PRINCIPLES OF PAEDIATRIC NEUROLOGY AND DEVELOPMENTAL PAEDIATRICS

(1) GENERAL

SCHOOL	HEALTH SCIENCES		
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY		
LEVEL OF STUDIES	Undergraduate Program (Level 6)		
COURSE CODE	slt – 69	**SEMESTER**	6th
COURSE TITLE	Principles of Paediatric Neurology and Developmental Paediatrics		
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**
lectures		3	4
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Scientific Background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://slt.uoi.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*

The aim of this course is for students to know the principles of Pediatric Neurology but also the neurological and neurodevelopmental diseases of children that may be the background or the main cause for the manifestation of speech developmental delays, learning difficulties or difficulty of swallowing.

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

- Adequately know the neurological examination of the newborn, infant and child as well as the stages of psychomotor development in the aforementioned age groups. (Levels 1 & 2: Knowledge & Understanding)
- Recognize the epileptic seizures and be able to distinguish them from non-epileptic episodes as well as to manage acutely a seizure. (Levels 1, 2 & 3: Knowledge, skill & ability)
- Understand the specifics of learning disabilities in the field of epilepsy or other neurological disease. (Levels 1 & 2: Knowledge & Understanding)
- be acquainted in vascular strokes in childhood (Levels 1 & 2: Knowledge & Understanding)
- be trained in the recognition of neuro-developmental and neuro-psychiatric diseases (Diffuse Developmental Disorder, Attention Deficit Hyperactivity Disorder, motor co-ordination disorder, selective dumbness, obsessive-compulsive disorder, etc.) as well

as in understanding their etiology, pathophysiology and differential diagnosis. (Levels 1, 2, 3 & 5: Knowledge, Skill, Ability & Composition)

- become familiar with the knowledge, understanding and analysis of neuro-psychological tests (Levels 1, 2, 3 & 5: Knowledge, skill, ability & Composition)
- acquire knowledge about neurometabolic, neurocutaneous and neuromuscular diseases. (Levels 1, 2, 3 & 5: Knowledge, Skill, Ability & Composition)
- understand the concepts of microcephaly, macrocephaly as well as congenital malformations of the Central Nervous System (Levels 1, 2, 3 & 5: Knowledge, skill, ability & Composition)

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*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

- *Search for, analysis and synthesis of data and information, with the use of the necessary technology*
- *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*
- *Showing social, professional and ethical responsibility and sensitivity to gender issues*
- *Criticism and self-criticism*
- *Production of free, creative and inductive thinking*
- *Research work*
- *Writing of research paper*
- *Collaboration with relevant specialties*

(3) SYLLABUS

1. Neurological assessment of newborn, infant and child
2. Recognition of epileptic and non-epileptic episodes in childhood
3. Learning difficulties and epilepsy
4. Sleep disorders
5. Congenital malformations of the Central Nervous System, microcephaly, macrocephaly
6. Neuro-metabolic diseases and neurodegenerative diseases
7. Neurocutaneous diseases and neuro-oncological diseases
8. Neuromuscular diseases
9. Movement disorders (chorea, dystonia, ataxia, involuntary movements)
10. Demyelinating diseases and autoimmune encephalitis
11. Vascular Stroke in childhood
12. Normal psychomotor development
13. Neuro-developmental diseases and neuro-psychological tests

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of audio-visual methods (e.g. PowerPoint and Video presentations) Support the learning process through the e-class platform.
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 final exam (70%): - Multiple choice test - Short answer questions **II.** Individual and/or Teamwork Written Essay (30%) (with Pass, Merit and Distinction criterion accessible by students) The final exams will be offered in Greek

Activity	***Semester workload***
Lectures	39
Study and analysis of bibliography	10
Written essay	10
Research Work	10
Personal Study/Evaluation	31
Course total	***100***

(5) ATTACHED BIBLIOGRAPHY

-Suggested Bibliography:

- *Ζαφειρίου Δ, Βαργιάμη Ε (2021) Παιδιατρική Νευρολογία, University Studio Press, Θεσσαλονίκη, ISBN: 978-960-6700-67-5 [Suggested]*
- *Awaad Y (2018) Absolute Pediatric Neurology: Essential Questions and Answers, Springers,* ISBN: 978-3-319-78801-2

-Relevant Scientific Journals:

- Pediatric Neurology Journal, https://www.journals.elsevier.com/pediatric-neurology
- Developmental Medicine and Child Neurology , https://onlinelibrary.wiley.com/journal/14698749
- European Journal of Pediatric Neurology , https://www.journals.elsevier.com/european-journal-of-paediatric-neurology