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1ST SEMESTER

1.1. Introduction to Speech and Language Therapy

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	1101	SEMESTER	1st
COURSE TITLE	Introduction to Speech and Language Therapy		
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	3	
	Total	3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GB (General Background)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SLT138/		

(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>The course aims to introduce students to the science of speech therapy, emphasizing assessment and intervention issues and outlining the language and speech disorders that later semester courses delve into. Upon completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • Understand and discuss the name and purpose of the speech therapy profession • Define, describe, and classify communication disorders (at the level of language and speech) • Understand, discuss and describe the general theoretical intervention approaches in the science of speech therapy • Know the role of the speech therapist in the disorders mentioned above but also in collaboration with other health professionals • Analyze the role of the speech therapist in the assessment and treatment
<p>General Competences</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>

<i>Search for, analysis and synthesis of data and 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>Project planning and management</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>Others...</i>
<ul style="list-style-type: none"> • Application of knowledge in practice • Decision making • Demonstration of social, professional and ethical responsibility • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Independent Assignment • Promotion of free, creative and inductive thinking • Respect for diversity and multiculturalism 	

(3) SYLLABUS

The course introduces the science of speech therapy, speech and language disorders, and evaluation/intervention by the speech therapist.

The course is developed in 13 sections:

1. Introduction to the content of the course and name of the science of speech therapy
2. Vocational rehabilitation and prospects
3. General theoretical approaches to speech therapy
4. Scientific and behavioral approach to speech therapy
5. Linguistic and psychological approach and relationship with the science of speech therapy
6. Relationship between medical and behavioral approaches to speech therapy
7. Communication and stages (pre-linguistic stage, encoding of the message, modification of the message, execution of the message)
8. Brain, language and speech (general principles)
9. Classification of language disorders
10. Comprehension versus expression, organicity versus functionality
11. Speech vs. language, acquired vs. developmental disorders
12. Language deviation vs. language delay. General principles of assessment and treatment
13. Summary and review

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students	
TEACHING METHODS <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</i>	Activity	Semester workload
	Lectures	39 h.
	Independent personal study	50 h.

<i>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>	Preparation for participation in the written exam	36 h.
	Course total (25 hours of workload per credit/ECTS)	125 hours. (5 ECTS)
<p 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>	Written exam at the end of the semester (100% of the total grade). The exam will include short answers and/or closed-ended (e.g., multiple-choice) questions.	

(5) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • Anderson, N. (2011). <i>Εισαγωγή στις διαταραχές επικοινωνίας</i>. Λευκωσία: Broken Hill. Code in Eudoxus [13256259] • Owens, R. E. (2017). <i>Γλωσσικές διαταραχές: Μια πρακτική προσέγγιση στην αξιολόγηση και την παρέμβαση</i>. Πάτρα: Γκότσης. Code in Eudoxus [59395822] • Plante, E. M., & Beeson, P. M. (2011). <i>Η ανθρώπινη επικοινωνία και οι διαταραχές της</i> (3η έκδ.). Αθήνα: Παρισιάνου. Code in Eudoxus [12814874] • Roth, F. P., & Worthington, C. K. (2016). <i>Εγχειρίδιο λογοθεραπείας</i>. Λευκωσία: Broken Hill. Code in Eudoxus [50659854] • Γερμανά, Ερ. (2013). <i>Επικοινωνιακές διαταραχές στα παιδιά</i>. Αθήνα: Παρισιάνου. Code in Eudoxus [33197329] • Καμπανάρου, Μ. (2008). <i>Διαγνωστικά θέματα λογοθεραπείας</i>. Αθήνα: Έλλην. Code in Eudoxus [122081155] • Νικολόπουλος, Δ., & Ξενάκη, Χρ. (επιμ.). (2016). <i>Γλωσσική ανάπτυξη και διαταραχές</i>. Αθήνα: Μοτίβο. Code in Eudoxus [59395598] • Brosseau-Lapr�e L., & Rvachew S. (2018). <i>Introduction to Speech Sound Disorders</i>. San Diego: Plural. • Brosseau-Lapr�e, F., & Reched, S. (2018). <i>Developmental phonological disorders: Foundations of clinical practice</i> (2nd ed.). San Diego, CA: Plural. • Crystal, D., & Varley, R. (1998). <i>Introduction to language pathology</i>. London: Whurr. • Shipley, K. G., & McAfee, J. G. (2016). <i>Assessment in Speech-Language Pathology</i>. Boston: Cengage Learning.
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1.2. Introduction to Linguistics

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	1102	SEMESTER	1st
COURSE TITLE	Introduction to Linguistics		
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 (including practical teaching activities)	3		
Total	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and, for Erasmus students, English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SLT101/		

(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>After successful completion of the course, students are expected:</p> <p>On the level of knowledge:</p> <ul style="list-style-type: none"> • To have become familiar with the subject, basic principles and concepts of linguistics • To describe language and how it differs from other communication systems • To distinguish between language, speech and communication • To recognize everyday (naïve) perceptions of language issues • To know basic facts about the neurobiological background of language, its historical evolution in the human species (phylogeny) and its development in the human being (ontogeny) • To be familiar with the different aspects of the language system (phonetics, phonology, morphology, syntax, semantics) • To be aware of the fact that language varies according to context (pragmatics) and according to social and geographical factors (sociolinguistics) <p>On the level of skills:</p> <ul style="list-style-type: none"> • To distinguish the non-scientific from the scientific view of language issues, such as geographical variation and historical change, and to argue for the latter

- To identify the various aspects of language (phonology, morphology, etc.)
 - To do literature searches on topics concerning the different aspects of the language to deepen their theoretical understanding of the latter as well as for practical purposes
- On the level of abilities:
- To distinguish between language, speech and communication disorders in the future before planning appropriate interventions
 - To identify and categorize language deviations/disorders (as phonological, morphological, etc.) in children and people with language pathologies to create appropriate interventions in the future

General Competences	
<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>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Ability to apply knowledge to practice
- Adapting to new situations
- Criticism and self-criticism
- Decision-making
- Production of free, creative and inductive thinking
- Respect for difference and multiculturalism
- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Working independently

(3) SYLLABUS

Short Course Description:

This introductory course aims at familiarizing students with the subject, basic principles and concepts of modern linguistics, i.e. with the scientific study of language, in fact in contrast to traditional (pre-scientific) views of and long-established myths about language. The course presents the design features and communicative functions of language, which is defined as a code of communication radically different from other communicative systems such as animal communication systems. It also refers to the neurobiological bases of language, its phylogeny and ontogenesis. Next, it focuses on the various levels of language description, from the sounds that support it to the structure and meaning of words, phrases and sentences. In other words, it provides an overview of the areas of phonetics, phonology, morphology, syntax and semantics. In addition, it discusses how the use and interpretation of language is influenced by context (pragmatics) as well as the relationship between language and society as reflected e.g. in the social and geographical variations of the former (sociolinguistics).

The structure of the course is as follows:

1. The subject of study and the branches of linguistics. Basic terminology, including *language* (langue) and *speech* (parole).
2. Fundamentals of modern linguistics versus traditional grammar and strong biases about language such as the misconception of language change as decay.

<ol style="list-style-type: none"> 3. General characteristics of language (double articulation, arbitrariness, productivity, etc.) as compared to other communication systems such as those of animals. 4. Language as a system. Syntagmatic and paradigmatic relations between its elements. Communicative functions of language (referential, emotional, poetic, etc.) 5. The neurobiological bases of language. Phylogeny and ontogeny of language. Critical periods in language development. 6. Phonetics: language sounds. Mainly, articulatory phonetics: vocal organs and production of linguistic sounds. 7. Phonology: the form or function of language sounds. Phonemes and allophones, distinctive features, phonological phenomena (assimilation, disassimilation, etc.), prosodic elements. 8. Morphology: word formation rules in the domains of grammatical inflection, derivation and compounding. Morphemes and allomorphs. Types of morphemes. 9. Syntax: the grammatical structure of phrases and sentences. Generative grammars and transformations. Grammatical and ungrammatical sentences. Language ability and language performance 10. Semantics: the meaning of words, phrases and sentences. Semantic relations of words (e.g. polysemy and synonymy). Logical-semantic relationships of propositions (equivalence, entailment, contradiction). 11. Pragmatics: language in relation to its users. Speech acts, maxims of conversation, conversational implicatures. 12. Language and society: linguistic variation and the factors that determine it, i.e. time, space, social characteristics of speakers, etc. 13. Recapitulation <p>The course includes educational exercises.</p>
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	e-Class, ICT (e.g. web sites including relevant videos, linguistic material and exercises), e-mail	
TEACHING METHODS <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>	Activity	Semester workload
	Lectures and active discussions	36
	Guided exercises	3
	Independent study	26
	Preparation for the final written exam	60
	Course total (in hrs.)	125 hours. (5 ECTS)
STUDENT PERFORMANCE EVALUATION <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>	Final written exam based on open-ended questions, short-answer questions and/or multiple choice questionnaires (including true/false questions). Language of evaluation: Greek and, for Erasmus students, English Specifically-defined evaluation criteria become available via e-Class.	

(5) ATTACHED BIBLIOGRAPHY

- Readings:

- Goutsos, D. (2020). *Language: Text, variation, system* (2nd edn.). Kritiki. [in Greek]
Lekakou, M., & Topintzi, N. (Eds.). (2022). *An introduction to linguistics: Foundational concepts and basic branches with an emphasis on the Greek language*. Gutenberg. [in Greek]
Pavlidou, Th.-S. (2008). *Levels of linguistic analysis* (5th edn.). Institute of Modern Greek Studies (M. Triandafyllidis Foundation). [in Greek]

- Suggested bibliography:

- Andreou, G. (2012). *Language: Theoretical and methodological approach*. Pedio. [in Greek]
Babiniotis, G. (1998). *Theoretical linguistics: Introduction to modern linguistics*. Self-Printed. [in Greek]
Chatzissavidis, S. (2012). *Modern Greek grammar: Theoretical foundations and description*. Vantias. [in Greek]
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Panagiotidis, Ph. (2013). *Talk to me about language: A short introduction to linguistics*. Crete University Press. [in Greek]
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Saussure, F. de. (1979). *Course in general linguistics* (Trans. F. D. Apostolopoulos). Papazisis. [in Greek]
Veloudis, G. (2008). *General linguistics I: General characteristics of language*. Aristotle University of Thessaloniki (electronic version: <https://www.lit.auth.gr/sites/default/files/documents/shmeiwseis.pdf>) [in Greek]

- Related academic journals:

- Γλωσσολογία/Glossologia (<http://glossologia.phil.uoa.gr/>)
Journal of Greek Linguistics
Journal of Linguistics
Language
Lingua

- Useful links:

- Portal for the Greek Language: <http://www.greek-language.gr/greekLang/index.html>
Dictionary of Linguistic Terms – Portal for the Greek Language:
http://www.greek-language.gr/greekLang/modern_greek/tools/lexica/glossology/index.html

A Glossary of Linguistic Terms that are used in school textbooks:

<http://www.greek->

[language.gr/digitalResources/modern_greek/tools/lexica/glossology_edu/index.html](http://www.greek-language.gr/digitalResources/modern_greek/tools/lexica/glossology_edu/index.html)

1.3. Developmental Psychology I

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	1103	SEMESTER	1st
COURSE TITLE	Developmental Psychology I		
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		3	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Background Compulsory Course		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/3941/		

(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>The aim of this course is the acquisition of specific knowledge concerning all levels of development (physical, cognitive, social-emotional) at each age level under study, but also the recognition of the diversity of life experiences that shape the psychology of infant, early and middle childhood.</p> <p>Upon completion of the course, students are expected to have:</p> <ul style="list-style-type: none"> • To have understood of methodological and research issues in developmental psychology • To have identified the basic psychological functions of each level of development • To recognize the diversity of life experiences that shape the psychology of each level of development with special reference to the influence of gender and culture • To have understood specific issues such as the impact of early experiences on human development 										
<p>General Competences</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> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> </table>	<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>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>.....</i>
<i>Production of new research ideas</i>	<i>Others.....</i>

<ul style="list-style-type: none"> • Application of knowledge in practice • Demonstration of social, professional and ethical responsibility • Efficient search, analysis, and synthesis of data and information using the essential technologies • Generation of new research ideas • Promotion of free, creative and inductive thinking • Respect for diversity and multiculturalism
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(3) SYLLABUS

<p>Brief Course Description:</p> <ul style="list-style-type: none"> • History of Developmental Psychology • Traditional and contemporary theories of development • Research methodology in contemporary Developmental Psychology • Prenatal development and childbirth • Infant and toddler development (physical, motor, cognitive, sensory, language, socio-emotional) • Early childhood (physical, motor, cognitive, sensory, language, socio-emotional) • Middle childhood (physical, motor, cognitive, sensory, language, socioemotional)

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In class (face to face)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support learning process through the e-class platform, use of pc	
TEACHING METHODS <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> <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>	Activity	Semester workload
	Lectures	39 hours
	Independent personal Study	50 hours
	Preparation to participate in the written examination	36 hours
	Total lesson (25 hours of workload per credit)	125 hours (5 ECTS)
STUDENT PERFORMANCE EVALUATION <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>	Written examination at the end of the semester, which includes developmental, short answer questions and/or closed type (e.g. multiple choice).	

(5) ATTACHED BIBLIOGRAPHY

Books

- Feldman, R. (2019). *Developmental psychology* (I. Bezevegis, Ed.). Athens: Gutenberg. Code in Eudoxus [86057171]
- Berk, L. (2019). *Developmental Psychology: The Lifelong Development Approach* (A. Maniadaki, & E. Papastathopoulos, Eds.). Athens: Kritiki. Code in Eudoxus [86055484]
- Craig, G., & Baucum, D. (2007). *Human Development* (P. Vorria, Ed.). Athens: Papazisis. Code in Eudoxus [68388288]
- Craig, G., Dunn, W. (2021). *Understanding Human Development* (P. Vorria Ed.). Athens: Papazisis, Code in Eudoxus [102076635]

Related Scientific Journals

- Child development
- Developmental psychology
- Infancy
- Infant and child development
- Journal of Experimental Child Psychology

Useful Homepages

- European Association for Developmental Psychology: <https://www.eadp.info/> American Psychological Association: <http://www.apa.org>
- Hellenic Psychological Society: <https://elpse.com/>

1.4. Anatomy of Speech, Hearing, and Language

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	1106	SEMESTER	1st, 2nd
COURSE TITLE	Anatomy of Speech, Hearing, and Language		
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 (with integrated exercises)		3	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SGK (Specialized General Knowledge) – Compulsory course		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SLT177/		

(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>Given that the course aims to introduce students to the anatomy of speech, hearing, and language, the students are expected to understand and be able to handle the terminology of anatomy and the basic anatomical structures involved in communication. More specifically, they can identify and describe the anatomical structures associated with the basic speech production systems (respiration, phonation, resonance, and articulation). Also, they will be able to identify and describe the physiology of the systems mentioned above and how they develop during the lifespan. In addition, they will understand and be able to describe the anatomical structures involved in hearing and the general physiology of swallowing. Finally, through the relevant knowledge, students will better understand a range of communication disorders involving the relevant anatomical structures in the context of other courses.</p>
<p>General Competences</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 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></p>

<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>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>Others...</i>
<ul style="list-style-type: none"> • Adaptation to new situations • Application of knowledge in practice • Decision making • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Independent Assignment • Promotion of free, creative and inductive thinking 	

(3) SYLLABUS

<p>The course is developed in 13 lessons.</p> <p>Content</p> <ul style="list-style-type: none"> • Introduction to the course content and basic anatomy (terminology) • Organization of the human organism in tissues, organs, and systems • Anatomy of breathing (lung and trachea muscles and especially muscles involved in inhalation-exhalation) • Physiology of breathing (respiratory cycle, volumes, and pressures) • Anatomy of phonation (anatomical structures of the larynx, cavities, and internal and extrinsic laryngeal muscles) • Physiology of phonation (laryngeal function for speech, voice volume, frequency, and timbre). Theories of phonetics. • Anatomy of articulation and resonance (articulators, tooth development, cavities of the vocal tract, muscles of the face, oral cavity, and pharynx. • Physiology of articulation and resonance (function of the lips, jaw, tongue, and palate. Development of articulatory ability. • Physiology of chewing and swallowing (stages of chewing/swallowing and reflexes) • Anatomy (external and inner ear, labyrinth and cochlea) and physiology of hearing • General anatomy of the central and peripheral nervous system (nerve cells, brain, cranial nerves, spinal cord) • General neurophysiology (function of nerve cells, muscles, sensory/motor cells). Hemispherical lateralization. Review
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography,</i>	Activity	Semester workload
	Lectures	39
	Independent personal study	50

<i>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>	Preparation to participate in the written exam	36
	Course total (25 hours of workload per credit/ECTS)	125 hours. (5 ECTS)
<p 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>	Midterm exam and final exam held at the middle and the end of the semester. Exams will include short answers and/or closed-ended (e.g., multiple-choice) questions.	

