

## THESIS

### (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>	slt -82	<b>SEMESTER</b>	8
<b>COURSE TITLE</b>	THESIS		
<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>
Thesis		8	8
<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></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>• <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>Conducting a research project on Speech Language Therapy. Students will implement and augment the knowledge they gained via a research program to explore an aspect of Speech Pathology.</p> <p><b>Upon successful completion of the course, the student will be able to:</b></p> <ul style="list-style-type: none"> <li>➤ Analyze the bibliography in order to structure a research thesis related to speech and language therapy field. (Levels 1-6: Knowledge/Remembering, Understanding, Applying, Analyzing, Creating &amp; Evaluating)</li> <li>➤ Write a comprehensive research proposal (Levels 1-6: Knowledge/Remembering, Understanding, Applying, Analyzing, Creating &amp; Evaluating)</li> <li>➤ Prepare clinical observations based on their knowledge and analyze their importance in accordance to speech pathology aspects. (Levels 1-6: Knowledge/Remembering, Understanding, Applying, Analyzing, Creating &amp; Evaluating)</li> </ul>
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- Apply techniques according to their methodological planning and the statistical analysis (Levels 1-6: Knowledge/Remembering, Understanding, Applying, Analyzing, Creating & Evaluating)
- Apply IT skills to compile a bibliographic list. (Levels 1-6: Knowledge/Remembering, Understanding, Applying, Analyzing, Creating & Evaluating)
- Apply skills acquired for Speech Therapy, collect data and analyze all findings (Levels 1-6: Knowledge/Remembering, Understanding, Applying, Analyzing, Creating & Evaluating)
- Compose a dissertation based on the specifications of the speech therapy program. (Levels 1-6: Knowledge/Remembering, Understanding, Applying, Analyzing, Creating & Evaluating)
- Present comprehensively their research in front of a committee. (Levels 1-6: Knowledge/Remembering, Understanding, Applying, Analyzing, Creating & Evaluating)

<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 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

1. Selection of a Research topic,
2. Synthesis of a research proposal,
3. Analysis of the Literature,
4. Methodology,
5. Collection of Research Data,
6. Analysis of Research Data,
7. Writing of the Thesis
8. Presentation of the Thesis

### (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>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;"><b>Activity</b></th> <th style="text-align: center;"><b>Semester workload</b></th> </tr> </thead> <tbody> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Project</td> <td style="text-align: center;">80</td> </tr> <tr> <td>Thesis Writing</td> <td style="text-align: center;">80</td> </tr> <tr> <td style="text-align: center;"><b>Course Total</b></td> <td style="text-align: center;"><b>200</b></td> </tr> </tbody> </table>	<b>Activity</b>	<b>Semester workload</b>	Study and analysis of bibliography	40	Project	80	Thesis Writing	80	<b>Course Total</b>	<b>200</b>
<b>Activity</b>	<b>Semester workload</b>										
Study and analysis of bibliography	40										
Project	80										
Thesis Writing	80										
<b>Course Total</b>	<b>200</b>										
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <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>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>I. Writing of the Thesis (90%)  II. Presentation of the Thesis in a Three-Members Committee (10%)</p> <p>The Thesis presentation and evaluation is in Greek.</p>										

## (5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <ul style="list-style-type: none"> <li>• Carter, R., &amp; Lubinsky, J. (2015). <i>Rehabilitation research: principles and applications</i>. Elsevier Health Sciences.</li> <li>• Hegde, M. N. (2009). <i>A Coursebook on Scientific and Professional Writing</i>. Nelson Education.</li> <li>• Irwin, D. L., Lass, N. J., Pannbacker, M., Koay, M. E. T., &amp; Whited, J. S. (2019). <i>Clinical research methods in speech-language pathology and audiology</i>. Plural Publishing.</li> <li>• Kempster, G. B. (2014). <i>Clinical Research Methods in Speech-Language Pathology and Audiology</i>. Nelson Education.</li> <li>• Ντάνος Σ. Α.,(2016). <i>Μεθοδολογία συγγραφής πτυχιακών εργασιών και επιστημονικών μελετών</i>. Σύγχρονη Εκδοτική.</li> </ul> <p>- <i>Related academic journals:</i></p> <ul style="list-style-type: none"> <li>• <b>Methods in Psychology</b> <a href="https://www.journals.elsevier.com/methods-in-psychology">https://www.journals.elsevier.com/methods-in-psychology</a></li> <li>• <b>Journal of Operations Management</b> <a href="https://www.journals.elsevier.com/journal-of-operations-management">https://www.journals.elsevier.com/journal-of-operations-management</a></li> <li>• <b>Sociological Methods &amp; Research</b> <a href="https://journals.sagepub.com/home/smr">https://journals.sagepub.com/home/smr</a></li> <li>• <b>Journal of Mixed Methods Research</b> <a href="https://journals.sagepub.com/home/mmr">https://journals.sagepub.com/home/mmr</a></li> <li>• <b>International Journal of Social Research Methodology</b></li> </ul>
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