

DISORDERS AND SPEECH THERAPY IN POPULATION WITH CLEFT LIP/PALATE

(1) GENERAL

SCHOOL	HEALTH SCIENCES		
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY		
LEVEL OF STUDIES	GRADUATE PROGRAM (Level 6)		
COURSE CODE	slt – 53	SEMESTER	5
COURSE TITLE	DISORDERS AND SPEECH THERAPY IN POPULATION WITH CLEFT LIP/PALATE		
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	4
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
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 are familiarized with the communication disorders of people with clefts and the importance of the speech and language intervention.

In particular, the course introduces students to the causes and types of the clefts as well as to the effects they have on hearing, feeding, speech, resonance, language and psychology of the population with clefts.

Also, students are acquainted in the assessment, treatment and rehabilitation of the communication disorders of people with clefts.

Finally, the role of the speech and language therapist as member of an interdisciplinary team, is emphasized.

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

- Know the causes and types of cleft lip and palate. (Levels 1, 2: Knowledge, Understanding)
- Be familiar with the disorders of speech, articulation, resonance and language development of children with clefts. (Levels 1, 2: Knowledge, Understanding)

- Become acquainted in the assessment with ‘low-tech’ and ‘high-tech’ tools. (Levels 3, 4: Application, Analysis)
- Know and use the speech therapy techniques for the treatment of the speech, resonance and velopharyngeal insufficiency (VPI). (Levels 2, 3: Understanding, Application)
- Understand the feeding, language as well as the psychological implications of the population with cleft lip/palate. (Levels 1, 2: Knowledge, Understanding)
- Be aware of the role of the interdisciplinary team in the therapeutic intervention of the population with clefts and be an active member of it. (Levels 1, 4, 5, 6: Knowledge, 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?

<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>

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

- (1) Anatomy and Physiology. Facial, Oral and Velopharyngeal Structures.
- (2) Clefts of the Lip and Palate.
- (3) Resonance disorders and Velopharyngeal Dysfunction.
- (4) Feeding problems of children with Clefts.
- (5) Developmental Aspects: Speech Language and Cognition.
- (6) Psychosocial aspects of Clefts.
- (7) Speech and Resonance Assessment.
- (8) Orofacial Examination
- (9) Surgical Management of Clefts and Velopharyngeal Insufficiency/Incompetence.
- (10) Treatment Procedures in speech resonance and velopharyngeal dysfunction.
- (11) Low-tech and High-tech speech therapy tools.
- (12) Interdisciplinary care of people with clefts: the role of speech and language therapist.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face to face.											
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of audio-visual methods (e.g. power point presentations).											
<p style="text-align: center;">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></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="text-align: left;">Activity</th> <th style="text-align: left;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>26</td> </tr> <tr> <td>Essay writing</td> <td>23</td> </tr> <tr> <td>Personal study/Evaluation</td> <td>51</td> </tr> <tr> <td>Course total</td> <td>100</td> </tr> </tbody> </table>		Activity	Semester workload	Lectures	26	Essay writing	23	Personal study/Evaluation	51	Course total	100
Activity	Semester workload											
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<p style="text-align: center;">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></p>	<p>I. Written final exam (80%) that includes: - Multiple choice test. - Short answer questions.</p> <p>II. Written essay-individual and/or teamwork (20%).</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"> ➤ Kummer, A. (2008). Επιμέλεια Ελληνικής έκδοσης Ν. Τρίμμης (2011). Σχιστίες και Κρανιοπροσωπικές Ανωμαλίες. Αθήνα. Εκδόσεις Πασχαλίδης. ➤ Κουδουμνάκης, Μ. (2008). Σχιστίες του γναθοπροσωπικού συστήματος. Αθήνα. Εκδόσεις Πασχαλίδης. ➤ Golding-Kushner K. J. (2001) Therapy Techniques for Cleft Palate Speech and Related Disorders. Canada. Singular Thomson Learning. <p>- <i>Related academic journals:</i></p> <ul style="list-style-type: none"> ➤ The Cleft-Palate Craniofacial Journal https://journals.sagepub.com/home/cpc ➤ Journal of Communication Disorders https://www.sciencedirect.com/journal/journal-of-communication-disorders ➤ Journal of Speech, Language and Hearing Research https://pubs.asha.org/journal/jslhf ➤ International Journal of Speech-Language Pathology https://www.tandfonline.com/toc/iasl20/current