(5) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • McFarland, D. H. (2011). <i>Εικονογραφημένο εγχειρίδιο ανατομίας λόγου, κατάποσης και ακοής(Netter)</i> (μτφρ. Θ. Πιπερός, Γ. Σκάρπας & Ν. Καπώνη, επιμ. Γ. Νάσιος, Ν. Ζιάβρα & Ευ. Παπαδημητρίου). Αθήνα: Πασχαλίδης. Code in Eudoxos [13256701] • Schindelmeiser, J. (2010). <i>Ανατομία και φυσιολογία για λογοθεραπευτές</i> (μτφρ. Γ. Πατσικαθεοδώρου, επιμ. Γ. Νάσιος & Α. Κανδρή). Θεσσαλονίκη: Ρόδων. Code in Eudoxos [50657023] • Seikel, J. A., Drumright, D. G., & King, D. W. (2019). <i>Ανατομία και φυσιολογία ομιλίας, λόγου και ακοής</i>. Αθήνα: Κωνσταντάρας. Code in Eudoxos [86193750] • Ζιάβρα, Ν., & Σκεύας, Α. (2009). <i>Ωτορινολαρυγγολογία: Στοιχεία ανατομίας, φυσιολογίας και παθολογίας</i>. Θεσσαλονίκη: University Studio Press. Code in Eudoxos [17591]

1.5. Pediatrics

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	1107	SEMESTER	1st, 2nd
COURSE TITLE	Pediatrics		
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 (with integrated exercises)		3	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SGK (Specialized General Knowledge) – Compulsory course		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/1248/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <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>The course aims to introduce the students to the scientific area of pediatrics and to teach them about the normal growth and development of newborns, infants, children, and adolescents, as well as concomitant diseases. At the end of the course, students can determine the stages of child development, know how healthy children are monitored over time, and the clinical examination and diagnosis of diseases in pediatrics. The knowledge of the pediatrician's way of thinking aims to improve communication and collaboration between the speech therapist and the pediatrician.</p>																
<p>General Competences <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> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> </table>	<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>.....</i>	<i>Production of new research ideas</i>	<i>Others...</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>.....</i>															
<i>Production of new research ideas</i>	<i>Others...</i>															

.....
<ul style="list-style-type: none"> • Adaptation to new situations • Application of knowledge in practice • Decision making • Demonstration of social, professional and ethical responsibility and sensitivity to gender issues • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Independent Assignment • Promotion of free, creative and inductive thinking • Respect for diversity and multiculturalism

(3) SYLLABUS

The course is developed in 13 lessons.

Content

- Introduction to Pediatric Growth/Development
- Modern pediatric care: Systematic monitoring of the health and development of infants, children and adolescents
- Developmental and behavioral disorders
- Pediatric nutrition
- First aid in pediatrics, trauma, and acute events
- Infectious diseases, vaccines
- Common infections in pediatrics, respiratory system, ENT
- Prenatal testing, newer genetic diagnostic methods – Neonatology
- Clinical genetics
- Pediatric neurology
- Elements of immunology, allergology, hematology, oncology
- Diseases of the digestive system, endocrine glands
- Pediatric dermatology, musculoskeletal diseases

The course includes an analysis of interesting clinical cases.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students	
TEACHING METHODS <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. 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>	Activity	Semester workload
	Lectures	39
	Independent personal study	50
	Preparation to participate in the written exam	36
	Course total (25 hours of workload per credit/ECTS)	125 hours. (5 ECTS)

<p>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>A written exam will be held at the end of the semester. The exam will include short answers and/or closed-ended (e.g., multiple-choice) questions.</p>
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(5) ATTACHED BIBLIOGRAPHY

Books

- Ongkasuwan J., & Chiou, E. (2021). *Παιδιατρική δυσφαγία* (επιμ. Σ. Παπαδοπούλου). Αθήνα: Δάρδακος. Code in Eudoxos [102075766]
- Ryan, S. et al. (eds.). (2008). *Βασική παιδιατρική: Με προσέγγιση στην επίλυση προβλημάτων* (μτφρ. Στ. Μανταγός et al.). Πάτρα: Γκότσης. Code in Eudoxos [13255845]
- Hay, W. W. et al. (2013). *Current diagnosis and treatment: Pediatrics (22nd ed.)*. New York: McGraw-Hill.
- Kliegman R. M., & Behrman, R. E. (2011). *Nelson, βασική παιδιατρική*. Αθήνα: Λίτσας. Code in Eudoxos [12572767]
- Read, A., & Donnai, D. (2010). *Σύγχρονη κλινική γενετική*. Αθήνα: Broken Hill publishers. Code in Eudoxos [13256767]
- Swaiman, K., & Phillips, J. (2017). *Swaiman's pediatric neurology (6th ed.)*. Philadelphia: Elsevier.
- Wilmott, R. W. et al. (2018). *Kendig's disorders of the respiratory tract in children (9th ed.)*. Philadelphia: Elsevier.

1.6. Phonetics - Phonology

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	1104	SEMESTER	1st
COURSE TITLE	Phonetics - Phonology		
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 (including practical teaching activities)		3	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and, for Erasmus students, English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SLT102/		

(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>After successful completion of the course, students are expected:</p> <p>On the level of knowledge:</p> <ul style="list-style-type: none"> • To deepen their knowledge of phonetics and phonology compared to their brief presentation in <i>Introduction to Linguistics</i>, with a focus on the Greek language • To tell the difference between phonetics and phonology • To describe the mechanism of speech • To describe language sounds from the point of view of articulatory phonetics • To be familiar with elements of acoustic and auditory phonetics • To describe language sounds in terms of phonology • To be familiar with the International Phonetic Alphabet (IPA) • To get a preliminary glimpse on the development of phonetics and phonology in children <p>On the level of skills:</p> <ul style="list-style-type: none"> • To differentiate the level of phonetics from the level of phonology • To use the IPA

<p>On the level of abilities:</p> <ul style="list-style-type: none"> • To transcribe speech via the IPA • To understand the development of phonetics and phonology in the second semester course <i>Phonological Development and Disorders</i> • To exploit the theoretical knowledge about phonetics and phonology in the future in the description, assessment and remediation of problems related to speech sounds 																			
<p>General Competences</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> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>		<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>	
<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>																		
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<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"> • Ability to apply knowledge to practice • Adapting to new situations • Criticism and self-criticism • Decision-making • Production of free, creative and inductive thinking • Respect for difference and multiculturalism • Search for, analysis and synthesis of data and information, with the use of the necessary technology • Showing social, professional and ethical responsibility and sensitivity to gender issues • Working independently 																			

(3) SYLLABUS

<p>Short Course Description:</p> <p>This course examines language sounds, including their physiological production and acoustic qualities, i.e. phonetics, and their patterns in a language, i.e. phonology. The first part is concerned mainly with articulatory phonetics, looking at how the sounds of speech are made with the organs of the vocal tract. The emphasis is put on the description of Modern Greek, including the place and manner of articulation of its consonants. The International Phonetic Alphabet (IPA), based on the principle of strict one-to-one correspondence between sounds and symbols, is presented to students, who are systematically taught how to use it to transcribe speech. The first part of the course also includes elements of acoustic phonetics, which addresses the acoustic results of different articulations, and auditory phonetics, which addresses the way listeners perceive and understand linguistic signals. The second part of the course examines concepts of phonology such as the following: phoneme, allophones, distinctive features, phonological phenomena such as assimilation and dissimilation, syllable and prosodic/suprasegmental elements of speech. The course concludes with a brief reference to the child’s phonological development (extensively discussed in <i>Phonological Development and Disorders</i>, a second semester course). Overall, this course aims at familiarizing students with the basic principles of phonetics and phonology, on which the diagnosis of difficulties with language sounds and their remediation in children and adults is based.</p> <p>The course is organized as follows:</p> <ol style="list-style-type: none"> 1. Presentation of the course content. Phonetics and phonology as branches of linguistics. Phonetics and phonology bibliography. 2. The subject of phonetics: language sounds, their physiological production and acoustic qualities. Oral and written language. Applications of phonetics. 3. Nervous system. Phonatory system. Types of airstream mechanism.

<ol style="list-style-type: none"> 4. Description of language sounds, with an emphasis on Modern Greek: consonants, vowels, diphthongs. 5. International Phonetic Alphabet (IPA), a set of symbols that linguists use to accurately represent the pronunciation of languages. 6. Elements of acoustic phonetics, which deals with acoustic aspects of speech sounds such as pitch and intensity. Technology of sound analysis (e.g. spectrograms). 7. Elements of auditory phonetics, i.e. the study of perceptual response to speech sounds as mediated by the ear, auditory nerve and brain. 8. The subject of phonology and how it differs from phonetics: the patterns of speech sounds in a language and across languages. Phonemes and allophones. The phonological system of Modern Greek. 9. Distinctive features of phonemes. 10. Phonological processes: assimilation, dissimilation, insertion, deletion, etc. 11. Syllable and syllabic structure. Prosodic or suprasegmental elements (stress, intonation, length of sounds, etc.). 12. Phonological development in children: a broad overview. 13. Recapitulation. <p>The course includes educational exercises/activities.</p>

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	e-Class, ICT (e.g. the Interactive International Phonetic Alphabet and the i2Speak application), e-mail	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></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 and active discussions	33
	Guided exercises	3
	Midterm exam	3
	Independent study	26
	Preparation for the final written exam	60
	Course total (in hrs.)	125 hours. (5 ECTS)
<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>Midterm exam: 20%</p> <p>Final written exam based on open-ended questions, short-answer questions and/or multiple choice questionnaires (including true/false questions): 80%.</p> <p>Language of evaluation: Greek and, for Erasmus students, English</p> <p>Specifically-defined evaluation criteria become available via e-Class.</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- Readings:</p> <p>Botinis, A. (2011). <i>Greek phonetics</i>. ISEL. [in Greek]</p> <p>Ladefoged, P. (2007). <i>An introduction to phonetics</i> (Trans. M. Baltatzani). Patakis. [in Greek]</p>

Lekakou, M., & Topintzi, N. (Eds.). (2022). *An introduction to linguistics: Foundational concepts and basic branches with an emphasis on the Greek language*. Gutenberg. [in Greek]

Revythiadou, A. (2021). *An introduction to phonetics*. Institute of Modern Greek Studies (M. Triandafyllidis Foundation). [in Greek]

- *Suggested bibliography:*

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Lengeris, A. (2013). Phonetics. In A. Revythiadou & V. Spyropoulos (Eds.), *A contrastive study of grammatical structures in Russian and Greek* (pp. 1-61). "Education of immigrant and repatriate students", Lifelong Learning Programme 2007-13. Aristotle University of Thessaloniki, Special Account for Research Funds (e-book, collective vol., URL: <http://diapolis.auth.gr/index.php/2013-10-17-09-02-51/-52>) [in Greek]

Magoula, E. G. (2010). *Coarticulation in Greek: Typology and applications*. Grigoris. [in Greek]

Magoulas, G., & Magoula, E. (2017). *Topics in synchronic and diachronic linguistics* [Undergraduate textbook] Kallipos, Open Academic Editions. <http://hdl.handle.net/11419/6509> [in Greek]

Nespor, M. (1999). *Phonology* (Trans. A. Ralli, A. Papastavrou & A. Natsis. Ed. A. Ralli). Patakis. [in Greek]

Petrounias, E. (2007). *Modern Greek grammar and comparative analysis, vol. 1: Phonetics and introductory phonology, Part 1: Theory*. Ziti. [in Greek]

Petrounias, E. (2007). *Modern Greek grammar and comparative analysis, vol. 1: Phonetics and introductory phonology, Part 2: Exercises – Thematic list*. Ziti. [in Greek]

- *Related academic journals:*

Clinical Linguistics and Phonetics

Journal of Phonetics

Journal of the International Phonetic Association

Laboratory Phonology

Phonetica

Phonology

- *Useful links:*

Interactive International Phonetic Alphabet (IPA) Chart: <http://www.ipachart.com/>

Free online Smart IPA Keyboard: <http://www.i2speak.com/>

1.7. Introduction to Academic Speech

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	1108	SEMESTER	1st
COURSE TITLE	Introduction to Academic Speech		
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 (with integrated exercises)	3		
Total	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GB (General Background)		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.uop.gr/modules/contact/index.php?course_id=4883		

(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>Upon completion of the course, students are expected to:</p> <ul style="list-style-type: none"> • Identify the general characteristics and types of academic discourse. • Paraphrase original texts effectively. • Understand the various types of academic writing styles (e.g., APA, AMA). • Produce academic texts, both written and spoken. • Perform linguistic editing on the academic texts they produce. • Structure and deliver oral presentations proficiently. • Prepare abstracts for scientific texts. • Search for and manage literature appropriately within the context of their work. • Adhere to the ethical guidelines governing the writing of scientific papers.
<p>General Competences</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 information, Project planning and management</i></p>

<i>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>Others...</i>
<ul style="list-style-type: none"> • Adaptation to new situations • Application of knowledge in practice • Decision making • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Promotion of free, creative and inductive thinking 	

(3) SYLLABUS

The course introduces students to the fundamentals of academic discourse, examining its various forms (genres) and their characteristics in terms of content, documentation, structure, and technical and linguistic features. It aims to develop skills in the study and composition of academic texts, both written and spoken. Additionally, the course provides insights into the evaluation process of papers for publication and addresses issues related to plagiarism.

Course Topics

- Paraphrasing Original Texts
- Techniques for effectively rephrasing and summarizing academic content.
- Types of Academic Discourse (Mainly Written)
- Exploration of different genres such as scientific articles, theses, posters, poster presentations, and oral presentations of scientific work (using PowerPoint, etc.).
- Content and Organization of Various Types of Scientific Texts
- Detailed examination of how to structure and organize scientific writings.
- Formatting Elements
- Guidelines for formatting different types of scientific texts, including bibliographical references, tables, graphs, and linguistic editing.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students	
TEACHING METHODS <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>	Activity	Semester workload
	Lectures	39 h.
	Research activities	13 h.
	Independent personal study	23 h.
	Preparation for the two written assignments	50 h.
	Course total (25 hours of workload per credit)	125 hours. (5ECTS)

<p>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>Mandatory tasks, indicatively:</p> <p>Oral presentation of an article. Weighting: 50%. Written assignment on an article of the students' choice. Weight: 50%. Assessment Language: Greek</p>
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(5) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • Ευδωρίδου, Έ., & Καρακασίδης, Θ. (2017). <i>Ακαδημαϊκή γραφή</i> (3η έκδ.). Θεσσαλονίκη: Τζιόλα. [68391268] • Ζαφειρόπουλος, Κ. (2015). <i>Επιστημονική έρευνα και συγγραφή εργασιών</i> (2η έκδ.). Αθήνα: Κριτική. [133024570] • Κουτσοπέλου-Μίχου, Στ. (2009). <i>Όψεις του ακαδημαϊκού λόγου</i>. Αθήνα: Gutenberg. [31924] • Λιαργκόβας, Π., Δερμάτης, Ζ., & Κομνηνός, Δ. (2019). <i>Μεθοδολογία της έρευνας και συγγραφή επιστημονικών εργασιών</i>. Θεσσαλονίκη: Τζιόλα. [77117432] • Λαγουμιντζής, Γ. (2016). <i>Μεθοδολογία της έρευνας στις επιστήμες υγείας</i>. [ηλεκτρ. βιβλ.] Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Διαθέσιμο στο: http://hdl.handle.net/11419/5356 [59303538]

2ND SEMESTER

2.1. Phonological Development and Disorders

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	2101	SEMESTER	2nd
COURSE TITLE	Phonological Development and 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 (with integrated exercises)	3		
Total	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SGK (Specialized General Knowledge)		
PREREQUISITE COURSES:	Phonetics-Phonology		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SLT181/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <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>Knowledge</p> <ul style="list-style-type: none"> • Attain a comprehensive understanding of how typically developing children acquire the phonetic elements of their native language, surpassing the concise overview provided in the Language Development course. • Develop familiarity with the atypical progression of phonetic development, particularly the classifications and etiologies of related disorders, along with the methodologies for their prevention, assessment, and remediation. <p>Skills</p> <ul style="list-style-type: none"> • Differentiate between articulatory and phonological disorders with precision. Accurately identify and describe phonological errors in children.

Competences

- Apply pertinent theoretical frameworks and methodologies in the description, diagnosis, and treatment of articulation and phonological disorders in children, both in advanced semesters of their studies and in their professional practice as speech and language therapists.

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?

<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>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Adaptation to new situations
- Application of knowledge in practice
- Decision making
- Demonstration of social, professional and ethical responsibility
- Efficient search, analysis, and synthesis of data and information using the essential technologies
- Exercise criticism and self-criticism
- Independent Assignment
- Promotion of free, creative and inductive thinking
- Respect for diversity and multiculturalism

(3) SYLLABUS

The aim of this course is to familiarize students with the non-typical development of the phonological level of language and the sounds that support it in a theoretical and more practical level. To better understand the non-typical development of the phonological system, the first half of the course covers the typical phonological development both at the level of production and comprehension. The stages that are presented are: phonological development, the order of acquisition of consonants and vowels as well as the types of phonological errors that occur until the acquisition of the phonological system towards the end of the preschool years. The second part of the course focuses on the types and causes of phonological disorders as well as on the procedures for their prevention, assessment and correction.

