

**Department of Speech & Language Therapy, University of Ioannina, GREECE**

**Erasmus Catalogue Courses in English**

**Academic Year 2025-2026**

Code	Subject	Teacher	Hours/week	SEMESTER /YEAR	ECTS	Course SYLLABUS
SLT-16-EN	<b>Language development &amp; developmental language disorder</b>	Papadopoulos A.	3	[Autumn] / 1	5	<p>The course includes:</p> <ol style="list-style-type: none"> <li>1. Speech, Language, Ration, Communication, Socialization.</li> <li>2. Language development - Neurophysiologic background.</li> <li>3. Stages of typical language development.</li> <li>4. Language disorders in different clinical populations (special language disorders, learning difficulties, autism spectrum disorders).</li> <li>5. Acquired language disorders of childhood (brain injuries, neglect, abuse)</li> <li>6. Other developmental disorders (hearing loss, deafness, selective mutism, etc.).</li> <li>7. Assessment of children with language disorders at pre-school and school age.</li> <li>8. Speech samples and analysis of the sample.</li> <li>9. Analysis of storytelling.</li> <li>10. The Need for Early Intervention - Strategies and Methods.</li> <li>11. Special techniques of intervention in morphology, syntax, semantics, and pragmatics.</li> <li>12. Deficits in the acquisition of reading and written expression. Interventions in reading and writing disorders.</li> <li>13. Bilingual and diverse language environment.</li> </ol>
SLT-22-EN	<b>Neuroanatomy – neurophysiology</b>	Dr. Nasios, G.	3	[Spring semester] / 1	5	<ul style="list-style-type: none"> <li>• Introduction to nervous system.</li> <li>• The neuron as structural and functional unit of nervous system.</li> <li>• The neural junction, the neurotransmitters and the neurotransmission.</li> <li>• Neuroglia cells Q astrocytes, oligodendrocytes, microglia and their functional role.</li> <li>• The spinal cord Q structure and function. The spinal reflexes.</li> <li>• Structural anatomy of the brain : regions, ventricles, meninges, and the cerebrospinal fluid.</li> <li>• The arterial supply of the brain. Arteries and the circle of Willis.</li> <li>• Cerebral cortex and cerebral hemispheres : Sulci, fissures, lobes, anatomic boundaries, grey and white matter structures.</li> <li>• Functional neuroanatomy and neurophysiology of cerebral hemispheres.</li> <li>• The neural tracts : pyramidal, somatosensory, visual, acoustic ...</li> <li>• Functional neuroanatomy of speech, language and communication.</li> <li>• Functional neuroanatomy of eating and swallowing.</li> </ul>

