

CLINICAL PRACTICUM IN SPEECH LANGUAGE PATHOLOGY-2

(1) GENERAL

SCHOOL	HEALTH SCIENCES	
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY	
LEVEL OF STUDIES	GRADUATE PROGRAM (Level 6)	
COURSE CODE	slt – 61	SEMESTER 6
COURSE TITLE	CLINICAL PRACTICUM IN SPEECH LANGUAGE PATHOLOGY-2	
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
Clinical Practice	12	12
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background	
PREREQUISITE COURSES:	slt-33, slt-44, slt-51	
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 practice in providing speech and language therapy services to children and/or adults with communication disorders.

In particular, the students acquire additional knowledge and clinical experience in the field of differential diagnosis, evaluation and therapeutic rehabilitation of children and adults with a variety of speech and language disorders.

Students interpret the results of diagnostic, screening and battery tests in order to develop individualized treatment programs for children or adults.

The clinical hours are carried out in children and/or adult settings, under the supervision of certified speech-language therapists.

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

- Provide tests for screening, evaluation and diagnosis in children and adults with communication disorders, under the supervision of a certified speech-language therapist. (Levels 1, 2, 3 & 5: Knowledge/Remembering, Understanding, Applying, Analyzing &

- Creating)
- Develop and administrate evident based individualized treatment programs for a patient under the supervision of a certified speech language therapist. (Levels 1, 2 & 3: Knowledge, Understanding & Applying)
 - Structure and organize a goal-oriented therapeutic session for a patient under the supervision of a certified language therapist.
 - Evaluate the effects of the therapeutic intervention on the patient (Level 6: Evaluating)
 - Re-evaluate the therapeutic progress of a patient and systematically update his/her clinical file under the supervision of a certified speech language therapist. (Levels 3, 4, 5 & 6: Applying, Analyzing, 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>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</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> <i>Others...</i>
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| <ul style="list-style-type: none"> ● Search for, analysis and synthesis of data and information, with the use of the necessary technology ● Adapting to new situations ● Decision-making ● Working independently ● Team work ● Working in an interdisciplinary environment | <ul style="list-style-type: none"> ● Production of new research ideas ● Respect for difference and multiculturalism ● Showing social, professional and ethical responsibility and sensitivity to gender issues ● Criticism and self-criticism ● Production of free, creative and inductive thinking |
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(3) SYLLABUS

During the 13 weeks of Clinical Practicum-2, emphasis is given to the organization, planning and management of therapeutic sessions in order the students to understand the way of communication, the behavioural processes and the consolidation of the client-therapist relationship. Students are trained in modifying a properly customized speech language therapy intervention plan mainly for pediatric population with speech, language, voice, hearing and feeding-swallowing disorders. Students are also trained in techniques for collecting information from the speech and language therapy sessions in order to report the progress of an individual patient and to write an in-depth progress report for him/her based on the current code of ethics. 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 <i>Face-to-face, Distance learning, etc.</i>	Face to Face and in Clinical Settings
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	Activity	Semester workload
<p>The manner and methods of teaching are described in detail.</p> <p>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.</p> <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>	Clinical Practice	156
	Essay Writing	20
	Report Writing	20
	Project	20
	Seminar/Tutorial	20
	Personal Study/Evaluation	64
	Course total	300
<p>STUDENT PERFORMANCE EVALUATION</p> <p>Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>I. Written or Oral final examination (60%):</p> <ul style="list-style-type: none"> - Multiple choice test. - Short answer questions. <p>II. Individual Essay Written (case studies 10%)</p> <p>III. Essay/Report (Evident Based Speech Language Therapy Progress reports) (10%)</p> <p>IV. Project (Evident Based Speech Language Therapy Sessions) (10%)</p> <p>V. Seminars Written or Oral examination (10%)</p> <ul style="list-style-type: none"> -Problem solving -Summative or conclusive <p>The final exams will be offered in Greek</p>	

(5) ATTACHED BIBLIOGRAPHY

-Suggested bibliography:

- Chute, P. M., & Nevins, M. E. (2006). School professionals working with children with cochlear implants. Plural Publishing.
- Foster, W. A. (2018). The Role of the Speech-language Pathologist in RtI: Implementing Multiple Tiers of Student Support. Plural Publishing.
- Musiek, F. E., & Chermak, G. D. (Eds.). (2013). Handbook of central auditory processing disorder, volume I: Auditory neuroscience and diagnosis (Vol. 1). Plural Publishing.
- Chermak, G. D., & Musiek, F. E. (Eds.). (2013). Handbook of central auditory processing disorder, volume II: Comprehensive intervention (Vol. 2). Plural Publishing.
- Schraeder, T. (2016). A guide to school services in speech-language pathology. Plural Publishing.

-Related academic journals:

- **Logopedics Phoniatics Vocology**
<https://www.tandfonline.com/toc/ilog20/current>
- **American Journal of Audiology**
<https://pubs.asha.org/journal/aja>
- **International Journal of Speech-Language Pathology**
<https://www.tandfonline.com/toc/iasl20/current>
- **Language, Speech and Hearing Services in Schools**
<https://pubs.asha.org/journal/lshss>
- **Journal of Speech, Language, and Hearing Research**