Course Overview

- Detailed outline of course objectives, structure, and expectations.
- Overview of Phonetics and Phonology
- Comprehensive summary of key concepts in phonetics and phonology.
- Phonological Development in Language Acquisition
- Examination of phonological development within the broader context of children's overall language acquisition.
- Development of Phonetic and Phonological Domains
- Analysis of the factors influencing the development of phonetic and phonological domains, including motor control of articulators and psychomotor prerequisites for speech.
- Stages of Phonological Development

<ul style="list-style-type: none"> Detailed exploration of the stages of phonological development from infancy to the end of preschool age, focusing on perception and expression, and the sequence of consonant and vowel acquisition. Types of Phonological Errors Identification and analysis of various phonological errors, including different forms of articulation simplifications. Theoretical Approaches to Phonological Development Discussion of rationalist and empiricist theories related to phonological development. Integration of Phonological Disorders Examination of phonological disorders within the broader spectrum of language disorders. Translocational Speech Disorders Study of speech disorders affecting phonation, resonance, and speech flow. Disorders of Phonology and Articulation Detailed examination of specific disorders, such as developmental phonological disorder etc. Methods for assessing phonological and articulation issues, including articulation tests, assessment report writing, principles of intervention, treatment goals, and rehabilitation techniques. Comprehensive summary and review of key course content.
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students	
TEACHING METHODS <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. 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>	Activity	Semester workload
	Lectures	39 h.
	Independent personal study	40 h.
	Preparation for participation in evaluation procedures	46 h.
	Course total (25 hours of workload per credit)	125 hours (5ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure 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.</i>	<p>Written Examination: Conducted at the end of the semester Weighting: 80%.</p> <p>Written Assignment: Completion of a written assignment. Weighting: 20%.</p> <p>Assessment Language: Greek</p>	

(5) ATTACHED BIBLIOGRAPHY

Bernthal, J. E., Bankson, N. W., & Flipsen, P. (2017). *Φωνολογικές και αρθρωτικές διαταραχές*. Αθήνα: Κωνσταντάρας. Code in Eudoxus [133038474]

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- Γαβριηλίδου, Ζ. (2003). *Φωνητική συνειδητοποίηση και διόρθωση παιδιών προσχολικής και πρώτης σχολικής ηλικίας*. Αθήνα: Τυπωθήτω. Code in Eudoxus [32131]
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- Bauman-Waengler, J., & Garcia, D. (2019). *Phonological treatment of speech sound disorders in children: A practical guide*. San Diego, CA: Plural.
- Bleile, K. M. (2004). *Manual of articulation and phonological disorders: Infancy through adulthood* (2nd ed.). Clifton Park, NY: Thomson Delmar Learning.
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- Βούλγαρης, Δ. Δ. (2002). *Προβλήματα στο φωνητικό-φωνολογικό επίπεδο της γλώσσας παιδιών σχολικής ηλικίας και οι επιπτώσεις τους στη μάθηση* (Διδακτορική διατριβή, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών). Διαθέσιμο από τη βάση δεδομένων του Εθνικού Κέντρου Τεκμηρίωσης. (Κωδ. 21425).
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- Ferguson, C. A., Menn, L. & Stoel-Gammon, C. (1992). *Phonological development: Models, research, implications*. Timonium, MD: York Press.
- Johnson, W., & Reimers, P. (2010). *Patterns in child phonology*. Edinburgh: Edinburgh University Press.
- Καμπανάρου, Μ. (2007). *Διαγνωστικά θέματα λογοθεραπείας*. Αθήνα: Έλλην. Code in Eudoxus [122081155]
- Κολιοραδάκης, Μ. Α. (2010). *Φωνολογικά λάθη ελληνόφωνων μαθητών πρώτης σχολικής ηλικίας και μέθοδοι διόρθωσης με τις αρχές της κλινικής φωνολογίας* (Διδακτορική διατριβή, Πανεπιστήμιο Κρήτης). Διαθέσιμο από τη βάση δεδομένων του Εθνικού Κέντρου Τεκμηρίωσης. Code in Eudoxus [30013]
- Λεβαντή, Ε., Κιρπότην, Λ., Καρδαμίτση, Ε., & Καμπούρογλου, Μ. (1995). *Δοκιμασία φωνητικής και φωνολογικής εξέλιξης*. Αθήνα: Πανελλήνιος Σύλλογος Λογοπεδικών. Code in Eudoxus [122081155]
- Μαγουλά, Ευ. (2000). *Η κατάκτηση του φωνολογικού συστήματος της νέας ελληνικής: Η περίπτωση των συμφώνων* (Αδημοσίευτη διδακτορική διατριβή). Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών, Αθήνα, Ελλάδα.
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- Roth, F. P., & Worthington, C. K. (2016). *Εγχειρίδιο λογοθεραπείας* (επιμ. Ν. Τρίμμης, Ν. Ζιάβρα, & Μ. Νησιώτη). Λευκωσία: Broken Hill. Code in Eudoxus [50659854]
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- Vihman, M. M. (2014). *Phonological development: The first two years* (2nd ed.). Malden, MA: Wiley-Blackwell.
- Yavaş, M. S. (ed.). (1991). *Phonological disorders in children: Theory, research, and practice*. London: Routledge.

2.2. Developmental Psychology II

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	2102	SEMESTER	2nd
COURSE TITLE	Developmental Psychology II		
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		3	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GB (General Background)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SLT117/		

(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>Developmental psychology is the field of psychology that studies the structures of development, modification and stability in human behavior throughout the lifespan. The aim of this course will initially be the presentation and acquisition of specific knowledge of cognitive/mental and social/emotional development in infancy, childhood and adolescence. Subsequently, topics related to the field of developmental neuropsychology and the impact of various disease entities and syndromes on the child's cognitive and behavioral development will be presented.</p> <p>Upon completion of the course, students are expected to:</p> <ul style="list-style-type: none"> • Identify and understand the basic psychological functions of each level of development (cognitive, emotional, etc.) from infancy to adolescence • Understand methodological and research issues in developmental psychology and developmental neuropsychology • Understand the effects and implications of various diseases and syndromes on the child's cognitive and behavioral development <p>General Competences</p>

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	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Adaptation to new situations
- Decision making
- Efficient search, analysis, and synthesis of data and information using the essential technologies
- Generation of new research ideas
- Group or independent Assignment
- Independent Assignment
- Promotion of free, creative and inductive thinking

(3) SYLLABUS

The course is divided into 13 teaching units:

- Introductory elements for the study of human development
- Cognitive and emotional development in infancy
- Cognitive and emotional development and personality development in childhood
- Cognitive, emotional and social development and personality development in adolescence
- Children with low birth weight: effects on cognitive and behavioral development
- Genetic syndromes related to mental deficiency/mental retardation and their effects on the child's cognitive and behavioral development
- Fetal alcohol-exposed spectrum disorders and their effects on cognitive and behavioral development
- Obstructive sleep apnea syndrome and its effects on cognitive and behavioral development in children
- Perinatal stroke and its effects on cognitive and behavioral development
- Language and cognitive deficits in vascular stroke and brain tumors in childhood
- Neurodegenerative disorders in children: the case of multiple sclerosis and its impact on children's cognitive and behavioral development
- The peculiarities of assessing cognitive and behavioral functions in children
- Indicative psychological and neuropsychological tools for the assessment of children

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In class (face to face)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support learning process through the e-class platform, use of pc	
TEACHING METHODS <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</i>	Activity	Semester workload
	Lectures	39 hours
	Independent personal Study	46 hours

<i>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>	Preparation to participate in the written examination	40 hours
	Course total	125 hours (5 ECTS)
<p 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>Written exam at the end of the semester, which includes development, short-answer and/or closed-ended (eg multiple choice) questions.</p> <p>Evaluation language: Greek</p> <p>The relevant information is announced in the e-class of the course</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • Wilmshurst, L. (2021). <i>Developmental Psychopathology</i> (I. Bezevegis, & C. Papailiou, Eds.). Athens: Gutenberg. Code in Eudoxus [102074892] • Messinis, L., Malegiannaki, A. C., & Papathanasopoulos, P. (Eds). (2011). <i>Clinical Child Neuropsychology</i>. Patras: Gotsis. Code in Eudoxus [13255870] • Berk, L. (2019). <i>Developmental Psychology: The Lifelong Development Approach</i> (A. Maniadaki & E. Papastathopoulos, Eds.). Athens: Kritiki, Code in Eudoxus [86055484] • Lightfoot, C., Cole, M., & Cole, S.R. (2022). <i>The development of children</i> (Z. Baplekos, Ed.). Athens: Gutenberg, Code in Eudoxus [122074613] • Craig, G., Dunn, W. (2021). <i>Understanding Human Development</i> (P. Vorria, Ed.). Athens: Papazisis. Code in Eudoxus [102076635] • Feldman, R. (2019). <i>Developmental psychology</i> (I. Bezevegis, Ed.). Athens: Gutenberg. Code in Eudoxus [86057171] • Malegiannakis A. C., & Kosmidou M. E. (Eds). (2021). <i>Neuropsychology of genetic syndromes</i>. Athens: Gutenberg. Code in Eudoxus [102074531] • Vlachos, M. P. (Ed.) <i>Brain, learning and special education</i>. Athens: Gutenberg. Code in Eudoxus [77110542] <p>Related Scientific Journals</p> <ul style="list-style-type: none"> • Developmental Psychology • Child Development • Developmental Neuropsychology <p>Useful Homepages</p> <ul style="list-style-type: none"> • Bellman, M., Byrne, O., & Sege, R. (2013). Developmental assessment of children. <i>BMJ</i> (Clinical research ed.), 346, e8687. https://doi.org/10.1136/bmj.e8687 DOI: 10.1136/bmj.e8687 • Grote, C. L., Butts, A. M., & Bodin, D. (2016). [Formula: see text] Education, training and practice of clinical neuropsychologists in the United States of America. <i>The Clinical neuropsychologist</i>, 30(8), 1356–1370. https://doi.org/10.1080/13854046.2016.1213885
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2.3. Speech and Hearing Sciences

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	2103	SEMESTER	2nd
COURSE TITLE	Speech and Hearing Sciences		
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		3	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SB (Special Background)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/2072/		

(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>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes 										
<p>Upon completion, students are expected to be able to:</p> <ul style="list-style-type: none"> • Describe the characteristics of sound • Analyze methods of measurement used in speech therapy in respiration, phonation, resonance, and articulation used in speech therapy • Describe the characteristics of speech through the acoustic analysis • Evaluate speech through acoustic analysis • Analyze speech through acoustic analysis 										
<p>General Competences</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> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> </table>	<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>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>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Production of free, creative and inductive thinking</i> <i>Others...</i>
<ul style="list-style-type: none"> • Adaptation to new situations • Application of knowledge in practice • Critical data analysis • Decision making • Demonstration of social, professional and ethical responsibility • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Group or independent Assignment • Promotion of free, creative and inductive thinking • Respect for diversity and multiculturalism 	

(3) SYLLABUS

<p>Short Course Description: This course aims to familiarize the students with the physiology of respiration, phonation, resonance, and articulation and with the methods of analysis of hearing, speech, and language.</p> <p>The course is developed in 13 lessons.</p> <ul style="list-style-type: none"> • The physical characteristics of sound • The transmission of the speech signal • Methods of analysis of the physiology of respiration, phonation, resonance, and articulation systems • articulation • Static lung volumes, capacities and their measurement • Voice measurement, electroglottography • Radiography, videofluoroscopy, electromyography • Measurement of resonance • Measurement of articulation • Electropalatography • The physiology of the auditory system • Acoustic analysis I (theory) • Acoustic analysis II (basic concepts and exercises) • Review
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students	
TEACHING METHODS <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>	Activity	Semester workload
	Lectures	39 h.
	Preparation for participation in the written exam	36 h.
	Independent personal study	50 h.

<p>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</p>	<p>Course total (25 hours of workload per credit/ECTS)</p>	<p>125 hours (5 ECTS)</p>
<p 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>Final exam (100% of the total grade) at the end of the semester, which includes essay questions, short-answer questions, and/or closed-type questions (e.g. multiple choice).</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • Behrman, A. (2018). Η επιστήμη της ομιλίας και της φωνής. Αθήνα: Κωνσταντάρας. Code in Eudoxus [133038476] • Johnson, E. (2011). Νευροανατομία. Αθήνα: Κωνσταντάρας. Code in Eudoxus [133038480] • Seikel, J. A., Drumright, D. G., & King, D. W. (2019). Ανατομία και φυσιολογία ομιλίας, λόγου και ακοής. Αθήνα: Κωνσταντάρας. Code in Eudoxus [133038458] <p>Supplementary Bibliography</p> <ul style="list-style-type: none"> • Ferrand, C. T. (2019). Speech science: An integrated approach to theory and clinical practice. Boston: PearsonAllyn & Bacon. • Hixon, T. J., Weismer, G., & Hoit, J., D. (2018). Preclinical speech science bundle. San Diego: Plural. • Kent, R. D., & Read, C. (2002). Acoustic analysis of speech. New York: Delmar. • Moore, B. C. J. (2012). An introduction to the psychology of hearing. London: Academic Press. • Mullin, W. J., Gerace, W. J., Mestre, J. P., & Velleman, S. L. (2016). Fundamentals of sound with applications to speech and hearing. New York: Pearson Allyn & Bacon. • Rosenzweig, M., Breedlove, S. M., & Watson, N. V. (2011). Βιολογική ψυχολογία: Εισαγωγή στην συμπεριφορική και γνωσιακή νευροεπιστήμη. Αθήνα: Παρισιάνου. Code in Eudoxus [12506311] • Roth, F. P., & Worthington, C. K. (2016). Εγχειρίδιο λογοθεραπείας. Λευκωσία: BrokenHill. Code in Eudoxus [50659854] • Yost, W. A. (2000). Fundamentals of hearing. New York: Academic Press.
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2.4. Language Acquisition

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	2104	SEMESTER	2nd
COURSE TITLE	Language Acquisition		
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		3	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SGK (Specialised General Knowledge)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and, for Erasmus students, English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/2015/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <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>After successful completion of the course, students are expected:</p> <p>On the level of knowledge:</p> <ul style="list-style-type: none"> • To recognize the role of language in the overall psychological development of the child • To discuss the basic theoretical and methodological issues in the scientific field of language development • To describe the stages, processes and milestones of language development by linguistic level of analysis (phonology, morphology, etc.) from early life to adolescence • To rudimentarily sketch the language development of bi/multilingual children • To rudimentarily sketch atypical language development <p>On the level of skills:</p> <ul style="list-style-type: none"> • To identify, describe and explain various types of language errors that all children make during language acquisition • To match the characteristics of children's speech with age <p>On the level of abilities:</p>
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- To better understand, by synthesizing information, the disorders of language development during their studies as well as after completion thereof when studying the relevant literature as well as in clinical practice
- To exploit the theoretical knowledge about typical language development in the future in the description, diagnosis and treatment of problems related to language communication skills

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?

<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>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Ability to apply knowledge to practice
- Adapting to new situations
- Criticism and self-criticism
- Decision-making
- Production of free, creative and inductive thinking
- Respect for difference and multiculturalism
- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Working independently

(3) SYLLABUS

Short Course Description:

The aim of the course is to familiarize students with typical language development so that they can then better understand various non-typical forms of language development. First, concepts necessary for the description of language ontogenesis are presented. Second, its various parameters (biological, social, cognitive) as well as the theoretical and methodological issues concerning the relevant scientific field are discussed. A systematic overview of the development of various language and communication skills in the mother tongue during infancy, childhood and adolescence follows. The course concludes with a brief reference to the language development in bi/multilingual children and a preliminary reference to disordered language development, topics that are extensively covered in other courses in the curriculum.

The content of the course is structured as follows:

- Background concepts: language, speech, communication, levels of linguistic analysis, properties that define human languages (Section 1)
- Introduction to the scientific subject of language development (Section 2)
- Theoretical approaches to and research methods in language development (Section 3)
- The pre-linguistic period (Section 4)
- The development of language abilities, including phonology (language sounds), grammar (morphology and syntax) and semantics (vocabulary mainly), with an emphasis on the first years of life until the end of preschool age (Sections 5-9)
- The development of communicative abilities (mainly, conversational and narrative abilities) from early life to adolescence (Sections 10 and 11)
- Language development in bi/multilingual children and special populations (Section 12)
- Recapitulation (Section 13)

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	e-Class, ICT (e.g. web sites including relevant videos and child language corpora), e-mail	
TEACHING METHODS <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. 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>	Activity	Semester workload
	Lectures and active discussions	39
	Independent study	26
	Preparation for the final written exam	60
	Course total (in hrs.)	125 hours (5 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure 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.</i>	<p>Final written exam based on open-ended questions, short-answer questions and/or multiple choice questionnaires (including true/false questions).</p> <p>Language of evaluation: Greek and, for Erasmus students, English</p> <p>Specifically-defined evaluation criteria become available via e-Class.</p>	

(5) ATTACHED BIBLIOGRAPHY

- Readings:

Hoff, E. (2020). *Language development* (Eds. M. Martzoukou & D. Papadopoulou. Trans. S. Argyropoulos). Broken Hill Publishers. [in Greek]

Jean Berko, G., & Bernstein Ratner, N. (2024). *The development of language* (Ed. G. I. Xydopoulos. Trans. S. Bobolas). Patakis. [in Greek]

Motsiou, E. (2023). *An introduction to language development* (3rd edn.). University Studio Press. [in Greek]

Ralli, A. M. (2019). *Language development: Infancy, childhood and adolescence*. Gutenberg. [in Greek]

- Suggested bibliography (books):

Clark, E. V. (2009). *First language acquisition* (2nd edn.). Cambridge University Press.