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SLT-23-EN	<b>Otorhinolaryngology</b>	Dr. Ziavra, N.	3	[Spring semester] / 1	5	<p>An overview of the anatomy of the ear, nose, and throat along with an explanation of how these structures are connected. Physiology of deglutition.</p> <p>The aim of the course is to educate students and provide them with knowledge of the role of otorhinolaryngology in a general pathology, to acquaint students with diseases, clinical symptoms, current diagnostics, treatment and prophylaxis in ENT and to give necessary skills in the clinical examination of the ENT organs.</p> <p>Throughout the course students will master:</p> <ul style="list-style-type: none"> <li>• Clinical anatomy of external, middle and internal ear, age peculiarities and their role in the development of ear diseases and complications; physiology of the hearing and vestibular system; examination methods of the ear; radiological examination; complications of ear diseases, treatment.</li> <li>• The clinical anatomy, physiology, investigation methods of nose and paranasal sinuses. Diseases, their complications, treatment.</li> <li>• Clinical anatomy, physiology of the oral cavity and the pharynx. Examination methods, diseases, their complications, treatment.</li> <li>• Clinical anatomy, physiology, examination methods of the larynx, diseases, their complications, treatment. Anatomy of the trachea and esophagi, examination methods, foreign bodies, chemical burns.</li> </ul>
SLT-31-EN	<b>Audiology</b>	Dr. Ziavra, N.	3	[Autumn semester] / 2	5	<p>The course includes: anatomy and physiology of the ear and hearing, hearing assessment which involves the use of a number of specialized tests which help to ascertain the site or type of problem within the auditory system. These tests include mainly pure tone audiometry, tympanometry, speech audiometry, otoacoustic emissions, auditory brainstem responses (ABR), auditory steady state responses (ASSR), vestibular evoked potentials (VEMPs), electro-video-nystagmography.</p> <p>Hearing loss, evaluation, causes, diagnosis, differential diagnosis and treatment. Most important otological and audiological diseases and their treatment, syndromes and aural rehabilitation. Use of hearing aids and cochlear implants is also analyzed.</p> <p>Students will have the opportunity to practice at our laboratory in all the above specialized tests in the field of audiology and neuro-otology.</p>
SLT-32-EN	<b>Assessment and diagnostic perspectives in speech and language pathology in children</b>	Dr. Zarokanelou, V.	3	[Autumn semester] / 2	5	<p>Assessment and diagnosis of communication problems of children. Classification of the developmental speech and language disorders, disorders of fluency, voice, hearing, neurologically based communicative disorders. Explanation and application of internationally well known standardized tests for the relative assessment.</p>

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SLT-33-EN	<b>Assessment of Communication Disorders in Adults</b>	Dr. Tafiadis, D.	3	[Autumn semester] / 3	5	<p>In this course the students will adopt the processes of assessment, screening and diagnosis of adult communication disorders. In particular, the course introduces students to assessment models (Medical/Rational Model, Descriptive-Developmental Model, Systemic-Collective Model) and teaches students the methodology of evaluating and assessing a large number of neural based speech and communication disorders (a) Aphasias, (b) Apraxia of Speech, (c) different types of Dysarthria (d) Traumatic Brain Injury (TBI), (e) Cognitive – Communication disorders (Dementias) and (f) Right Hemisphere Syndrome, as well as, Adult voice disorders and adult Fluency disorders.</p> <p>There are also references for the use of standardized diagnostic tools adapted to Greek reality and to those used internationally. In addition, students are trained in alternative/informal evaluation and its criteria and learn to develop informal assessment protocols. Finally, they are trained to analyze and interpret clinical information and to communicate the results of their evaluation.</p>
SLT-34-EN	<b>Health psychology</b>	Dr. Siafaka, V.	3	[Autumn semester]/2	5	<p>The course refers to the psychological, social and cultural dimensions of health and disease. Presents the biopsychosocial model and is focused on the interaction between biological, behavioural, psychological and social factors that affect the development and process of an illness. Particular items are: the interaction between stress and health, the correlation between personality and health, the experience of a chronic and /or a threatening illness (cancer, MS), the psychological issues that may arise in the terminal care patients, the types of communication between health professionals and patients and the burnout syndrome.</p>
SLT-35-EN	<b>Specific developmental learning difficulties</b>	Dr. Zakopoulou, V.	3	[Autumn semester] / 2	5	<p>The course refers to the multidisciplinary procedures applied for the identification of SDLD in terms of diagnosis and re-education; attempts to highlight the role of dysfunctions of one or more biological, neurological, cognitive, psycho-emotional or linguistic factors and their relationship with SDLD; finally, introduce students with specific diagnostic methods and standardized remediation programmes.</p>
SLT-41-EN	<b>Cognitive psychology</b>	Dr. Zakopoulou, V.	3	[Spring semester] / 2	5	<p>The main axes of the course are the following:</p> <ul style="list-style-type: none"> <li>• The description of the main theoretical principles of cognitive psychology and particular cognitive mechanisms of memory, perception, language and learning, in determining their influence on other developmental processes, such as learning and neurophysiological, psycho-emotional development and behaviour.</li> <li>• The investigation of the potential of these cognitive mechanisms and general cognitive functions in the emergence of developmental or acquired disorders.</li> </ul>
SLT-43-EN	<b>Treatment perspectives in speech and language pathology in children</b>	Dr. Zarokanelou, V.	3	[Spring semester] / 1	5	<p>General principles of therapeutic intervention for communicative disorders of children. Programming, selection of therapy targets, termination of therapy. Behavior modification, types of reinforcement. Session design, dynamics of therapy. Data collection, treatment efficacy. Therapeutic intervention for articulation and phonology, cleft palate, hearing impairment, developmental language disorders, developmental oral apraxia, fluency and voice. Client and family counseling.</p>

