

## Cerebral Palsy in Children

### (1) General

<b>SCHOOL</b>	HEALTH SCIENCES		
<b>ACADEMIC UNIT</b>	SPEECH LANGUAGE THERAPY		
<b>LEVEL OF STUDIES</b>	Undergraduate Program (Level 6)		
<b>COURSE CODE</b>	<b>slt-78</b>	<b>SEMESTER</b>	<b>7</b>
<b>COURSE TITLE</b>	Cerebral Palsy in Children		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
lectures		3	4
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Specialised General knowledge		
<b>PREREQUISITE COURSES:</b>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="https://slt.uoi.gr/">https://slt.uoi.gr/</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>The aim of this course is for students to understand the concept of cerebral palsy and its effects on the development of physical and mental health.</p> <p>Upon successful completion of the program the student will be able to:</p> <ul style="list-style-type: none"> <li>✓ Know the definition, causes, clinical picture and management of the child with cerebral palsy (Levels 1 &amp; 2: Knowledge &amp; Understanding)</li> <li>✓ Recognize the type and severity of cerebral palsy in children. (Levels 1 &amp; 2: Knowledge &amp; Understanding)</li> <li>✓ Understand the accompanying problems of cerebral palsy and its long-term complications. (Levels 1 &amp; 2: Knowledge &amp; Understanding)</li> <li>✓ Understand the range of difficulty in swallowing and speech development. (Levels 1, 2 &amp; 3: Knowledge, skill &amp; ability)</li> <li>✓ Acknowledge the role of proper nutrition in the good health of the child and in the long run in maintaining good health in adulthood. (Levels 1, 2, 3 &amp; 5: Knowledge, Skill, Ability &amp; Composition)</li> <li>✓ Get acquainted with the concept of co-operation between different specialties, such as pediatricians, pediatric neurologists, physiotherapists, occupational therapists and child psychologists (multi-disciplinary team). (Levels 1, 2, 3 &amp; 5: Knowledge, Skill, Ability &amp; Composition)</li> </ul>
<p><b>General Competences</b></p> <p><i>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></p> <p><i>Search for, analysis and synthesis of data and</i> <i>Project planning and management</i></p>

<i>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>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>.....</i> <i>Others...</i> <i>.....</i>
<ul style="list-style-type: none"> <li>• <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></li> <li>• <i>Decision-making</i></li> <li>• <i>Working independently</i></li> <li>• <i>Team work</i></li> <li>• <i>Working in an international environment</i></li> <li>• <i>Working in an interdisciplinary environment</i></li> <li>• <i>Production of new research ideas</i></li> <li>• <i>Project planning and management</i></li> <li>• <i>Respect for difference and multiculturalism</i></li> <li>• <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></li> <li>• <i>Criticism and self-criticism</i></li> <li>• <i>Production of free, creative and inductive thinking</i></li> <li>• <i>Research work</i></li> <li>• <i>Writing of research paper</i></li> <li>• <i>Collaboration with relevant specialties</i></li> </ul>	

### (3) SYLLABUS

1. History of Cerebral Palsy-Definitions 2. Epidemiology-Frequency 3. Classification 4. Etiology of Cerebral Palsy 5. Pathophysiology 6. Clinical picture A 7. Clinical picture B 8. Diagnostic approach 9. Accompanying Problems of Cerebral Palsy A 10. Accompanying Problems of Cerebral Palsy B 11. Management and therapeutic interventions 12. Specialized speech therapy intervention-Defects in swallowing and speech 13. Family, social and educational care of the child with cerebral palsy
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### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audio-visual methods (e.g., PowerPoint and Video presentations) Support the learning process through the e-class platform.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Study and analysis of bibliography	5
	Personal Study/Evaluation	10
	Research Work	5
	Personal study/evaluation	41
	Course total	100
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>	I. Written final exam (80%):	

<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>- Multiple choice test - Short answer questions</p> <p><b>II. Individual and/or Teamwork Written Essay (20%)</b> (with Pass, Merit and Distinction criterion accessible by students)</p> <p>The final exams will be offered in Greek</p>
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### (5) ATTACHED BIBLIOGRAPHY

<p>-Προτεινόμενη Βιβλιογραφία :</p> <ul style="list-style-type: none"> <li>• <b>Shepherd R (2013)</b> Εγκεφαλική Παράλυση στη βρεφική ηλικία, <i>Health Action</i>, Αθήνα</li> <li>• <b>Rosenbaum P &amp; Rosenbloom L (2019)</b> <i>Cerebral Palsy: From Diagnosis</i>, MacKeith Press, Cambridge, UK (ISBN13 9781908316509) [Προτεινόμενο σύγγραμμα]</li> <li>• <b>Glader L, Stevenson R (2018)</b> <i>Children and Youth with Complex cerebral palsy: Care and Management</i>, MacKeith Press, Cambridge, UK (ISBN: 978-1-909-96298-9)</li> </ul> <p>-Συναφή επιστημονικά περιοδικά:</p> <ul style="list-style-type: none"> <li>• Frontiers in Neurology/Neurohabilitation. <a href="https://www.frontiersin.org/journals/neurology/sections/neurorehabilitation">https://www.frontiersin.org/journals/neurology/sections/neurorehabilitation</a></li> <li>• Lancet Neurology. <a href="https://www.thelancet.com/journals/lanneur/home">https://www.thelancet.com/journals/lanneur/home</a></li> </ul>
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