Hoff, E. (2014). *Language development* (5th ed.). Wadsworth Cengage Learning.

Hoff, E., & Shatz, M. (Eds.). (2007). *Blackwell handbook of language development*. Blackwell.

Kail, M. (2019). *The acquisition of language* (Ed. K. Diakogiorgi. Trans. A. Stathaki). Gutenberg. [in Greek]

Kati, D. (2009). *Language and communication in the child* (4th edn.). Odysseas. [in Greek]

Lust, B. C., & C. Foley (Eds.). (2004). *First language acquisition: The essential readings*. Blackwell.

Nikolopoulos, D. (Ed.). (2008). *Language development and disorders*. Topos. [in Greek]

Owens, R. E. (2008). *Language development: An introduction* (7th edn.). Pearson.

Papaeliou, C. F. (2005). *Language development: Theoretical approaches and research data from standard and deviant language behavior*. Papazisis. [in Greek]

- Suggested bibliography (articles):

- Kati, D. (2001a). Language acquisition. In A.-Ph. Christidis (Ed. in collaboration with M. Theodoropoulou), *Encyclopedic guide to language* (pp. 27-30). Centre for the Greek Language. [in Greek]
- Kati, D. (2001b). Language development. In A.-Ph. Christidis (Ed.), *A history of Ancient Greek: From the beginnings to late antiquity* (pp. 94-101). Centre for the Greek Language & Institute of Modern Greek Studies [M. Triandafyllidis Foundation]. [in Greek]
- Kati, D. (2008). Language development: Theory, research and clinical implications. In G. Tsiantis & A. Alexandridis (Eds.), *The psychiatry of preschoolers I: Development* (pp. 198-240). Kastaniotis. [in Greek]

- *Related academic journals:*

First Language

Journal of Child Language

Language Acquisition

Language, Interaction and Acquisition/Langage, Interaction et Acquisition

Language Learningg

Language Learning and Development

- *Useful links:*

Open Academic Course: Kati, D. *Language Development*. Retrieved Saturday, 20 July 2024 from <https://opencourses.uoa.gr/courses/ECD4/> [in Greek]

Child Language Data Exchange System: <https://childes.talkbank.org/>

Greek Children Spoken Language Corpus:

http://gcsel.ece.uth.gr/?fbclid=IwAR3KNC0hq_im6AVZB5arNIQtRRoJsgj93G2-dUdwyOAumVReGOoRAWayPJo

2.5. Special Education: Theory and Practice

(6) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	2106	SEMESTER	2nd
COURSE TITLE	Special Education: Theory and Practice		
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		3	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GK (general background)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and, for Erasmus students, English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/2639/		

(7) LEARNING OUTCOMES

<p>Learning outcomes <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"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the fundamental principles and concepts of special education and inclusive education (Levels 1 & 2: Knowledge & Comprehension). • Identify, comprehend, and describe the levels of children's learning readiness and the main characteristics of their special educational needs (SEN) (Levels 1 & 2: Knowledge & Comprehension). • Familiarize themselves with the methodology of observation, aiming to interpret the characteristics and weaknesses of individuals with SEN (Levels 2, 3, 4 & 5: Comprehension, Application, Analysis, Synthesis). • Utilize the results of informal educational assessment to design targeted, individualized, structured, and inclusive special education programs based on intervention methodologies (Levels 2, 3, 4 & 5: Comprehension, Application, Analysis, Synthesis). • Collaborate with fellow students to complete a brief project related to the topics covered in the course <p>General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma</i></p>
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<i>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>

- At the level of general competencies, the course aims for students to:
- Learn to search for, analyze, and synthesize data and information (using necessary technologies).
 - Adapt to new situations, make decisions, work independently and in small groups, studying interdisciplinary and foreign-language texts related to special education and early intervention.
 - Generate new research ideas for children with special educational needs (SEN), designing speech therapy interventions with respect for diversity, multiculturalism, and the natural environment.
 - Develop social, professional, and ethical responsibility and sensitivity regarding issues of diversity and differences.
 - Practice critical thinking and self-criticism through self-observation, fostering free, creative, and inductive reasoning.
 - Learn to cope with the particularly stressful educational and family environments of children diagnosed with special needs.

(8) SYLLABUS

- Introduction to Special Education: Conceptual perspective of special education and pedagogy of inclusion
- Early and Timely Intervention and Neurodevelopmental Areas of Learning Readiness
- Introduction to Learning Disabilities
- Introduction to Intellectual Disability
- Introduction to Autism Spectrum Disorders
- Introduction to Attention Deficit Hyperactivity Disorder (ADHD)
- Introduction to Speech and Language Disorders
- Introduction to Sensory Disabilities
- Introduction to Emotional Disorders and Behavioral Problems
- Introduction to other forms of special educational needs (Physical and multiple disabilities, chronic illnesses, gifted and talented children)
- Observation Methodology: Informal Educational Assessment of levels of special educational needs (SEN).
- Methodology for Differentiated Intervention: Designing Individualized, Structured, and Inclusive Special Education Programs for students with SEN
- Family and the Child with SEN

(9) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	e-Class, ICT (e.g. web sites including relevant videos and child language corpora), e-mail
TEACHING METHODS	Activity | Semester workload

<p>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.</p> <p>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</p>	Lectures and Literature Review	39h
	Practice Exercise	20h
	Project	20h
	Educational Visits	2h
	Assignment	20h
	Independent study	26h
	Preparation for the final written exam	21h
	Final Exams	3h
	Course total (in hrs.)	125 hours (5 ECTS)
<p 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>Final Written Examination (80%):</p> <ul style="list-style-type: none"> • Short-answer questions. • Essay development with specific questions. <p>Written Small-Group Research Project (20%):</p> <ul style="list-style-type: none"> • Written assignment to be submitted at the end of the semester. • Creation of differentiated pedagogical materials. • Presentation of the project (PowerPoint). <p>The assessment criteria are clearly defined and communicated to students both during the course and through relevant postings on the e-class platform.</p> <p>The examination will be conducted in Greek.</p>	

(10) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • Drosinou, M. (2016). <i>Special Education and Training. The Proposal for Educating Children and Young People with Special Needs through Special Education</i>. Patra: Opportuna. Code in Eudoxus [59370917]. • Heward, W. L. (2011). <i>Children with special needs</i> (A. Davazoglou & K. Kokkinos, Eds.). Athens: Topos. • Panteliadou, S., & Argyropoulos, V. (Eds.). (2011). <i>Special Education: From research to teaching practice</i>. Athens: Pedio. Code in Eudoxus [12519932]. • Smith Deutsch, D., & Tyler Chowdhuri, N. (2019). <i>Introduction to special education and training</i>. (S. Antoniou, Ed.). Athens: Gutenberg. Code in Eudoxus [86056877]. <p>Suggested bibliography for further study</p> <ul style="list-style-type: none"> • American Psychiatric Association. (2013). Intellectual disabilities. <i>In Diagnostic and statistical manual of mental disorders (DSM-5)</i> (5th ed., pp. 33–41). Washington, DC: American Psychiatric Publishing. • Drosinou, M. (2019). <i>Handbook of Special Education and Educational Narratives</i>. Patras: Opportuna. Code in Eudoxus [77115167]. • Elliott, S. N., Kratochwill, T. R., Littlefield-Cook, J., & Travers, J. F. (2008). <i>Educational psychology: Effective teaching, effective learning</i>. (A. Leontari & E. Sygollitou, Eds.; M. Solman & F. Kalyva, Trans.). Athens: Gutenberg. Code in Eudoxus [31369]. • Zoniou-Sideri, A. (2011). <i>People with disabilities and their education: A psycho-pedagogical approach to inclusion</i>. Athens: Pedio. Code in Eudoxus [10118].
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- Hodapp, R. M. (2005). *Developmental theories and disability: Intellectual disability, sensory disorders, and motor disability*. (A. Zoniou-Sideri & H. Spandagou, Eds.; M. Deligianni, Trans.). Athens: Metaichmio. Code in Eudoxus [23993].
- Kornilaki, A., Kypriotaki, M., & Manolitsis, G. (2010). *Early intervention: An interdisciplinary perspective*. Athens: Pedio. Code in Eudoxus [3367].
- Tomlinson, C. A. (2010). *Differentiation in the classroom: Addressing the needs of all students*. (Ch. Theofilidis & D. Martidou-Forsier, Trans.). Athens: Grigoris. Code in Eudoxus [22241].
- Ministry of National Education and Religious Affairs – Pedagogical Institute (2009). *Learning Readiness Activities: A book for the Special Education Teacher and Workbooks for the Student: a) Oral Language, b) Psychomotor Skills, c) Cognitive Abilities, d) Emotional Organization* (4th ed., M. Drosinou, Ed.). Athens: Organization for the Publication of Educational Books (O.E.D.B.).
- Christakis, K. (2006). *The education of children with difficulties: Introduction to special education* (Vol. 1). Athens: Atrapos. Code in Eudoxus [151626]
- Christakis, K. (2006). *The education of children with difficulties: Introduction to special education* (Vol. 2). Athens: Atrapos. Code in Eudoxus [151677]
- Christakis, K. (2013). *Programs and teaching strategies for individuals with special educational needs and severe learning difficulties*. Athens: Diadrasi. Code in Eudoxus [86056780]

Scientific articles from Greek and international literature posted on e-class

Related scientific journals

- Issues in Special Education <https://www.pesea.gr/Teyxh.htm>
- Journal of Research in the Special Educational Needs (JRSEN) <https://nasenjournals.onlinelibrary.wiley.com/journal/14713802>
- Journal of Special Education (JSE) <https://journals.sagepub.com/home/sed>
- European Journal of Special Needs Education <https://www.tandfonline.com/journals/rejs20>

3RD SEMESTER

3.1. Audiology

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	3101	SEMESTER	3rd
COURSE TITLE	Audiology (Theory and Lab)		
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		
Practice in the Lab	1		
Total	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SB (Special Background)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	None		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SLT106/		

(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>Upon completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • Understand the role of hearing in the development of speech, language, and communication • Know the anatomy of the ear (external, middle, inner), and hearing disorders • Know the rehabilitation of patients with hearing disorders, using hearing aid technology and cochlear implants and the current trends in the field of clinical audiology • Apply and analyze techniques used by an audiologist to conduct a hearing test (on healthy people and people with hearing disorders)

- Use the audiometer & the audiological chamber, and at the same time, perform a hearing test (bone and air) on their fellow students
- Combine information to be able to identify the type of hearing impairment the patient may have
- Synthesize information from the patient's history and make assumptions regarding the differential diagnosis
- Assess outer/middle/inner ear disorders
- Evaluate the profession of audiologist as well as how an audiologist detects, diagnoses (evaluates), and treats hearing loss

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?

<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>

- Adaptation to new situations
- Application of knowledge in practice
- Decision making
- Efficient search, analysis, and synthesis of data and information using the essential technologies
- Exercise criticism and self-criticism
- Independent Assignment
- Promotion of free, creative and inductive thinking

(3) SYLLABUS

The course provides a general overview of Augmentative and Alternative Communication (AAC) and their concepts. Its contents include identifying, categorizing, and distinguishing the characteristics of AAC systems, their analysis, and types. Also, the predictors of use, the assessment, and the intervention process in the application of AAC in populations of children and adults with communication, sensory, and motor disorders are presented.

The course is developed in 13 sections:

- Normal development course of communication
- Definition of Augmentative and Alternative Communication (AAC)
- AAC systems
- Types of Technology (Low – Medium – High)
- Predictors of AAC use
- AAC user categories of children and adults
- Communication, Sensory and Motor Disorders and AAC
- Methods of Intervention and representation of information depending on the disorder and the population

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face
<i>Face-to-face, Distance learning, etc.</i>	

<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students</p>	Use of ICT in teaching, laboratory education, and communication with students													
<p>TEACHING METHODS 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. 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</p>	<table border="1"> <thead> <tr> <th data-bbox="695 318 1048 349"><i>Activity</i></th> <th data-bbox="1061 318 1358 349"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="695 349 1048 380">Lectures</td> <td data-bbox="1061 349 1358 380">26 h.</td> </tr> <tr> <td data-bbox="695 380 1048 412">Lab</td> <td data-bbox="1061 380 1358 412">13 h.</td> </tr> <tr> <td data-bbox="695 412 1048 479">Preparation for exams and personal study</td> <td data-bbox="1061 412 1358 479">50 h.</td> </tr> <tr> <td data-bbox="695 479 1048 510">Final Exam</td> <td data-bbox="1061 479 1358 510">36 h.</td> </tr> <tr> <td data-bbox="695 510 1048 577">Course total (25 hours of workload per credit/ECTS)</td> <td data-bbox="1061 510 1358 577">125 hours (5 ECTS)</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	26 h.	Lab	13 h.	Preparation for exams and personal study	50 h.	Final Exam	36 h.	Course total (25 hours of workload per credit/ECTS)	125 hours (5 ECTS)	
<i>Activity</i>	<i>Semester workload</i>													
Lectures	26 h.													
Lab	13 h.													
Preparation for exams and personal study	50 h.													
Final Exam	36 h.													
Course total (25 hours of workload per credit/ECTS)	125 hours (5 ECTS)													
<p>STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure 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.</p>	Final exam at the end of the semester (100% of the final grade) that will include short-answers and/or closed-ended (e.g., multiple-choice) questions, assessment of audiograms, etc.													

(5) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • Seikel, J. A. (2019). Ανατομία και φυσιολογία ομιλίας, λόγου και ακοής. Αθήνα: Κωνσταντάρας, Code in Eudoxus [86193750] • Παπαφράγκος, Κ. (2001). Ακοολογία. Αθήνα: Εκδόσεις Παρισιάνου, Code in Eudoxus [41164] • Ηλιάδης, Θ., Κεκές, Γ., & Παπαδέας, Ε. (2010). Κλινική ακοολογία. Πάτρα: Γκότσης, Code in Eudoxus [13255861] • Behrbohm, H., Kaschke, O., Nawka, T., & Swift, A. (2018). Παθήσεις ωτός, ρινός και λάρυγγα με χειρουργική κεφαλής και τραχήλου. Αθήνα: Κωνσταντάρας, Code in Eudoxus [33156134] <p>Related scientific journals</p> <ul style="list-style-type: none"> • Journal of Speech, Language and Hearing Research • International Journal of Audiology

3.2. Clinical Psychology and Counselling

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	3102	SEMESTER	3rd, 4th
COURSE TITLE	Clinical Psychology and Counselling		
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		3	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GK (General Background)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/3909/		

(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 an introduction to the basic concepts of clinical psychology and the basic categories of disorders in adult psychopathology according to the DSM-5. The course will provide a critical presentation of issues related to the definition, description, understanding and treatment of deviant behavior. The role of the Clinical Psychologist in Mental Health and his/her collaboration with the speech therapist.</p> <p>In particular, the classification systems of mental disorders, the basic diagnostic categories according to DSM-5 and the current theoretical approaches in adult psychopathology are presented. Emphasis is placed on understanding the clinical picture, as well as psychological and neurobiological theories of the etiopathogenesis of these disorders. Therapeutic approaches to the treatment of mental disorders from the perspective of the clinical psychologist and psychiatrist are discussed and the usefulness, limitations and implications of diagnosis as an institutional practice are discussed. In addition, clinical video cases will be presented, focusing on the problem formulation process in clinical psychology and a better understanding of psychopathology. There will also be a reference to how the speech therapist can approach patients with psychopathology in a counselling way.</p> <p>Upon completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • Understand the current theories of adult psychopathology and the main theories of adult

psychopathology <ul style="list-style-type: none"> • Describe the diagnostic classification systems for mental disorders • Describe the basic concepts of clinical psychology • Acquire a comprehensive knowledge of adult psychopathology with an emphasis on main disorder modules • Understand the models for the etiology of mental disorders, • Acquire basic knowledge of clinical psychological intervention and counselling for people with deviant behavior 		
General Competences <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> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Search for, analysis and synthesis of data and 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> </td> <td style="width: 50%; vertical-align: top;"> <i>Project planning and management</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>Others...</i> </td> </tr> </table>	<i>Search for, analysis and synthesis of data and 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>Project planning and management</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>Others...</i>
<i>Search for, analysis and synthesis of data and 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>Project planning and management</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>Others...</i>	
<ul style="list-style-type: none"> • Demonstration of social, professional and ethical responsibility • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Promotion of free, creative and inductive thinking • Respect for diversity and multiculturalism 		

(3) SYLLABUS

<ul style="list-style-type: none"> • Clinical Psychology: Basic Concepts • Clinical psychological assessment: Interview, questionnaires, tests • Psychopathology: Introduction and historical review • Contemporary theoretical approaches to psychopathology • The DSM-5 classification of mental disorders • Assessment, diagnosis, differential diagnosis • Anxiety disorders • Obsessive-compulsive disorders/ Trauma-related disorders and stressors • Mood Disorders - Suicidality • Schizophrenia spectrum and other psychotic disorders • Substance-related disorders • Neurocognitive disorders • Methods of coping and counselling

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the class (face to face)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Supporting the learning process through e-class platform, use of ICT and, for communication with students, e-mail	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography,</i>	Activity	Semester workload
	Lectures	39
	Independent personal Study	36