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SLT-44-EN	<b>Treatment Perspectives in Speech and Language Pathology in Adults</b>	Dr. Tafiadis, D.	3	[Spring semester] / 2	5	<p>In this course the students will adopt the processes of clinical intervention and treatment for adults' communication disorders. In particular, the course introduces students to rehabilitation and the use of the clinical information that must be used in remodeling the short and long-term goals during intervention in a large number of neural based speech and communication disorders [(a) Aphasias, (b) Apraxia of Speech, (c) different types of Dysarthria (d) Traumatic Brain Injury (TBI), (e) Cognitive – Communication disorders (Dementias) and (f) Right Hemisphere Syndrome], as well as, Adult's voice disorders, Adult's Fluency disorders and Communication Disorders due to HIV infection.</p> <p>There are also references for the use of basic therapeutic techniques, to clinical and counseling skills (therapist-therapee bond and confidentiality). In addition, students are trained in SOAP notes and conducting Personalized Intervention Plans customized to patient's needs, as well as, to the principles and skills of group therapy based on EBP (Evidenced Based Practice) information. Finally, they are trained to analyze, to interpret clinical information, to communicate the results of their intervention by the end of every session and accordingly adjust their therapeutic goals.</p>
SLT-45-EN	<b>Technology in Speech and Language Pathology</b>	Dr. Toki, E.	3	[Spring semester] / 2	5	<p>This course focuses on the introduction to technology issues that will allow speech pathologists to better assist the speech disabled. Students are introduced to the fundamentals of digital speech technology. Various speech technologies are presented and specific applications are discussed along with social factors and case studies.</p>
SLT-46-EN	<b>Feeding and swallowing disorders</b>	Dr. Papadopoulou, S.	3	[Spring semester] / 4	5	<p>Feeding and swallowing disorders account for about half of the neurological patients and may occur at any age, mainly following neurological damage to the peripheral or central nervous system after surgery, mechanical causes, autoimmune diseases, drugs, or possibly occurrences in the territory of a syndrome. Good knowledge of the particular subject is necessary, since, if not addressed directly and properly, they can threaten the very lives of people who suffer. The aim of the course is to train students with knowledge of anatomy and physiology of anatomical structures involved in feeding and swallowing, to familiarize them with the type of disorder, so that they can use knowledge in both evaluation and therapeutic intervention with scientific documented forms of intervention.</p>

