

NEUROGENIC MOTOR SPEECH DISORDERS

(1) GENERAL

SCHOOL	HEALTH SCIENCES		
ACADEMIC UNIT	SPEECH AND LANGUAGE THERAPY		
LEVEL OF STUDIES	Graduate Programm (level 6)		
COURSE CODE	slt – 72	SEMESTER	7 th
COURSE TITLE	Neurogenic motor speech disorders		
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</p> <p><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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>This course is the basic course for the study of the motor speech disorders, mainly the dysarthrias and the apraxia of speech, and their neural correlates. It also describes the pathophysiology of nervous system diseases causing motor speech disorders. Additionally the basic principles of their management 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 neural substrates of motor speech disorders (levels 1&2: knowledge/remembering & understanding). - Understands and describes the basic types of dysarthria, their aetiology, their correlation with nervous system dysfunction and their clinical characteristics (levels 2-6: understanding, applying, analysing, creating & evaluating). - Be able to follow the logical diagnostic approach, especially their differential and topical diagnosis (levels 3-6: applying, analyzing, creating & evaluating). - Be aware of their clinical course and their alteration with the application of

therapeutic interventions (levels 2-6: understanding, applying, analysing, creating & evaluating).

- Is able to use evaluation tools and methods for evaluation and treatment of motor speech disorders (levels 2-6: understanding, applying, analysing, creating & evaluating).
- Be aware and work/collaborate with other students and experts in basic neurorehabilitation and cognitive rehabilitation procedures (levels 3-6: applying, analysing, 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

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Others...

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- 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. Definitions, neural substrates. The neurological basis of motor speech disorders and their underlying causes.
- II. Clinical examination and evaluation of motor speech disorders.
- III. Flaccid dysarthria.
- IV. Spastic dysarthria.
- V. Ataxic dysarthria.
- VI. Hypokinetic and hyperkinetic dysarthrias.
- VII. Unilateral upper motor neuron dysarthria.
- VIII. Mixed dysarthrias.
- IX. Apraxia of speech.
- X. Differential diagnosis of motor speech disorders.
- XI. Management of motor speech disorders.
- XII. Contemporary therapies for motor speech disorders.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>“Face-to-face” in class</p>	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of audio-visual methods (i.e., PowerPoint presentations) Support of learning process through the e-class platform</p>	
<p style="text-align: center;">TEACHING METHODS</p> <p><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></p> <p><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>	Activity	Semester workload
	Lectures	26
	Applied practice	13
	Teamwork research project	20
	Essay writing	23
	Personal study/evaluation	43
	Course total	125
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Written final exam (100%) consisting of :</p> <ul style="list-style-type: none"> - multiple choice questions - short answer questions - critical view of theory - clinical case <p>II. Written Essay-Individual (10%) (with Pass, Merit and Distinction criterion accessible by students)</p> <p>III. Mini Clinical Research-Teamwork (20%) (with Pass, Merit and Distinction criterion accessible by students)</p> <p>The final exams will be offered in Greek</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Joseph Duffy : «Νευρογενείς κινητικές διαταραχές ομιλίας. Υποστρώματα, διαφορική διάγνωση και αντιμετώπιση». Επιμέλεια Ελληνικής Εκδόσεως : Γρηγόριος Νάσιος, Μαρία Ιγνατίου (2011). Ιατρικές εκδόσεις Πασχαλίδη.
2. Alex F. Johnson, Barbara H. Jacobson: Medical Speech-language pathology. A practitioner's guide, 2nd edition (2007), Thieme

3. Joseph Duffy: Motor Speech disorders. Substrates, differential diagnosis, and management. Mosby, 2019 (ISBN 9780323530545).

- *Related academic journals:*

- Journal of Communication Disorders (<https://www.sciencedirect.com/journal/journal-of-communication-disorders/>)
- Journal of Speech and Hearing disorders (<https://pubs.asha.org/journal/jshd>)
- International journal of Speech-Language Pathology (<https://www.tandfonline.com/loi/iasl20>)