<i>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>	Preparation to participate in the Finals Exam	50
	Course total	125 hours (5 ECTS)
<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>The evaluation is conducted in Greek. For Erasmus students, in English.</p> <p>Written final examination includes:</p> <ul style="list-style-type: none"> • Multiple choice questions • Short answer questions • Knowledge application questions (based on a short problem report/case study) 	

(5) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • Kring, A., & Johnson, S. (2023). <i>Psychopathology: The science and treatment of psychological disorders</i> (P. Roussi, E. Avdi, & A. Kalaitzaki, Eds). Athens: Gutenberg. Code in Eudoxus [122089900] • Oulis, P. (2009). <i>Manual of Clinical Psychopathology</i>. Athens: BHTA. Code in Eudoxus [40164] • Kourkoutas, I. (Ed.). (2017). <i>School counselling and interventions for children with disorders</i>. Athens: Pedio. Code in Eudoxus [68405829] • Bor, R., Miller, R., Gill, S., & Evans, A. (2016). <i>Counselling in the field of health</i> (M. Loumakou, F. & Anagnostopoulos, Eds.). Athens: Pedio. Code in Eudoxus [59385542] • Christopoulos, A. (2020). <i>Introduction to Adult Psychopathology</i>. Athens: TOPOS BOOKS. Code in Eudoxus [94692455] <p>Related Scientific Journals</p> <ul style="list-style-type: none"> • Journal of Psychopathology and Clinical Science • Journal of Consulting and Clinical Psychology • Clinical Psychology Review • Journal of Clinical Psychology

3.3. Fluency Disorders - Stuttering

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	3103	SEMESTER	3rd
COURSE TITLE	Fluency Disorders - Stuttering		
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		3	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SD (Skills Development)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/2576/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <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"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
<p>Upon completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • Know the theories of fluency disorders and stuttering • Know the primary and secondary characteristics of fluency disorders and stuttering • Assess fluency disorders and stuttering • Write assessment and intervention reports with specific therapeutic goals for cases of speech disorders and/or stuttering that will be given to them in class • Synthesize information from history and assessment and form hypotheses regarding differential diagnosis and prognosis • Combine information to be able to recognize the type of fluency disorders ☑ Apply and analyze techniques used by a speech therapist to provide individualized speech therapy to people with fluency disorders and stuttering
<p>General Competences <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 information, Project planning and management</i></p>

<i>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>Others...</i>
<ul style="list-style-type: none"> • Adaptation to new situations • Application of knowledge in practice • Decision making • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Independent Assignment • Promotion of free, creative and inductive thinking 	

(3) SYLLABUS

<p>The fluency disorders - stuttering course deals with the knowledge, assessment and treatment of people (children and adults) with the above disorders. The content of the course will discuss the etiology of fluency disorders, disorders, the prevalence of fluency disorders, the primary and secondary characteristics of the speech of people with speech disorders, the evaluation of people with speech disorders and finally specific therapeutic techniques. Emphasis will also be placed on report writing for assessment and/or intervention in children/adults with speech disorders.</p> <p>The course is developed in 13 lessons.</p> <ul style="list-style-type: none"> • Introduction to fluency disorders and etiology • Developmental, environmental and learning factors influencing the nature of fluency disorders and stuttering • Theories of stuttering • Differentiation between difficulties in the normal flow of speech and stuttering. Speech characteristics in fluency disorders and stuttering • General assessment of fluency disorders, stuttering and taking a specialized history • Specific therapeutic techniques of fluency disorders and stuttering • Speech therapy for stuttering in preschool and school-aged children • Speech therapy for stuttering in adults • Speech therapy accompanying problems
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, and communication with students	
TEACHING METHODS <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</i>	Activity	Semester workload
	Lectures – Personal Study	39 h.
	Assessment of clinical cases in the classroom	16 h.

<i>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>	Independent personal study and exam preparation	46 h.
	Final exam	24 h.
	Course total (25 hours of workload per credit/ECTS)	125 hours (5 ECTS)
<p 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>	Final exam at the end of the semester (100% of the final grade). The exam will include short-answers and/or closed-ended (e.g., multiple-choice) questions.	

(5) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • Κάκουρος, Ε., & Μανιαδάκη, Κ. (2006). <i>Τραυλισμός. Δάρδανος</i>, Code in Eudoxus [31120] • Guitar, B. (2014). <i>Τραυλισμός, μια ολοκληρωμένη προσέγγιση στη φύση και τη θεραπεία του</i>. Constantaras, Code in Eudoxus [41960048] • Ochsenkühn, C., Frauer, C., & Thiel, M. M. (2021). <i>Τραυλισμός σε παιδιά και εφήβους</i>. Ρόδων, Code in Eudoxus [102125346] • Ehad, Y., & Seery, C. H. (2021). <i>Τραυλισμός</i>. Broken Hill Publishers, Code in Eudoxus [102070137] • Debra, D. (2015). <i>Βασικές δεξιότητες λογοθεραπευτικής παρέμβασης</i>. Gotsis, Code in Eudoxus [50659525] <p>Related scientific journals</p> <ul style="list-style-type: none"> • Journal of Speech, Language and Hearing Research • Journal of Fluency Disorders <p>E-books and articles</p> <ul style="list-style-type: none"> • Ward, D. (2017). <i>Stuttering and cluttering: Frameworks for understanding and treatment</i>. Psychology Press. • Manning W. H., & DiLollo A., (2018). <i>Clinical Decision Making in Fluency Disorders</i>. San Diego: Plural. • Rentschler G., (2012). <i>Here's How to Do Stuttering Therapy</i>. San Diego: Plural.
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3.4. Developmental Language Disorders

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	3104	SEMESTER	3rd
COURSE TITLE	Developmental Language 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 (with integrated exercises)	3		
Total	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SGK (Specialised General Knowledge)		
PREREQUISITE COURSES:	Introduction to Speech and Language Therapy & Language Acquisition		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SLT174/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <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"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
<p>Upon successful completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • Investigate language issues requiring intervention in childhood. • Utilize clinical literature for the diagnosis and intervention of language disorders in children. • Make informed decisions regarding the implementation of language assessment and treatment for children, based on established theories. • Integrate current research findings into methods for childhood language intervention. • Present the results of assessment and intervention for childhood language disorders in a comprehensive report.
<p>General Competences <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 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>Showing social, professional and ethical responsibility and</i></p>

<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>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"> • Adaptation to new situations • Application of knowledge in practice • Decision making • Demonstration of social, professional and ethical responsibility • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Independent Assignment • Promotion of free, creative and inductive thinking • Respect for diversity and multiculturalism 	

(3) SYLLABUS

The course presents the theories and research data on which etiology, speech and language therapy assessment and intervention for children with developmental language disorders is based. Emphasis is placed on problems/difficulties covered by terms such as 'Developmental Language Disorder' and 'Autistic Spectrum Disorder'.

The course covers the following topics focused on childhood:

- Language Disorders: Comprehensive definition, detailed description, and differential diagnosis.
- Syndromes and Language Disorders: Exploration of various syndromes associated with language disorders.
- Etiology, Epidemiology, and Prevention of Language Disorders: In-depth study of the causes, prevalence, and preventive measures of language disorders.
- The Relationship Between Language and Other Cognitive and Psychological Functions: Examination of how language development is interconnected with cognitive processes.
- Assessment Methods: Overview of various methods used to assess language disorders in children.
- Detection and Diagnosis: Techniques and tools for detecting and diagnosing language disorders.
- Targeting and Intervention: Strategies for identifying targets for intervention and implementing effective treatment plans.
- Intervention Programs Based on Current and Valid Theoretical, Research, and Clinical Standards: Designing and evaluating intervention programs grounded in the latest theoretical, research, and clinical guidelines.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students	
TEACHING METHODS <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</i>	Activity	Semester workload
	Lectures	39 h.
	Written Assignment	30 h.
	Independent personal study	16 h.

visits, project, essay writing, artistic creativity, etc. 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	Preparation for participation in evaluation procedures	40 h.
	Course total (25 hours of workload per credit)	125 hours (5ECTS)
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p>Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>Written Examination: Conducted at the end of the semester. Weighting: 80%.</p> <p>Written Assignment: Completion of a written assignment Weighting: 20%.</p> <p>Assessment Language: Greek</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • Owens, R. (2016). <i>Γλωσσικές διαταραχές: Μια πρακτική προσέγγιση στην αξιολόγηση και την παρέμβαση</i>. Πάτρα: Γκότσης. [59395822] • Reed, V. (2021). <i>Εισαγωγή στις Γλωσσικές Διαταραχές των Παιδιών</i>. Εκδόσεις: Κωνσταντάρας. [133038448] • Σαρρής, Δ. (επιστ. επιμ.). (2020). <i>Μαθησιακές δυσκολίες-Αναπτυξιακές διαταραχές</i>. Αθήνα: Πεδίο. [94645811] • Harley, T. (2008). <i>Η ψυχολογία της γλώσσας</i>. Ρ. Πήτα (μτφρ.). Θεσσαλονίκη: University Studio Press. • Κωνσταντίνου, Μ. & Κοσμίδου Μ. (Επιμ.) (2011), <i>Νευροψυχολογία των Μαθησιακών Δυσκολιών</i>. Αθήνα: Εκδόσεις Παρισιάνου. • McLeod S., & Baker, E. (2017). <i>Children's speech: An evidence-based approach to assessment and intervention</i>. Boston: Pearson. • Νικολόπουλος, Δ. (Επιμ.). (2016). <i>Γλωσσική ανάπτυξη και διαταραχές</i>. Αθήνα: Τόπος. [59395598] • Norbury, C. F., Tomblin, B. J., Bishop D. V.M., Ράλλη, Α., Παληκαρά, Ο. (2013). <i>Κατανοώντας τις αναπτυξιακές γλωσσικές διαταραχές</i>. Αθήνα: Gutenberg. [32998870] • Ράλλη, Α., & Παληκαρά, Ο. (2017). <i>Αναπτυξιακή γλωσσική διαταραχή στα παιδιά και τους εφήβους: Θέματα οριοθέτησης, αξιολόγησης και παρέμβασης</i>. Αθήνα: Gutenberg. [59395527] • Σταυρακάκη, Στ. (2019). <i>Νευροαναπτυξιακές διαταραχές: Η περίπτωση της αναπτυξιακής γλωσσικής διαταραχής</i>. Θεσσαλονίκη: Επίκεντρο. [86196113] • Weismer, G., & Brown, D. (2019). <i>Introduction to communication sciences and disorders: The scientific basis of clinical practice</i>. San Diego: Plural.
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3.5. Bilingualism-Multilingualism and Disorders

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	3107	SEMESTER	3rd
COURSE TITLE	Bilingualism-Multilingualism and 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 (with integrated exercises)		3	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GB (General Background)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SLT173/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <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"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
<p>Upon completion of the course, students are expected to:</p> <ul style="list-style-type: none"> • Recognize and differentiate the various forms of bilingualism and multilingualism. • Understand the theories concerning the existence of one or more language systems in bilingual speakers. • Describe the language development of bilingual children at various levels of language analysis, comparing it to that of monolingual children. • Discuss the factors influencing the development of two or more languages within the same individual. • Explain the relationship between bilingualism and the cognitive abilities of bilingual speakers. • Identify disorders commonly found in bilingual children. • Distinguish between indicators of language and cognitive deficits caused by disorders and those resulting from bilingualism. • Understand the potential of bilingual children and the challenges they face in communication and adaptation to the school curriculum, and implement strategies to support their integration into the school environment.

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	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Adaptation to new situations
- Application of knowledge in practice
- Decision making
- Demonstration of social, professional and ethical responsibility
- Efficient search, analysis, and synthesis of data and information using the essential technologies
- Exercise criticism and self-criticism
- Independent Assignment
- Promotion of free, creative and inductive thinking
- Respect for diversity and multiculturalism

(3) SYLLABUS

The course begins with an exploration of language development in bilingual (and multilingual) individuals, primarily focusing on children, across various levels of language analysis, including phonology, morphology, syntax, and pragmatics. Emphasis is placed on the different forms of bilingualism (e.g., simultaneous vs. Sequential etc.), the unique characteristics of bilingual children compared to monolinguals, and the various factors influencing a child's development and management of multiple languages (e.g., biliteracy, SES).

The course also addresses disorders and learning difficulties commonly found in bilingual children, with a particular focus on distinguishing between language and cognitive deficits caused by disorders and those attributable to bilingualism. Additionally, it highlights both the potential strengths of bilingual children and the challenges they face in communication, along with the possible difficulties they may encounter in adapting to the school curriculum. Finally, the course presents strategies to enhance their adaptation within the school environment.

The course covers the following topics:

- Bilingualism as an Individual and Social Phenomenon: Examination of bilingualism from both personal and societal perspectives.
- Typology of Bilingualism: Classification and types of bilingualism.
- Theories of Bilingual Development: Exploration of various theories explaining how bilingualism develops.
- The Brain of the Bilingual Speaker: Study of neurological aspects of bilingualism.
- Development of Individual Bilingualism at Different Levels of Language Analysis: Analysis of how bilingualism develops across different linguistic levels, such as phonology and morphology.
- Factors Influencing Language Development in Bilingual Children/Individuals: Identification and analysis of the factors that impact language development in bilingual individuals.
- Bilingualism and Cognitive Abilities: Examination of the cognitive advantages associated with bilingualism.
- Bilingualism and Biliteracy: Exploration of the relationship between bilingualism and the ability to read and write in two languages.
- Bilingualism and Developmental Language Disorders: Study of how bilingualism intersects with developmental language disorders.

- Bilingualism and Learning Difficulties: Examination of learning challenges specific to bilingual individuals.
- Differential Diagnosis of Bilingualism and Disorders: Techniques for distinguishing between bilingualism-related language differences and genuine language disorders.
- Bilingualism and Educational Applications: Implementation of bilingualism in educational settings and its implications.
- Bilingualism in the Greek Context: Analysis of bilingualism within the specific cultural and linguistic environment of Greece.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students	
TEACHING METHODS <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. 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>	Activity	Semester workload
	Lectures	39 h.
	Preparation of an essay	30 h.
	Independent personal study	16 h.
	Preparation for participation in evaluation procedures	40 h.
	Course total (25 hours of workload per credit)	125 hours (5ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure 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.</i>	Written Examination: Conducted at the end of the semester. Weighting: 80%. Written Assignment: Completion of a written assignment. Weighting: 20%. Assessment Language: Greek	

(5) ATTACHED BIBLIOGRAPHY

Books

- Costa, A. (2018). *Ο Δίγλωσσος εγκέφαλος: Η Νευροεπιστήμη της γλώσσας*. Αθήνα: Σταφυλίδης. Code in Eudoxus [77108606]
- Διακογιώργη, Κ., Σελίμης, Στ., Παπαδοπούλου, Δ., & Ανδρέου, Γ. (Επιμ.). (2023). *Διγλωσσία: Γλωσσική ανάπτυξη και εκπαιδευτικές προεκτάσεις*. Αθήνα: Gutenberg. Code in Eudoxus [122086427]
- Τριάρχη-Hermann, B. (2000). *Η διγλωσσία στην παιδική ηλικία: Μια ψυχολογολογική προσέγγιση*. Αθήνα: Gutenberg. Code in Eudoxus [31468]
- Baker, C. (2001). *Εισαγωγή στη διγλωσσία και τη δίγλωσση εκπαίδευση*. Αθήνα: Gutenberg. [31242]
- Γαλαντόμος, Ι. (2012). *Μαθήματα διγλωσσίας*. Θεσσαλονίκη: Επίκεντρο. Code in Eudoxus [22688971]
- Γκόβαρης, Χ. (2001). *Εισαγωγή στη διαπολιτισμική εκπαίδευση*. Αθήνα: Διάδραση. Code in Eudoxus [86054711]

- Παπάς, Α. (2000). *Διαπολιτισμική παιδαγωγική και διδακτική*. Αθήνα: Ατραπός-Περιβολάκι. Code in Eudoxus [160771]
- Μουτή, Α., Μαλιγκούδη, Χρ., Γογωνάς, Ν.ικόλαος, & Γκαϊνταρτζή Αν. (2023). *Πολυγλωσσία και ειδικά θέματα εκπαιδευτικής γλωσσολογίας*. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. <https://service.eudoxus.gr/search/#a/id:121051707/0>.
- Σκούρτου, Ε. (2011). *Η διγλωσσία στο σχολείο*. Αθήνα: Gutenberg. Code in Eudoxus [12584545]
- Σκούρτου, Ε., Κούρτη-Καζούλλη, Β., Σελλά-Μάζη, Ε., Χατζηδάκη, Α., Ανδρούσου, Α., Ρεβυθιάδου, Α., & Τσοκαλίδου, Π. (2016). *Διγλωσσία και διδασκαλία της ελληνικής ως δεύτερης γλώσσας*. [ηλεκτρ. βιβλ.] Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Διαθέσιμο στο <http://hdl.handle.net/11419/6346>.
- Τσοκαλίδου, Π (2012). *Χώρος για δύο. Θέματα διγλωσσίας και εκπαίδευσης*. Αθήνα: Ζυγός. Code in Eudoxus [22767107]

