

## INTERNSHIP

### (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 -81</b>	<b>SEMESTER</b>	<b>8</b>
<b>COURSE TITLE</b>	Internship		
<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>	
Internship	40	22	
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
<b>PREREQUISITE COURSES:</b>	slt-21, slt-32, slt-33, slt-35, slt-43, slt-44, slt-45, slt-46, slt-51, slt-52, slt-61, slt-62, slt-63, slt-71, slt-72		
<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://moodle.ioa.teiep.gr/course/index.php?categoryid=11">https://moodle.ioa.teiep.gr/course/index.php?categoryid=11</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <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>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>The students are placed for 3 months in professional clinical settings to independently refine their clinical ability. Additionally, to cultivate better their ability to work in different conditions, to gain determination when they practice their duties, and make independently their clinical decisions.</p> <p><b>Upon successful completion of the course, the student will be able to:</b></p> <ul style="list-style-type: none"> <li>➤ Demonstrate autonomy in organizing patientc/clients interviews and assessments. (Levels 1-6: Knowledge/Remembering, Understanding, Applying, Analyzing, Creating &amp; Evaluating)</li> <li>➤ Schedule independent diagnostic sessions. (Levels 1-6: Knowledge/Remembering, Understanding, Applying, Analyzing, Creating &amp; Evaluating)</li> <li>➤ Prepare and execute treatment programs without a supervisor’s direct guidance. (Levels 1-6: Knowledge/Remembering, Understanding, Applying, Analyzing, Creating &amp; Evaluating)</li> <li>➤ have autonomy and confidence in their professional expertise. ((Levels 1-6: Knowledge/Remembering, Understanding, Applying, Analyzing, Creating &amp; Evaluating)</li> </ul> <p><b>General Competences</b>  <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</i></p>
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<i>aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</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>Adapting to new situations</i></li> <li>• <i>Decision-making</i></li> <li>• <i>Working independently</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> </ul>	<ul style="list-style-type: none"> <li>• <i>Project planning and management</i></li> <li>• <i>Respect for difference and multiculturalism</i></li> <li>• <i>Respect for the natural environment</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> </ul>
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**(3) SYLLABUS**

Final Practice-Internship in outside the University setting, with indirect supervision of students by licensed-certified speech therapists. The student's during their internship they provide clinical services on a full-time basis. That will be the culmination of the clinical experience for the students. Furthermore, the Students participate in the activities of the clinical framework in full-time conditions. They also participate in predefined meetings with the supervisor responsible for their internship for the university and weekly with the supervisor of the specific setting.

**(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>	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>
	Internship	600
	<b>Course total</b>	<b>600</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>	Evaluation Reports (100%)	

*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.*

## (5) ATTACHED BIBLIOGRAPHY

### - Suggested bibliography:

- Hambrecht G., & Rice T., (2020) *Clinical Assessment Workbook for Communication Sciences and Disorders*. Plural Publishing
- Hegde M.N. & Kuyumjian K., (2020) *Clinical Methods and Practicum in Speech-Language Pathology*. Plural Publishing
- Lubinski, R., & Hudson, M. (2012). *Professional issues in speech-language pathology and audiology*. Nelson Education.
- McCauley, R. J., Fey, M.E., Gillam E. (2017) *Treatment of Language Disorders in Children (CLI)*. Paul. H. Brookers Publishing.
- Pindzola, R. H., Plexico, L.W., Haynes, W.O. (2016). *Diagnosis and Evaluation in Speech Pathology*. Pearson

### - Related academic journals:

- **Journal of Speech, Language, and Hearing Research**  
<https://pubs.asha.org/journal/jslhr>
- **Journal of Communication Disorders**  
<https://www.journals.elsevier.com/journal-of-communication-disorders/>
- **International Journal of Speech-Language Pathology**  
<https://www.tandfonline.com/toc/iasl20/current>
- **American Journal of Speech-Language Pathology**  
<https://pubs.asha.org/journal/ajslp>
- **Language, Speech, and Hearing Services in Schools**  
<https://pubs.asha.org/journal/lshss>