hearing Research
  https://pubs.asha.org/journal/jslhr