3.6. Clinical Methods in Speech and Language Therapy

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	3106	SEMESTER	3rd
COURSE TITLE	Clinical Methods in Speech and Language Therapy		
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	
Clinical Practice		1	
Course total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SB (Special Background)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/1387/		

(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>Upon completion of the course, students are expected to meet the following learning outcomes:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the ethical principles and practice of speech and language therapy. • Apply ethical decision-making processes in speech and language therapy. • Describe the fundamental features of different communication disorders and identify them based on speech and language samples and other clinical findings. (This process will be defined in each specialization course according to the disorder.) • Know and describe the general process of assessment in children and adults (the specifics of this process will be defined in the relevant specialization course in accordance with the disorder under consideration) • Identify the underlying philosophy and the type of weighted and unweighted assessment tests • Compare assessment reports according to their type (e.g. schools versus hospitals) • Describe the basic principles of behavioral therapy as applied to the field of speech and language therapy • Design the essential structure of an intervention plan for hypothetical patients with

<p>developmental and acquired speech and language disorders using the findings of the assessment.</p> <ul style="list-style-type: none"> • Define long- and short-term treatment objectives for hypothetical patients with developmental and acquired speech and language disorders. • Write SOAP notes for specific cases • Provide a rationale for writing assessment reports, treatment plans, and SOAP notes • Describe and identify key clinical skills that should be exhibited by a professional speech-language pathologist 																			
<p>General Competences</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> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>		<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>	
<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"> • Application of knowledge in practice • Decision making • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Independent Assignment • Promotion of free, creative and inductive thinking • Respect for diversity and multiculturalism 																			

(3) SYLLABUS

<p>The Clinical Methods in Speech and Language Therapy course encompasses the following key areas: ethical considerations; the general nature of assessment tools and how to write them; intervention principles and their application; treatment plans and other associated documentation; and the essential clinical skills required of a speech and language therapist. The course content will address the ethical and moral regulations that vary across different countries, the typical format of assessment tests used in speech therapy, the principles that guide intervention in speech therapy, and the writing of assessments.</p> <p>The course is structured into 13 lessons and is comprised of the following modules:</p> <ul style="list-style-type: none"> • Ethical and moral regulations that govern the profession of speech and language therapy. Judgement on specific cases regarding professional ethics and general ethics • Introduction to the basic concepts of communication disorders • Description of the assessment process and general principles • Language assessment in children and adults with weighted and unweighted tests • Understanding and writing an assessment report • Principles – Types – Intervention frameworks • Principles of Behavioural Therapy • Understanding and writing a speech therapy plan • Necessary clinical skills for speech and language therapist • Knowledge of the procedures for recording quantitative data during speech and language therapy • An understanding of the format and content of SOAP notes.
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (lectures, clinical case studies, discussion, exercises)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of PPT presentation Use of internet resources Use of audiovisual media Support of the learning process via the electronic platform e-class	
TEACHING METHODS <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>	Activity	Semester workload
	Lectures	26
	Clinical Practice Case studies in the classroom or visits to schools or other structures-	13
	Non-directed study: Personal study and preparation for exams	86
	Course total	125 hours (5 ECTS)
STUDENT PERFORMANCE EVALUATION <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>	Language of evaluation: Greek Methods of evaluation: I. Written exams: multiple choice questionnaires, short answer questions, clinical problem solving (90%) II. Tutorial exercises (10 %)	

(5) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • Rhea, P. (2019) <i>Introduction to clinical methods for communication disorders</i>. Athens: Constantaras. Code in Eudoxus [86197084] • Dwight, D. M. (2016). <i>Basic skills of speech and language therapy intervention</i> (ed. Toki Eugenia). Patras: Gotsis. Code in Eudoxus [50659525] • Hegde, M. N. (2017). <i>Guide to speech and language therapy assessment</i>. Athens: Parisianou. Code in Eudoxus [33155069] • Sheridan, M. (2014). <i>Play in early childhood</i>. Athens: Constantaras. Code in Eudoxus [41960042] • Kushner, T., & Thomasma, D. (2007). <i>Ethics and ethics in clinical practice</i>. Athens: Parisianou. Code in Eudoxus [41252] <p>Related academic journals</p> <ul style="list-style-type: none"> ○ Journal of Speech, Language and Hearing Research ○ International Journal of Speech Language Pathology <p>Electronic books and articles</p>

- Stein-Rubin, C., & Fabus, R. (2018). *A guide to clinical assessment and professional report writing in speech-language pathology*. New Jersey: Slack incorporated.
- Johnson, A. F., & Jacobson, B. H. (2017). *Medical speech-language pathology: a practitioner's guide*. new york: Thieme.
- Kopel, L. A., & Kilduff, E. (2016). *iEP Goal Writing for Speech-Language Pathologists: Utilizing State Standards*. San Diego: Plural
- Hedge, M. N. (2017). *A coursebook on scientific and professional writing for speech-language pathologists*. San diego: Plural
- Vlassopoulou, M., & Mirkos, V. (2013). *A multidisciplinary perspective*. Athens: Athens.

4TH SEMESTER

4.1. Aural Rehabilitation

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	4101	SEMESTER	4th
COURSE TITLE	Aural Rehabilitation		
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	3		
Total	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SB (Special Background)		
PREREQUISITE COURSES:	Audiology		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	None		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SLT116/		

(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>Upon completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • Know the current trends and the newest developments in the field of Audiologic rehabilitation • Apply knowledge to provide appropriate hearing devices/technologies (cochlear implants, hearing aids, etc.) to hard-of-hearing people • Understand and know how lip reading is taking place • Apply methods of intervention to children and adults with hearing loss • Synthesize information from history and assessment and form hypotheses regarding the differential diagnosis and prognosis of hearing loss • Analyze and synthesize ways of providing counseling to people with hearing loss • Apply communication strategies to hard-of-hearing people <p>General Competences</p>
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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	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Adaptation to new situations
- Application of knowledge in practice
- Decision making
- Efficient search, analysis, and synthesis of data and information using the essential technologies
- Exercise criticism and self-criticism
- Independent Assignment
- Promotion of free, creative and inductive thinking

(3) SYLLABUS

The course in Audiologic Rehabilitation deals with managing people with hearing loss and the study of appropriate services (therapeutic plans) to effectively rehabilitate hard-of-hearing people. The course content will discuss the various hearing disorders (degree and type of hearing loss), treatments, and rehabilitation of hearing loss in the whole age range (infants, children, adults) both theoretically and practically.

The course is developed in 13 lessons.

- Hearing aids and cochlear implants
- Rehabilitation of hearing loss with hearing aids
- Speech Recognition and the Hard of Hearing: Assessing Hearing Acuity and Speech Recognition
- Hearing aids and related technology
- Audiologic training
- Speech reading training
- Hearing rehabilitation for deaf adults/elderly and hearing rehabilitation plans
- Auditory intervention for hard-of-hearing infants, toddlers, and school-aged children

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, and communication with students	
TEACHING METHODS <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</i>	Activity	Semester workload
	Lectures – Clinical Cases in class	39 h.

<i>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>	Personal study and preparation for the final exam	86 h.
	Course total (25 hours of workload per credit/ECTS)	125 hours (5 ECTS)
<p 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>	<ul style="list-style-type: none"> • Final exam at the end of the semester (100% of the final grade) that will include short-answers and/or closed-ended (e.g., multiple-choice) questions, etc. 	

(5) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • Pindzola, H., Rebekah, Plexico, W. L., & Haynes O. W. (2020). <i>Διάγνωση και Αξιολόγηση στην Λογοπαθολογία</i>. Λευκωσία: Broken Hill, Code in Eudoxus [94643619] • Tye-Murray, N. (2011). <i>Θεμελιώδεις Αρχές Ακουστικής Αποκατάστασης</i>. Παιδιά, Ενήλικες, και Μέλη της Οικογένειάς τους. Broken Hill Publishers, Code in Eudoxus [13256956] <p>Related scientific journals</p> <ul style="list-style-type: none"> • Ear and Hearing • Brain and Language • International Journal of Audiology

4.2. Diagnostic Methods in Speech and Language Therapy

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	4102	SEMESTER	4th
COURSE TITLE	Diagnostic Methods in Speech and Language Therapy		
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		
Clinical Practice	1		
Total	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SB (Special Background)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/3709/		

(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>Students will be able to use assessment data to construct intervention plans for patients. Specifically, in this course the students will be able to:</p> <ul style="list-style-type: none"> • Describe the process and necessary steps for the assessment and differential diagnosis in Speech and Language Therapy • Describe appropriate quantitative and qualitative methods for the assessment of various disorders of human communication • Devise appropriate forms for taking a case history in children and adults with communication disorders and dysphasia • Administer assessment tasks, score and analyze results • Transcribe speech samples and conduct quantitative or qualitative analysis. <p>Students will be able to devise speech and language assessment tasks.</p>
<p>General Competences</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 information, with the use of the necessary technology</i></p> <p><i>Adapting to new situations</i></p> <p><i>Project planning and management</i></p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p>

<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>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>Others...</i>
<ul style="list-style-type: none"> • Adaptation to new situations • Application of knowledge in practice • Decision making • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Independent Assignment • Promotion of free, creative and inductive thinking 	

(3) SYLLABUS

<p>Brief Course Description: The course is developed in 13 lessons. Units:</p> <ul style="list-style-type: none"> • Understanding and using speech assessment tests and using medical history • Understanding and using language assessment tests • Use of comprehension and expression tests in children aged 2-6 with language problems (general) • Use of comprehension and expression tests in children with autism • Use of comprehension and expression tests in children with syndromes • Use of comprehension and expression tests in children over 6 years of age with language problems • Use of rating scales in speech therapy • Using tests for learning disabilities • Use tests for pronunciation • Use of tests for language disorders in adults

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face to Face and in Clinical Settings	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of audio-visual methods (e.g. power point presentations).	
<p>TEACHING METHODS <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></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>	<p>Activity</p>	<p>Semester workload</p>
	Lectures	26 hours
	Case assessment and speech therapy (classroom or clinical <i>πλάισια</i>)	4 hours
	Applied/Laboratory Practice	60 hours
	Midterm exams – Final exams	50 hours
	Course total (25 hours load of work per credit)	150 hours (6 ECTS)
<p>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>Final exam (50%) and midterm exams (50%) which will include clinical cases and/or multiple choice questions, (short) answer questions, development questions, etc.</p>
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(5) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • Καμπανάρου, Μ. (2020). <i>Σύγχρονα θέματα λογοθεραπείας</i>. Πάτρα: Γκότσης. Code in Eudoxus [94701759] • Pindzola, H., Rebekah, Plexico, W. L., Haynes O. W. (2020). <i>Διάγνωση και Αξιολόγηση στην Λογοπαθολογία</i>, Λευκωσία: Broken Hill. Code in Eudoxus [94643619] • Shipley, K. G., & McAfee, J. G. (2013). <i>Διαγνωστικές προσεγγίσεις στη λογοπαθολογία</i>. Πάτρα: Γκότσης. Code in Eudoxus [32998556] • Hedge, M. N. (2013). <i>Οδηγός λογοθεραπευτικής αξιολόγησης</i>. Αθήνα: Παρισιάνου. Code in Eudoxus [33155069] <p>Related scientific journals and other textbooks</p> <ul style="list-style-type: none"> • Journal of Speech, Language and Hearing Research • Folia Phoniatica et logopaedica Journal • Hambrecht, G., & Rice, T. (2019). <i>Clinical Assessment workbook for communication sciences and disorders</i>. San Diego: Plural.

4.3. Clinical Neuropsychology

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	4103	SEMESTER	4th
COURSE TITLE	Clinical Neuropsychology		
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		3	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SB (Special Background)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/3304/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <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>Upon completion of the course students will be able to:</p> <ul style="list-style-type: none"> • Understand the organisation and function of the human brain • Understand the nature of the neuropsychological disorders taught • Understand their effects on pathological behavior and cognition • Acquire the main neuropsychological methods assessment of neuropsychological disorders • Assess comparatively the effectiveness of different methods of neuropsychological rehabilitation, <p>given that the aim of the course is the presentation of the physiological organisation of the brain and the relationship to normal cognitive function and behavior, and also the presentation of the relationship between abnormal brain function and deviant behavior and cognition, the review of the major neurological disorders that present neuropsychological disorders, the reference to methods of assessment of neuropsychological disorders, the presentation, analysis and demonstration of neuropsychological measures, the reference to basic principles of neuropsychological rehabilitation and the presentation of relevant approaches/methods of neuropsychological rehabilitation.</p>
<p>General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma</i></p>

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	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Decision making
- Demonstration of social, professional and ethical responsibility
- Efficient search, analysis, and synthesis of data and information using the essential technologies
- Promotion of free, creative and inductive thinking
- Respect for diversity and multiculturalism

(3) SYLLABUS

Lectures

- Human brain organisation, behavior and cognitive functions
- Methods of assessment of brain functions with emphasis on cognitive functions
- Basic Principles in Clinical Neuropsychological Assessment
- Clinical Neuropsychological Assessment: Issues in differential diagnosis
- Basic methods and tests to assess attention, information processing speed and memory
- Basic methods and tests for assessing executive functions
- Neuropsychological functions and assessment in Mild Cognitive Impairment and Alzheimer's Disease
- The contribution of neuropsychological assessment in the differential diagnosis of dementia - presentation of specific clinical cases
- Neuropsychological functions and assessment in Multiple Sclerosis
- Why a Neuropsychological Assessment is necessary in patients with aphasia
- Basic principles of neuropsychological rehabilitation
- Basic principles for the neuropsychological rehabilitation of attention and memory
- Basic principles for the neuropsychological rehabilitation of executive functions

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the class (face to face)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Supporting learning process through e-class platform, use of computers	
TEACHING METHODS <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> <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>	Activity	Semester workload
	Lectures - Study & analysis of literature -	39
	Independent personal Study	50
	Preparation to participate in the written examination	36
	Course total	125 hours (5 ECTS)

STUDENT PERFORMANCE EVALUATION	<p>The evaluation is in Greek.</p> <p>Written final examination includes:</p> <p>Short answer and development questions</p> <p>Problem solving</p> <p>Multiple choice questions</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>	

(5) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • Kolb, B., & Whishaw, I. Q. (2018). <i>Fundamentals of human neuropsychology</i> (S. Giakoumaki & A. Kastellakis, Eds.), Athens: Gutenberg. Code in Eudoxus [77111679] • Lezak, M. D., Howieson D. B., & Loring D. W. (2012). <i>Neuropsychological Assessment</i> (L. Messinis, A. C. Malegiannaki, & P. Papathanasopoulos, Eds.). Patras: Gotsis. Code in Eudoxus [22714869] • Walsh, K. & Darby, D. (2008). <i>Neuropsychology</i> (N. Kalfakis & K. Potagas, Eds.). Athens: Parisianou. Code in Eudoxus [41552] • Potagas, K. (2014). <i>Clinical neuropsychology</i>. Athens: Nisos. Code in Eudoxus [41959401] • Kosmidou, M. (2008). <i>Clinical neuropsychological assessment</i>. Athens: Parisianou. Code in Eudoxus [41427] <p>Related scientific journals</p> <ul style="list-style-type: none"> • Archives of Clinical Neuropsychology • Neuropsychology (APA) • Neuropsychologia • Behavioral Neurology <p>Electronic books and articles</p> <ul style="list-style-type: none"> • Nasios, G., Dardiotis, E., & Messinis, L. (2019). From Broca and Wernicke to the neuromodulation era: insights of brain language networks for neurorehabilitation. <i>Behavioural neurology</i>, 2019(1), 9894571. https://doi.org/10.1155/2019/9894571 • Potagas, C., Kasselimis, D., & Evdokimidis, I. (2011). Short-term and working memory impairments in aphasia. <i>Neuropsychologia</i>, 49(10), 2874-2878. https://doi.org/10.1016/j.neuropsychologia.2011.06.013 • Messinis, L., Kosmidis, M. H., Nasios, G., Dardiotis, E., & Tsaousides, T. (2019). Cognitive neurorehabilitation in acquired neurological brain injury. <i>Behavioural Neurology</i>, 2019. https://doi.org/10.1155/2019/8241951
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4.4. Use of New Technologies in Speech and Language Therapy

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	4104	SEMESTER	4th
COURSE TITLE	Use of New Technologies in Speech and Language Therapy		
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		
Practical Exercises	2		
Total	4	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SB (Specialized Background)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/2434/		

(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>Upon successful completion of the course, future speech and language therapists are expected to be able to:</p> <ul style="list-style-type: none"> • Describe and use technology applications and software in the context of assessment and therapy • Describe and use alternative and augmentative technology • Use the computer to improve the language and reading skills of children and adults • Use specialized software to improve communication skills in children and adults • Adapt and use software to meet the client's needs • Optimize the clinical use of computers
<p>General Competences</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 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>Respect for the natural environment</i></p>

<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>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>Others...</i>
<ul style="list-style-type: none"> • Adaptation to new situations • Application of knowledge in practice • Decision making • Demonstration of social, professional and ethical responsibility • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Independent Assignment • Promotion of free, creative and inductive thinking • Respect for diversity and multiculturalism 	

