

APHASIAS AND NEUROLOGICAL COMMUNICATION DISORDERS: PRINCIPLES AND NEUROREHABILITATION

(1) GENERAL

SCHOOL	HEALTH SCIENCES		
ACADEMIC UNIT	SPEECH AND LANGUAGE THERAPY		
LEVEL OF STUDIES	Undergraduate Programm (level 6)		
COURSE CODE	slt-62	SEMESTER	6
COURSE TITLE	Aphasias and neurological communication disorders: principles and neurorehabilitation		
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 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		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://moodle.ioa.teiep.gr		

(2) LEARNING OUTCOMES

<p>Learning outcomes <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>Consult Appendix A</p> <ul style="list-style-type: none"> • 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 <p>This course is the basic course for the study of the aphasias, the acquired neurogenic language disorders affecting people during their lives when different brain regions are damaged by various pathological processes. It also studies the neurological communication disorders, caused when other than language higher brain functions are affected. During the course terms as brain's multifunctionality, cognitive reserve, and functional brain reorganization are described. Additionally, the basic principles of neurorehabilitation and cognitive rehabilitation are discussed.</p> <p>Upon successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> - Gain basic knowledge of the functional brain's neuroanatomy of language, modelling of language functions in the brain and symptomatology of basic aphasic syndromes (levels 1&2:knowledge/rememebering&understanding).
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- Understands and describes the basic principles of differential and topical diagnosis in aphasias and use the basic evaluation tools of clinical aphasiology (levels 2-6: understanding, applying, analyzing, creating & evaluating).
- Be able to follow the course of the diseases causing aphasias and designing and conducting the appropriate therapeutic interventions (levels 3-6: applying, analyzing, creating & evaluating).
- Be aware of right hemispheric communication disorders and basic linguistic-cognitive communication disorders (levels 2-6: understanding, applying, analyzing, creating & evaluating).
- Understands terms as multifunctionality, cognitive reserve, and functional brain reorganization (levels 2-6: understanding, applying, analyzing, creating & evaluating).
- Be aware and work/collaborate with other students and experts in basic neurorehabilitation and cognitive rehabilitation procedures (levels 3-6: 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?

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 international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical

responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive

thinking.....

Others.....

- *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 a interdisciplinary environment*
- *Production of new research ideas*

(3) SYLLABUS

- I. Introduction in acquired language and communication disorders.
- II. Functional neuroanatomy of the aphasias, the dual-stream model, previous models, limitation and future perspectives.
- III. Causes of aphasia.
- IV. Clinical investigation and diagnosis.
- V. Evaluation of aphasia.
- VI. Discourse and functional communication.
- VII. Recovery and prognosis in aphasias.
- VIII. Principles of recovery, interventions, therapeutic goals, functional therapies.
- IX. Right hemispheric syndrome, dysprosodias, and non-verbal communication.
- X. Linguistic-cognitive communication disorders.

- XI. Communication disorders in major neurocognitive disorders.
- XII. Principles of neurorehabilitation and cognitive rehabilitation in communication disorders.
- XIII. Contemporary neurorehabilitation procedures in aphasia and communication disorders.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	"Face-to-face" in class	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audio-visual methods (i.e., PowerPoint presentations) Support of learning process through the e-class platform	
TEACHING METHODS <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.</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>	Activity	Semester workload
	Lectures	26
	Applied practice	13
	Teamwork research project	20
	Essay writing	23
	Personal study/evaluation	43
	Course total	125
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 (100%) consisting of : <ul style="list-style-type: none"> - multiple choice questions - short answer questions - critical view of theory - clinical case II. Optional teamwork clinical research essay The final exams will be offered in Greek	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Νάσιος, Γ. (2011). *Αφασιολογία, κλινική πρακτική και διαταραχές*. G. Albyn Davis, Επιμέλεια Ελληνικής Εκδόσεως. Ιατρικές Εκδόσεις Πασχαλίδης.
 2. G. Albyn Davis (2007). *Aphasiology. Disorders and clinical practice*. 2nd Edition, Pearson Education, Inc.
 3. Leonard L. Lapointe (2005). *Aphasia and related neurogenic language disorders*. 3rd edition, Thieme.
 4. Dalia Cahana-Amitay, Martin Albert (2015). *Redefining Recovery from Aphasia*. Oxford University Press.
 5. Brooke Hallowell (2017). *Aphasia and other acquired neurogenic language disorders – a guide for clinical excellence*. Plural Publishing inc.
- *Related academic journals:*
- *Aphasiology* (<https://www.tandfonline.com/loi/paph20>)
 - *Brain and Language* (<https://www.journals.elsevier.com/brain-and-language>)
 - *International journal of language & communication disorders* (<https://onlinelibrary.wiley.com/toc/14606984/current>)