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SLT-52-EN	<b>Voice and its Disorders</b>	Dr. Tafiadis, D.	3	[Autumn semester] / 3	5	<p>In this course the students will learn/understand the concepts of prevention, evaluation, diagnosis and therapeutic intervention in voice disorders.</p> <p>This course makes a brief reference to the anatomy and physiology of the larynx and the respiratory system as a supporting system of voicing. Thereafter, students are introduced to assessment methods by the speech-therapy view and how to evaluate the voice parameters (pitch, intensity, phonation time and resonance) based on internationally applied diagnostic evaluation protocols.</p> <p>Additionally, they come accustom with the classification of voice disorders based on their major etiologies (non-organic and/or organic). In this course a large number of voice disorders are presented according to specific etiologies (functional, psychogenic, organic, neurogenic, endocrinological). Furthermore, the case of laryngectomy is described.</p> <p>At the end of the course they come aware with the therapeutic approaches and methods of voice rehabilitation according to the type of disorder and the age of the patient (child or adult). They also come across with the interdisciplinary approaches and/or intervention with different types of means/protocols (technological, imaging and clinical).</p>
SLT-54-EN	<b>Multimedia in speech and language development</b>	Dr. Toki, E.	2	[Autumn semester] / 3	4	<p>This course focuses on how multimedia can be used in educational and clinical settings. Multimedia is broadly defined as learning from verbal and visual material. Students are introduced to multimedia principles, design and learning theories (cognitive - constructivist). Additional issues such as aspects of technological innovations, media selection, collaboration, social media and evaluation will be addressed. Along with understanding the mechanisms of multimedia learning, students work on how to support their own concept for a multimedia project with software tools.</p>
SLT-55-EN	<b>Behavioural and Clinical Neurology</b>	Dr. Nasios, G.	2	[Autumn semester] / 3	4	<ul style="list-style-type: none"> <li>• Behavioral neuroanatomy: Large scale networks, association cortex and hemispheric specializations.</li> <li>• The limbic system.</li> <li>• Neuropsychological assessment of mental state.</li> <li>• Confusional states, parietal lobe syndromes and neglect syndromes.</li> <li>• The frontal syndromes.</li> <li>• Memory and amnesia.</li> <li>• Disorders of complex visual processing.</li> <li>• Temporolimbic Epilepsy and Behavior.</li> <li>• Aging, Alzheimer's disease and dementia.</li> </ul>

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SLT-56-EN	<b>Paediatrics</b>	Dr Eferpi Pavlidou	2	[Autumn semester] / 4	4	<p>The aim of the course is for the students to get acquainted with the peculiarities of the pediatric patient and the way of approaching the child.</p> <p>Upon successful completion of the program the student will be able to:</p> <ul style="list-style-type: none"> <li>-Know the clinical picture of the normal newborn, infant, toddler, child and adolescent as well as to possess the stages of normal psychomotor development. (Levels 1 &amp; 2: Knowledge &amp; Understanding)</li> <li>-To acquire basic knowledge in pathological conditions of child's and adolescent's health. (Levels 1 &amp; 2: Knowledge &amp; Understanding)</li> <li>-To integrate the clinical problems of the child within family and society environment as well as to raise awareness in cases of possible abuse. (Levels 1 &amp; 2: Knowledge &amp; Understanding)</li> <li>-To adapt evidence-based knowledge on disease prevention and immunization. (Levels 1, 2 &amp; 3: Knowledge, skill &amp; ability)</li> <li>-Be informed about the role of proper nutrition in child's good health and in the long run in maintaining good health in adulthood. (Levels 1, 2, 3 &amp; 5: Knowledge, Skill, Ability &amp; Composition)</li> <li>-Recognize and respond immediately to accidents that need urgent management. (Levels 1, 2, 3 &amp; 5: Knowledge, skill, ability &amp; composition)</li> </ul>
SLT-67-EN	<b>Linguistics and second language acquisition</b>	Nerantzi M.	2	[Spring semester] / 3	4	<p>This course aims at introducing students to the scientific field of second language acquisition (SLA) within the framework of current linguistic research examining both central issues and questions, as well as new scientific data. The course provides a clear overview of the most influential theories of SLA within generative approach, while exploring the interface of first (L1) and second language (L2) across linguistic levels (phonology, morphology, syntax and semantics).</p> <p>The role of language environment and the factors that affect SLA are highlighted i.e., cognitive factors, age of acquisition, length of exposure, classroom experience, aptitude, interaction of L1 and L2. A special emphasis will be given on the understanding of the negative or positive effects of bilingualism for children with developmental language disorders and on the diagnostic challenges in bilingual populations.</p>
SLT-69-EN	<b>Principles of Pediatric Neurology and Developmental Pediatrics</b>	Dr Eferpi Pavlidou	2	[Spring semester] / 3	4	<p>The course "Principles of Pediatric Neurology and Developmental Pediatrics" will be offered to Erasmus students of the Speech and Language Therapy Department of the University of Ioannina. The lectures will emphasize on normal psychomotor development of children, neurodevelopmental disorders namely autism, ADHD, epilepsy, neurocutaneous and neuromuscular diseases and neurometabolic disorders. The course will be conducted on power point and will be accompanied by videos that will enhance the educational effect.</p>
SLT-73-EN	<b>Child and adolescent psychopathology</b>	Dr. Siafaka, V.	3	[Spring semester]/ 4	5	<p>The course is focused in the distinction of normal and abnormal behaviour in childhood and presents the clinical characteristics, the etiology and the treatment of developmental disorders like the Autism and the Asperger Syndrome. Also presents the fundamentals of mental disorders of childhood and adolescence as the Deficit Attention - Hyperactivity disorder (ADHD), the anxiety disorders, the depression, the schizophrenia, the sleep disorders and the nutrition disorders.</p>