(3) SYLLABUS

<p>Course Description</p> <p>This course introduces the student to the applications of computer science in speech and language therapy. Specifically, it aims to familiarize students with basic concepts and technologies that can be utilized for assessment and intervention purposes, such as applications using digital signal processing, voice recognition, speech recognition and synthesis by computers, specialized clinical software, and alternative communication systems. Additionally, models of systems for the perception of auditory and semantic signals are presented.</p> <p>The course covers the following topics related to speech and language therapy practice:</p> <ul style="list-style-type: none"> • Information and Communication Technologies (ICT) in general • The potential of technology in clinical speech and language therapy practice • Voice technologies • Computer applications • Specialized software • Computer-assisted learning • Creation of computer-based diagnostic and computer-based intervention tools • Tele-diagnosis systems • Assistive and augmentative technology • Tele-education and distance counselling
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In class (face-to-face)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Utilization of ICT in teaching, laboratory education, and communication with students Supporting the learning process through the e-class electronic platform, use of ICT, and email communication	
TEACHING METHODS <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</i>	Activity	Semester workload
	Lectures	26 h
	Practical exercises	26 h
	Assignment work	20 h
	Independent study	20 h
	Exam preparation	33 h

<p>visits, project, essay writing, artistic creativity, etc.</p> <p>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</p>	<p>Course total</p>	<p>125 hours (5 ECTS)</p>
<p>STUDENT PERFORMANCE EVALUATION</p> <p>Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<ul style="list-style-type: none"> • Written assignment. Weight: 20% • Written examination at the end of the semester, which includes development questions, short-answer questions, and/or closed-ended questions (e.g., multiple choice). Weight: 80% <p>Language of evaluation: Greek</p> <p>Relevant information is communicated through the course's e-class platform.</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • Σπαντιδάκης, Ι. (2010). Κοινωνιο-γνωσιακά πολυμεσικά περιβάλλοντα μάθησης παραγωγής γραπτού λόγου. Αθήνα: Δάρδανος. Code in Eudoxus [81908] • Newby, T. J., Stepich, D. A., Lehman, J. D., & Russel, James, D. (2009). Εκπαιδευτική τεχνολογία για διδασκαλία και μάθηση. Θεσσαλονίκη: Επίκεντρο. Code in Eudoxus [14958] • Γεωργοπούλου, Σ. Χ. (2024). Τεχνολογία Εναλλακτικής & Επαυξητικής Επικοινωνίας. Αθήνα: Κωνσταντάρας. Code in Eudoxus [133035742] • Evans, A., Kendall, M., Poatsy, M. A. (2022). Εισαγωγή στην πληροφορική (επιμ. Γ. Σταματίου). Αθήνα: Κριτική. Code in Eudoxus [112692279] <p>Indicative bibliography for further study</p> <ul style="list-style-type: none"> • Federici, S. (Ed.). (2018). Assistive technology assessment handbook (2nd ed.). Boca Raton: CRC Press. • Τόκης, Ι. Ν., & Τόκη, Ευ. Ι. Πληροφορική της υγείας. Θεσσαλονίκη: Τζιόλα. • Wendt, O., Quist, R. W., & Lloyd, L. L. (2011). Assistive technology: Principles and applications for communication disorders and special education. Bingley: Emerald. • Evans Alan, Martin Kendall, Poatsy Mary Anne (2018). Εισαγωγή στην πληροφορική. Αθήνα: Κριτική.
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4.5. Speech and Language Therapy: Autism Spectrum Disorders

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	4105	SEMESTER	4th
COURSE TITLE	Speech and Language Therapy: Autism Spectrum 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 (with integrated exercises)		2	
Total		2	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SGK (Specialised General Knowledge)		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SLT180/		

(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>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
<p>Upon completion of the course, students are expected to:</p> <ul style="list-style-type: none"> • Understand the nuances of language development in Pervasive Developmental Disorders and Autism Spectrum Disorders across individual levels of language analysis, including phonology, semantics, morphosyntax, and pragmatics. • Gain expertise in alternative communication methods used in autism and be able to create personalized social stories. • Investigate and critically evaluate relevant scientific literature. • Present scientific papers effectively and professionally.
<p>General Competences</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>Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making</p> <p>Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and</p>

<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>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"> • Adaptation to new situations • Application of knowledge in practice • Decision making • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Independent Assignment • Promotion of free, creative and inductive thinking 	

(3) SYLLABUS

<p>The course offers a comprehensive introduction to Autism Spectrum Disorder (ASD), focusing on the functionality of autism as classified by taxonomic systems of mental illnesses. It addresses the language and cognitive deficits observed in individuals with autism and explores the interrelationship between these deficits. Furthermore, the course covers alternative communication systems in autism and provides practical training in the creation of social stories.</p> <p>The course covers the following topics:</p> <ul style="list-style-type: none"> • Introduction to Autism Spectrum Disorders • Characteristics of individuals with autism (e.g. Initial signs and symptoms of autism, Diagnostic criteria (DSM-4 & DSM-5) and assessment methods) • Emotions in Autism • Pragmatic Development in typical and atypical populations • Communication, Speech, and Language Development in Individuals with Autism • Cognitive Abilities in Autism (e.g. Memory, Attention, Theory of mind) • Construction of Social Stories • Alternative Communication Systems in Autism • Management of Behavioral Problems in Children with ASD • Autism and Teaching Interventions • Autism and overlap with Developmental Language Disorder (DLD)

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students	
TEACHING METHODS <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>	Activity	Semester workload
	Lectures - Study and analysis of literature	26 h.
	Preparation of an essay	21 h.
	Independent personal study	20 h.

<p>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</p>	Preparation for participation in evaluation procedures	33 h.
	Course total (25 hours of workload per credit)	100 hours (4ECTS)
<p 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>Written Examination: Conducted at the end of the semester. Weighting: 80%.</p> <p>Written Assignment: Completion of a written assignment. Weighting: 20%.</p> <p>Assessment Language: Greek</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • Βογινδρούκας, Ι. & Sherratt D. (2020). Υποστηρίζοντας την εξέλιξη παιδιών με αυτισμό. Οδηγός εκπαίδευσης παιδιών με διάχυτες αναπτυξιακές διαταραχές. ΑΦΟΙ Κυριακίδη Εκδόσεις Α.Ε. Code in Eudoxus [94702545] • Σινανίδου, Μ. (2013). Διάχυτες Αναπτυξιακές Διαταραχές. Αυτισμός. Εκδόσεις Ίων. Code in Eudoxus [59365840] • Συριοπούλου, Χ., Κασίμος, Δ. (2013). Επικοινωνία και Εκπαίδευση Ατόμων με ΔΑΔ/αυτισμό. Θεσσαλονίκη: Παν/μίου Μακεδονίας. Code in Eudoxus [33154803] • Attwood, T. (2005). Παιδιά με ιδιαιτερότητες στη γλωσσική ανάπτυξη και την κοινωνική αλληλεπίδραση (μτφ). Κορογιαννάκη Μιχαλέτου. Αθήνα: Σαββάλας. Code in Eudoxus [8637] • Faherty, C. (2000). Τι σημαίνει για μένα. Αθήνα: Ελληνική Εταιρία Προστασίας Αυτιστικών. Code in Eudoxus [2230] • Gray, C. & White, L. A. (2003). Κοινωνική Προσαρμογή. Πρακτικός Οδηγός για αυτιστικά Παιδιά και Παιδιά με σύνδρομο Asperger. Αθήνα: Σαββάλας. Code in Eudoxus [8873]

4.6. English Terminology in Health Sciences

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	4106	SEMESTER	4th
COURSE TITLE	English Terminology in Health Sciences		
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		1	
Practice Exercises		2	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GB (General Background)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and English in class		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SLT112/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <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"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes 														
<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Study the English-language literature that refers to the broader scientific area of speech therapy • Summarize English-language texts that fall within the broader scientific area of speech therapy • Understand and use relevant English terminology in specialized written and spoken texts • Translate/render the relevant English terminology into Greek and vice versa 														
<p>General Competences <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> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> </table>	<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>.....</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>.....</i>													

<i>Production of new research ideas</i>	<i>Others...</i>
<ul style="list-style-type: none"> • Adaptation to new situations • Application of knowledge in practice • Decision making • Demonstration of social, professional and ethical responsibility • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Group or independent Assignment • Promotion of free, creative and inductive thinking • Respect for diversity and multiculturalism 	

(3) SYLLABUS

The course familiarizes students with academic English, emphasizing terminology in speech therapy and related sciences (such as audiology) through didactic use of international literature. More specifically, appropriately selected publications (articles, books, etc.) and other material (e.g., corpora of texts) are utilized through which students practice studying and summarizing English-language texts. Also, students become better in translation, interpretation/explanation, and the use of vocabulary that constitutes the language of the relevant health sciences at an international level. The individual modules of the course cover all specialization subjects of the Study Program.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, and communication with students	
TEACHING METHODS <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. 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>	Activity	Semester workload
	Lectures	13 h.
	Practice exercises	26 h.
	Independent personal study and exam preparation	46 h.
	Preparation for exams	40 h.
	Course total (25 hours of workload per credit/ECTS)	125 hours (5 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure 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>	<ul style="list-style-type: none"> • Practice exercises: 25% of the total grade. • Assignment: 25% of the total grade. • Final exam in the English language at the end of the semester (50% of the final grade). The exam will include short-answers and/or closed-ended (e.g., multiple-choice) questions. 	

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

Books

- Turley, S. M. (2020). *Medical Language-Αγγλική ορολογία για τις επιστήμες υγείας*. Constantaras, Code in Eudoxus [133036823]
- Σουλιώτη Ε. (2006). *Σύγχρονο Αγγλοελληνικό και Ελληνοαγγλικό Λεξικό Όρων-Εκφράσεων Ειδικής Αγωγής και Λογοθεραπείας*. Πασχαλίδης, Code in Eudoxus [13256769]
- David, A., & Lockyer, K. (2018). *Αγγλική Ορολογία στις Βιοϊατρικές Επιστήμες*. Broken Hill Publishers, Code in Eudoxus [77106949]
- Μιχαηλίδης, Γ, & Βέζου-Μάγκουτη Ν. (2005). *Αγγλοελληνικό ελληνοαγγλικό λεξικό ιατρικών όρων*. Constantaras, Code in Eudoxus [32880]
- Κάβουρα, Θ., & Ναλμπάντη, Ε. (2022). *Focus on the language of medicine in health sciences*. Constantaras, Code in Eudoxus [102125476]

Related bibliography

- Κατούλης, Α. (1997). *Dorland's ιατρικό λεξικό αγγλοελληνικό και ελληνοαγγλικό*. Λευκωσία: Broken Hill.
- Morris, D. W. H. (2004). *Dictionary of communication disorders* (4th ed.). London: Whurr.
- Singh, S., & Kent, R. D. (1999). *Singular's pocket dictionary of speech-language pathology*. Clifton Park: Delmar Cengage Learning.
- Nicolosi, L., Harryman, E., & Kresheck, J. (2003). *Terminology of communication disorders: Speech-language-hearing* (5th ed.). Philadelphia: Lippincott Williams & Wilkins.
- Stach, B. A. (2019). *Comprehensive dictionary of audiology: Illustrated* (3rd ed.). San Diego: Plural.

5TH SEMESTER

5.1. Aphasia and Related Cognitive Disorders

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	5101	SEMESTER	5th
COURSE TITLE	Aphasia and Related Cognitive 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 (with integrated exercises)		3	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SD (Skills Development)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SLT170		

(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>Upon completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • Describe aphasia based on the World Health Organization model • Explain the neurology of aphasia and its other symptoms • Explain the types of aphasia • Describe and evaluate the psychosocial effects of aphasia and the role of the interdisciplinary team in intervention • Apply specific standardized and no standardized tests and set performance at the limits of normal or abnormal • Analyze standardized and no standardized tests for assessment • Synthesize information from specific clinical cases, history and findings, and form hypotheses regarding differential diagnosis and prognosis
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma</i></p>

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	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Critical data analysis
- Decision making
- Demonstration of social, professional and ethical responsibility
- Efficient search, analysis, and synthesis of data and information using the essential technologies
- Exercise criticism and self-criticism
- Generation of new research ideas
- Group work
- Promotion of free, creative and inductive thinking

(3) SYLLABUS

The course aims to introduce students to neurogenic language disorders due to stroke and right hemisphere damage. In this context, students will understand and discuss the terminology of aphasia, describe aphasia based on the World Health Organization model, explain the neurology of aphasia and its other symptoms, assess aphasia/explain its types, and will know/organize/suggest aphasia rehabilitation methods. Also, the knowledge of the differential diagnosis of aphasia and the use of tests will be emphasized. Finally, they will be able to combine and explain the psychosocial effects of aphasia and the role of the interdisciplinary team in the intervention.

The course is structured in 13 lessons. Sections:

- Historical background of aphasia and neurological background. Definitions of aphasia and apraxia of speech.
- Relationship between cognitive ability and executive functions in neurological language disorders
- Aphasia syndromes
- Neurological Examination and diagnosis of aphasia and apraxia of speech
- General assessment principles
- Aphasia assessment
- Aphasia treatment
- Damage to the Right Hemisphere (definition, evaluation and treatment)
- Psychosocial effects of aphasia and the role of the interdisciplinary team

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography,</i>	Activity	Semester workload
	Lectures	26 h.
	Assessment of cases in the class or other places	14 h.

<i>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>	Independent personal study	50 h.
	Preparation to participate in exams and assignment or clinical report	35 h.
	Course total (25 hours of workload per credit/ECTS)	125 hours (5 ECTS)
<p 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>Midterm exam: 30% of the total grade. Final exam: 40% of the total grade Exams will include short answers and/or closed-ended (e.g., multiple-choice) questions. Group work or individual clinical case report at the end of the semester (30% of the total grade)</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • Papathanasiou, I., Coppens, P., & Potagas, C. (2015). <i>Aphasia</i>. Athens: Constantaras. Code in Eudoxus [77119528] • Davis, A. (2010). <i>Aphasiology – disorders and clinical practice</i>. Nicosia: Broken Hill. Code in Eudoxus [13256196] <p>Related scientific journals</p> <ul style="list-style-type: none"> • Aphasiology • Folia Phoniatica et logopaedica • Brain and Language <p>E-books and articles</p> <ul style="list-style-type: none"> • Brookshire, R. (2015). <i>Introduction to neurogenic communication disorders</i> (8th edition). St Louis, Elsevier. • Chapey, R. (2008). <i>Language intervention strategies in aphasia and related neurogenic communication disorders</i> (5th edition). Baltimore: Lippincott Williams and Wilkins Publications. • Hillis, A. (2015). <i>The handbook of adult language disorders</i>. Sussex UK: Psychology Press, Hove. • Murdoch, B. E. (2008). <i>Προβλήματα Λόγου και Ομιλίας (επιμ. Μ. Καμπανάρου)</i>. Αθήνα: Μ. Παρίκου. Code in Eudoxus [122087392]

5.2. Voice Disorders

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	5102	SEMESTER	5th
COURSE TITLE	Voice 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	
Laboratory Exercises		1	
Course total		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SB (Special Background)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/2543/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <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>At the end of this course, students should be able to:</p> <ul style="list-style-type: none"> • Describe the anatomy and physiology of voice production • Describe the processes of abnormal production of the voice • Understand and implement strategies for the evaluation and diagnosis of voice disorders • Interpret evaluation data and develop treatment plans for people with voice disorders • Analyze the reasons and apply a variety of treatment approaches • Understand strategies to evaluate the progress and effectiveness of treatment • Demonstrate multicultural sensitivity as applied in practice to clinical practice on the voice
<p>General Competences <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 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>Showing social, professional and ethical responsibility and</i></p>

<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>sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
<ul style="list-style-type: none"> • Decision making • Demonstration of social, professional and ethical responsibility • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Group or independent Assignment • Independent Assignment • Promotion of free, creative and inductive thinking • Respect for diversity and multiculturalism 	

(3) SYLLABUS

The objective of this course is to familiarise students with the aetiologies of voice disorders, encompassing both organic and psychogenic causes. In this context, students will gain an in-depth understanding of the terminology associated with voice disorders, be able to accurately describe the various types of voice disorders, explain the physiological mechanisms behind these disorders, evaluate voice disorders through the analysis of clinical cases, and be knowledgeable about the available treatment options for voice disorders. Additionally, they will emphasise the differential diagnosis between organic and psychogenic voice disorders and the use of diagnostic tests. Finally, they will be able to relate and explain the psychosocial implications of voice disorders.

The course is divided into 13 lessons. Modules:

- Review of the anatomy and physiology of the larynx and description of the normal function of phonation.
- Disorders of phonation due to organic lesions, neurogenic and psychogenic causes and abuse of the phonation system.
- Reference to spasmodic dysphonia and speech after laryngectomy.
- Clinical evaluation of voice disorders with the help of technological, mechanical and clinical protocols.
- Methods of rehabilitation of phonation disorders according to the type of disorder (treatment regimens for adults and children).
- The role of speech therapists in the prevention, monitoring and rehabilitation of professional voice.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (lectures, clinical case studies, discussion, exercises)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of PPT presentation Use of internet resources Use of audiovisual media Support of the learning process via the electronic platform e-class	
TEACHING METHODS <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</i>	Activity	Semester workload
	Lectures	26h
	Clinical Practice Case studies in the classroom or visits to schools or other structures-	14h

<i>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>	Non-directed study: Personal study and preparation for exams	60h
	Course total	100 hours (4 ECTS)
<p 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>	Final exam at the end of the semester (60% of the total grade. The exam will include developmental, short answer and/or closed-ended (e.g., multiple choice) questions. Individual clinical report at the end of the semester (40% of the total grade).	

