CLINICAL PRACTICUM IN SPEECH LANGUAGE PATHOLOGY 3

(1) GENERAL

SCHOOL	HEALTH SCIENCES
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY
LEVEL OF STUDIES	Graduate Program (Level 6)
COURSE CODE	**slt - 71** **SEMESTER** 7th
COURSE TITLE	CLIINICAL PRACTICUM IN SPEECH LANGUAGE PATHOLOGY 3

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	12	12

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special Background
PREREQUISITE COURSES:	slt-61
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, students are practicing in providing speech and language therapy services in a variety of communication disorders majorly in adults and then in children.

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

Students will apply and interpret the results of diagnostic screening and battery tests as well as the purpose of forming/conducting customized treatment programs for adults and children.

The clinical hours will be carried out in adults and children settings, under the supervision of certified speech language therapists.

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

➢ Apply diagnostic assessments for communication disorders in children and adults under the supervision of a certified speech language therapist/pathologist. (Levels 1, 2, 3 & 5: Knowledge/Remembering, Understanding, Applying, Analyzing & Creating)

➢ Develop and administrate evident based – customized treatment programs for a patient under the supervision of a certified speech language therapist/pathologist. (Levels 1, 2 & 3: Knowledge, Understanding & Applying)

➢ Evaluates communication and swallowing disorders in adults and under the supervision of a certified speech language therapist/pathologist. (Levels 1-3, 5-6: Knowledge/Remembering, Understanding, Applying & Evaluating)

➢ Evaluates the effects of therapeutic intervention of the patient. (Level 6: Evaluating)

➢ Re-evaluate the therapeutic progress of a patient and systematically update his/her clinical profile under the supervision of a certified speech language therapist/pathologist. (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?

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
	Respect for the natural environment
Adapting to new situations	*Showing social, professional and ethical responsibility*
Decision-making	*and sensitivity to gender issues*
Working independently	*Criticism and self-criticism*
Team work	*Production of free, creative and inductive thinking*
Working in an international environment	*......*
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-3, students will give emphasis on the, organization, planning and management of therapeutic sessions, in order to understand the way of

communication, behavioral processes, and the consolidation of the relationship between the therapist and a client. Students will be trained in modifying an evident and properly customized speech language therapy intervention based on the outcomes of former patient's sessions majorly for adults' population with cognitive-communication disorders, as well as speech, language, voice, hearing and swallowing disorders. Students will be also trained in techniques for collecting information from the speech and language sessions in order to copy the progress of an individual patient and to write an in-depth progress report for hi,/her based on the current Code of Ethics. The directly supervised clinical practicum of the students will take place in children and adults 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 to Clinical Setting
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of audio-visual methods (e.g., PowerPoint 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*	<table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Clinical Practice</td><td>156</td></tr><tr><td>Essay Writing</td><td>20</td></tr><tr><td>Report Writing</td><td>20</td></tr><tr><td>Project</td><td>20</td></tr><tr><td>Seminar/Tutorial</td><td>20</td></tr><tr><td>Personal Study/Evaluation</td><td>64</td></tr><tr><td>**Course total**</td><td>*300*</td></tr></table>

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 (60%):
	   - Multiple choice test
	   - Short answer questions
	II. Individual Essay Written for the cases studies (10%)
	III. Essay/Report (Evident Based Speech Language Therapy Progress reports) (10%)
	IV. Project (Evident Based Speech Language Therapy Sessions) (10%)
	V. Seminars Written or Oral exam (10%)
	   - Problem solving
	   - Summative or conclusive
	
	The final exams will be offered in Greek.

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Cicerone, K. D., Goldin, Y., Ganci, K., Rosenbaum, A., Wethe, J. V., Langenbahn, D. M., ... & Trexler, L. (2019). Evidence-Based Cognitive Rehabilitation: Systematic Review of the Literature From 2009 Through 2014. Archives of Physical Medicine and Rehabilitation.
- Coppens, P. (2016). Aphasia and related neurogenic communication disorders. Jones & Bartlett Publishers.
- Lubinski, R., & Hudson, M. (2012). Professional issues in speech-language pathology and audiology. Nelson Education.
- Tye-Murray, N. (2019). Foundations of aural rehabilitation: Children, adults, and their family members. Plural Publishing.
- Wu, J. (Ed.). (2011). Early Detection and Rehabilitation Technologies for Dementia: Neuroscience and Biomedical Applications: Neuroscience and Biomedical Applications. IGI Global.

-Related academic journals:

- **Movement Disorders**
  https://onlinelibrary.wiley.com/toc/15318257/32/9
- **Dysphagia**
  https://www.springer.com/medicine/otorhinolaryngology/journal/455
- **Annals of Dyslexia**
  https://www.springer.com/education+&+language/linguistics/journal/11881
- **Disability and rehabilitation. Assistive technology**
  https://www.tandfonline.com/loi/iidt20
- **Communication Disorders Quarterly**
  https://journals.sagepub.com/home/cdq