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SLT-74-EN	<b>Speech-therapy approaches in autism spectrum disorders</b>	Dr. Zarokanelou, V.	2	[Spring semester] / 4	4	This course is aiming to familiarize students with the characteristics and the diagnostic criteria of Autism Spectrum Disorder (ASD) according to DSM-5 (2013) and ICD-11 (2022). ASD is a lifelong neurodevelopmental condition that is characterized by persistent deficits in social communication and social interaction across multiple contexts, as well as restricted and repetitive patterns of behavior such as insistence on sameness, inflexible adherence to routines, motor stereotypies, echolalia, etc. (DSM-5, 2013). The symptoms of the disorder are presented in the early developmental period and language development in affected individuals follows a different developmental pathway in comparison to unaffected peers. Students will be informed about the standard diagnostic protocols in children and adults with ASD and will be familiarized with the current screening and diagnostic tools. Furthermore, they will become competent to discern that the degree of severity in the manifestation of symptoms is varied among individuals and they will be able to recognize the different language profiles between ASD and other neurodevelopmental disorders such as Developmental Language Impairment, Pragmatic Language Impairment etc. Additionally, students will be informed about the methods, techniques and alternative communication systems they can use in non-verbal individuals with ASD and will learn to design appropriate intervention programs for this specific population, based on its person's individual characteristics and family needs.
SLT-78-EN	<b>Cerebral Palsy in Childhood</b>	Dr Efterpi Pavlidou	2	[Autumn semester] / 4	4	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. Upon successful completion of the program the student will be able to: -Know the definition, causes, clinical picture and management of the child with cerebral palsy (Levels 1 & 2: Knowledge & Understanding) -Recognize the type and severity of cerebral palsy in children. (Levels 1 & 2: Knowledge & Understanding) -Understand the accompanying problems of cerebral palsy and its long-term complications. (Levels 1 & 2: Knowledge & Understanding) -Understand the range of difficulty in swallowing and speech development. (Levels 1, 2 & 3: Knowledge, skill & ability) -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 & 5: Knowledge, Skill, Ability & Composition) -To 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 & 5: Knowledge, Skill, Ability & Composition)
SLT-86-EN	<b>Seminar: education on special needs</b>	Dr. Papadopoulou, S.	2	[Spring semester] / 4	4	Given the need for educational support to people with disabilities, this course aims at providing appropriate training so that students: •Are able to distinguish, understand and describe the diverse needs of heterogeneous groups of people with disabilities. •Deploy multiple uses of modern scientific discoveries, by developing treatment programs to optimize the parameters that make life difficult for these individuals. •Become competent in interpreting behaviors and weaknesses of people with disabilities, as well as be able to formulate and suggest views on optimizing their living conditions, in line with current scientifically documented interventions.