(5) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> Boone, D. R., McFarlane, S. C., Von Berg, S. L., & Zraick, R. I. (2015). <i>The voice and its treatment</i>. Athens: Constantaras. Code in Eudoxus [50659436] Colton, R. H., Casper, J. K., & Leonard, R. J. (2014). <i>Understanding phonation disorders</i>. Patras: Gotsis. Code in Eudoxus [41958155] Behrbohm, H., Kaschke, O., Nawka, T., & Swift, A. (2018). <i>Παθήσεις ωτός, ρινός και λάρυγγα με χειρουργική κεφαλής και τραχήλου</i>. Αθήνα: Κωνσταντάρας. Code in Eudoxus [133042197] <p>Related academic journals</p> <ul style="list-style-type: none"> Journal of Voice Folia Phoniatica et logopaedica Journal of Speech, Language and Hearing Research <p>Indicative bibliography for further study</p> <ul style="list-style-type: none"> Behrman, A. (2018). <i>The science of speech and voice</i>. Athens: Constantaras. Code in Eudoxus [133038476]
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5.3. Neuroanatomy - Neurophysiology

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	5103	SEMESTER	5th
COURSE TITLE	Neuroanatomy - Neurophysiology		
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 (with integrated exercises)		3	
Total		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GB (General Background)		
PREREQUISITE COURSES:	Anatomy of Hearing, Speech and Language		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SLT171		

(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>Upon completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • Recognize and describe the neuroanatomy of the brain • To explain speech and language pathology through damage to specific anatomical structures • To combine the neuroanatomical characteristics of brain regions with specialized functions • Know and explain how one anatomical structure is functionally connected to another 																		
<p>General Competences</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> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>	<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>	
<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>																	
																	

- Critical data analysis
- Decision making
- Demonstration of social, professional and ethical responsibility
- Efficient search, analysis, and synthesis of data and information using the essential technologies
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking

(3) SYLLABUS

The course aims to relate language/speech disorders to specific brain lesions. Thus, upon completion of the course, students will be able to know/describe the neuroanatomy of the brain, connect the neuroanatomical characteristics of brain regions with specialized functions, especially those related to language/speech, relate the neuroanatomical impairments with language/speech symptomatology, and recognize some of the modern assessment/intervention methods of the diseases of the nervous system.

The course is structured in 13 lessons. Sections:

- Introduction to the nervous system and cellular structure
- Autonomic nervous system
- Central nervous system and cerebral cortex
- Ventricular system of the brain and cerebrospinal fluid
- Vascularization of the central nervous system
- Spinal cord
- Brainstem, cranial nerves and nuclei
- Cerebellar hemispheres

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students	
TEACHING METHODS <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. 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>	Activity	Semester workload
	Lectures	39 h.
	Independent personal study	60 h.
	Assignment or clinical report	51 h.
	Course total (25 hours of workload per credit/ECTS)	150 hours (6 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure 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>	Final exam: 60% of the total grade at the end of the semester The exam will include short answers and/or closed-ended (e.g., multiple-choice) questions. Personal or group assignment or clinical report (40% of the total grade)	

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

Books

- Seikel J. A., Konstantopoulos, K., & Drumwright, D. G. (2019). Νευροανατομία και νευροφυσιολογία στις επιστήμες ομιλίας και ακοής. Αθήνα: Κωνσταντάρας. Code in Eudoxus [133038456]
- Mattle, H., & Mumenthaler, M. (2019). Νευρολογία. Αθήνα: Κωνσταντάρας. Code in Eudoxus [133036597]
- Berkowitz, A. L. (2023). Κλινική νευρολογία και νευροανατομία. Αθήνα: Παριζιάνου. Code in Eudoxus [122087357]

Related scientific journals

- Brain and Language

5.4. Statistics for the Health Sciences

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	5104	SEMESTER	5th
COURSE TITLE	Statistics for the Health Sciences		
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		
Practice exercises	1		
Total	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SB (Specialized Background)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/3657/		

(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>The specific course aims for students to acquire theoretical and practical skills in the analysis and interpretation of statistical data in the health field. The course orientation will focus on developing the student's "statistical thinking." Statistical thinking refers to the ability to draw logical conclusions from various kinds of statistical data with the help of statistical methods and techniques</p> <p>At the end of the course, the student will have:</p> <ul style="list-style-type: none"> • Understand the basic principles governing statistics in the context of health sciences • Learn to use special statistical software (SPSS) at a basic level • Learn to describe and organize the data he/she collects (descriptive statistics) introduced in hypothesis testing mode (inductive statistics) 								
<p>General Competences</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> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td></td> <td><i>Showing social, professional and ethical responsibility and</i></td> </tr> </table>	<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>Showing social, professional and ethical responsibility and</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>Showing social, professional and ethical responsibility and</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>sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
<ul style="list-style-type: none"> • Adaptation to new situations • Application of knowledge in practice • Decision making • Demonstration of social, professional and ethical responsibility • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Independent Assignment • Respect for diversity and multiculturalism 	

(3) SYLLABUS

<ul style="list-style-type: none"> • Why we need Statistics • Basic Principles of Measurement • Data Presentation • Central Tendency and Dispersion Indices • Normal Distribution, typical values • Case Control • The concept of Correlation • Calculation of the Correlation Index • Comparison of category frequencies
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, and communication with students	
TEACHING METHODS <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>	Activity	Semester workload
	Lectures – Study & Analysis of bibliography	26 h.
	Practice Exercises	13 h.
	Independent personal study	40 h.
	Independent personal study and preparation for the exam	46 h.
	Course total (25 hours of workload per credit/ECTS)	125 hours (5 ECTS)
STUDENT PERFORMANCE EVALUATION <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>	<ul style="list-style-type: none"> • Final Exams (50% of the total grade) • Assessment Exercises (50% of the total grade) 	

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

Books

- Tintle, L. N., Chance, L. B., Cobb, W. G., et al. (2021). *Εισαγωγή στις στατιστικές έρευνες*. Δάρδανος. Code in Eudoxus [102071454]
- Γεωργοπούλου, Σ. Χ. (2012). *Μεθοδολογία έρευνας και ανάλυση δεδομένων στη Λογοπαθολογία*. Κωνσταντάρας. Code in Eudoxus [68394500]
- Κασής, Α., Σιδερίδης, Γ., & Εμβαλωτής, Α. (2011). *Στατιστικές μέθοδοι στις Κοινωνικές Επιστήμες*. Μοτίβο. Code in Eudoxus [25815]

Additional Bibliography

- Cohen, J. (1994). The earth is round ($p < .05$). *American Psychologist*, 49(12), 997-1003
- Cohen, J. (1990). Things I have learned (So far). *American Psychologist*, 45(12), 1304-1312
- Ρούσσοσ, Π. (2011). Ο έλεγχος μηδενικών υποθέσεων: διαδικασία, παρανοήσεις, και μερικές προτάσεις για καλύτερες πρακτικές. *Ψυχολογία*, 18, 224-239
- Ρούσσοσ, Π., & Τσαούσης, Ι. (2011). *Στατιστική στις επιστήμες της συμπεριφοράς με τη χρήση SPSS*. Αθήνα: Τόπος.
- Χαλικιάς, Μ. (2016). *Μεθοδολογία έρευνας και εισαγωγή στη Στατιστική Ανάλυση Δεδομένων με το IBM SPSS STATISTICS*. Κάλλιπος. Code in Eudoxus [59303491]

5.5. Clinical Practice I

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	5105	SEMESTER	5th
COURSE TITLE	Clinical Practice I		
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	
Clinical Practice		7	
Total		9	10
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Skill development		
PREREQUISITE COURSES:	Phonological Development and Disorders & Diagnostic Issues in Speech Therapy		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/2533/		

(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>In this course the students are invited for the first time to associate the academic knowledge with the clinical practice and make observation of the verbal and non-verbal communication in typical and non-typical developed populations. In particular, students are trained in basic methods of assessing communication disorders, such as collecting information from the patient's case history and the orofacial examination. Additionally, they are trained to the use of standardized and non-standardized assessment tools for the diagnosis of clinical cases (children and or adults).</p> <p>Later on, students analyze the assessment findings and for the first time they are guided to formulate appropriate long-term and short-term goals in evidence-based therapy sessions. Their clinical hours are carried out in children and adult settings, under the supervision of certified speech language therapists.</p> <p>Specifically, the student will be able to:</p> <ul style="list-style-type: none"> • Recognize, describe and understand verbal and non-verbal communication. • Gather accurate background information. • Conduct an orofacial examination. • Implement non-standardized assessment tools for both pediatric and adult speech- language disorders.
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- Administrate standardized assessment tests in pre-school and school aged children as well as in adults.
- Analyze the results of assessment findings and formulate appropriate long-terms, short-terms goals and SOAP notes in evidence-based therapy sessions.
- Synthesize customized therapeutic protocols and apply proper rehabilitation programs through the formulation of short and long-term therapeutic goals.
- Update systematically the patient's clinical file.

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

.....

Others...

.....

- Adaptation to new situations
- Decision making
- Demonstration of social, professional and ethical responsibility
- Efficient search, analysis, and synthesis of data and information using the essential technologies
- Exercise criticism and self-criticism
- Generation of new research ideas
- Group work
- Independent Assignment
- Promotion of free, creative and inductive thinking
- Respect for diversity and multiculturalism

(3) SYLLABUS

During the 13 weeks of Clinical Practicum-1, emphasis is given to the observation, organization, planning and management of diagnostic sessions in order the students to understand the way of communication, behavioural processes and the (establishment) consolidation of the client-therapist relationship. Clinical Practicum-1 complements the theoretical training that students acquire and combines theoretical knowledge with practical application and experience. The clinical practicum of the students takes place in children and adult settings under the supervision of certified speech language therapists.

The course is developed in 13 lessons. Units:

- Interview with the parent/s
- Download History
- Conducting an oral examination
- Use of non-standardized unweighted and weighted (standardized) evaluation methods
- Writing and propose short and long term goals
- Writing (conducting) an evaluation report
- Writing session plans
- Application of speech therapy techniques
- Data collection during the session
- Writing SOAP note
- Presentation of cases by each student (portfolio)

(4) TEACHING and LEARNING METHODS – EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to Face and in Clinical Settings	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audio-visual methods (e.g. power point presentations).	
TEACHING METHODS <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>	Activity	Semester workload
	Lectures	26 h
	Case assessment and speech therapy	93 h
	Independent personal study and portfolio writing with cases.	40 h
	Writing reports and notes	91 h
	Course total (25 hours load of work per credit)	250 hours (10 ECTS)
STUDENT PERFORMANCE EVALUATION <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. Written final exam (50%) that includes:</p> <ul style="list-style-type: none"> - Multiple choice tests. - Short answer questions. <p>II. Individual presentation of each student's cases through the portfolio (50%)</p> <ul style="list-style-type: none"> - Case management skills in clinics (10%) - Clinical practice (20%) - Individual assignments (10%) - Student files (10%) <p>Maximum absences: 2</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • Flasher, L. V., & Fogle, P. T. (2012). <i>Counseling skills for speech-language pathologists and audiologists</i>. Cengage Learning. • Hegde, M. N., & Davis, D. (2009). <i>Clinical methods and practicum in speech-language pathology</i>. Nelson Education. • Kittel, A. M. (2014). <i>Myofunktionelle Therapie</i>. Schulz-Kirchner Verlag GmbH. • Dwight, D. M. (2006). <i>Here's how to do therapy: Hands-on core skills in speech-language pathology</i>. Plural Publishing • Hambrecht, G., & Rice, T. (2019). <i>Clinical Assessment workbook for communication sciences and disorders</i>. San Diego: Plural. <p>Related scientific journals</p> <ul style="list-style-type: none"> • Logopedics Phoniatrics Vocology • International Journal of Speech-Language Pathology • American Journal of Speech-Language Pathology • Journal of Speech, Language, and Hearing Research

6TH SEMESTER

6.1. Research Methodology in Health Sciences

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	6101	SEMESTER	6th
COURSE TITLE	Research Methodology in Health Sciences		
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		
Practice exercises	2		
Total	4	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SB (Specialized Background)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SLT183/		

(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>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes 										
<p>The course presents the basic research methods in the scientific field of Speech Therapy - Speech Pathology. Special emphasis will be placed on understanding experimental examples in speech therapy and communication disorders. Upon successfully completing the course, students will be able to analyze research into its components and design simple research studies using the knowledge they have acquired.</p>										
<p>General Competences</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> <table> <tr> <td>Search for, analysis and synthesis of data and information, with the use of the necessary technology</td> <td>Project planning and management</td> </tr> <tr> <td>Adapting to new situations</td> <td>Respect for difference and multiculturalism</td> </tr> <tr> <td>Decision-making</td> <td>Respect for the natural environment</td> </tr> <tr> <td>Working independently</td> <td>Showing social, professional and ethical responsibility and sensitivity to gender issues</td> </tr> <tr> <td>Team work</td> <td>Criticism and self-criticism</td> </tr> </table>	Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management	Adapting to new situations	Respect for difference and multiculturalism	Decision-making	Respect for the natural environment	Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues	Team work	Criticism and self-criticism
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management									
Adapting to new situations	Respect for difference and multiculturalism									
Decision-making	Respect for the natural environment									
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues									
Team work	Criticism and self-criticism									

<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>

- Critical data analysis
- Demonstration of social, professional and ethical responsibility
- Efficient search, analysis, and synthesis of data and information using the essential technologies
- Exercise criticism and self-criticism
- Group or independent Assignment
- Promotion of free, creative and inductive thinking
- Respect for diversity and multiculturalism

(3) SYLLABUS

The course is structured 13 lessons. Sections:

- Research ethics
- Measurement variables and scales
- Steps of scientific research, Sampling, Validity, Reliability
- Evidence-based practice in communication disorders
- Research strategies in communication disorders (quantitative and qualitative research)
- Research design in communication disorders
- Experimental models for studying treatment efficacy
- The "Introduction" section of a research article
- The "Methodology" section in a research paper
- The "Results" section in a research article
- The "Discussion" section in a research article

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students	
TEACHING METHODS <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>	Activity	Semester workload
	Lectures	26 h.
	Practice Exercises	26 h.
	Protocol Writing for research or a review study	50 h.
	Independent personal study and preparation for the exam	23 h.
	Course total (25 hours of workload per credit/ECTS)	125 hours (5 ECTS)
STUDENT PERFORMANCE EVALUATION <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</i>	Final exam: 50% of the total grade at the end of the semester The exam will include short answers and/or closed-ended (e.g., multiple-choice) questions. Assignment (Research proposal): 50% of the total grade	

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

Books

- Σίμος, Π., & Κομίλη, Α. (2003). *Μέθοδοι έρευνας στην ψυχολογία και τη γνωστική νευροεπιστήμη*. Αθήνα: Εκδόσεις Παπαζήση. Code in Eudoxus [30214]
- Sarris, V., & Reif S. (2009). *Μεθοδολογία έρευνας & πειραματική ψυχολογία*. Αθήνα: Σύγχρονη Εκδοτική. Code in Eudoxus [17882]
- Babbie, E. (2011). *Εισαγωγή στην Κοινωνική Έρευνα*. Αθήνα: Κριτική. Code in Eudoxus [77109716]
- Robson, C. (2010). *Η έρευνα του πραγματικού κόσμου*. Αθήνα: Gutenberg Code in Eudoxus [31515]

6.2. Neurogenic Motor Speech disorders

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	6102	SEMESTER	6th
COURSE TITLE	Neurogenic Motor Speech disorders (theory and lab)		
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 (with integrated exercises)	2		
Lab	1		
Total	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SD (Skills Development)		
PREREQUISITE COURSES:	Diagnostic Issues of Speech Therapy (4 th semester)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/modules/contact/index.php?course_id=4637		

(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>Upon completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • Describe diseases that produce dysarthria • Classify the types of dysarthria • Understand and discuss the neurological background of motor speech disorders • Analyze the symptomatology of speech in each type of dysarthria • Synthesize speech therapy goals through the history and assessment in dysarthria cases • To assess the types of dysarthria through specific tests 								
<p>General Competences</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> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td></td> <td><i>Showing social, professional and ethical responsibility and</i></td> </tr> </table>	<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>Showing social, professional and ethical responsibility and</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>Showing social, professional and ethical responsibility and</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>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"> • Critical data analysis • Decision making • Demonstration of social, professional and ethical responsibility • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Promotion of free, creative and inductive thinking 	

(3) SYLLABUS

The course aims to introduce students to motor speech disorders (dysarthria). In this context, students will understand, discuss, and analyze the neurological background of motor speech disorders, describe methods of assessment of motor speech disorders, classify dysarthria, be able to complete an interview and collect information from the patient, and finally design intervention for people with motor speech disorders. Also, students will be able to analyze/differentiate dysarthria and use specific assessment tests (tests). Finally, they will be able to explain the psychosocial effects of dysarthria and the role of the interdisciplinary team in the intervention.

The course is structured 13 lessons. Sections:

- Definitions, understanding and classification of motor speech disorders
- Neurological background in motor speech and pathology
- Assessment of motor speech disorders
- Flaccid (hypotonic) dysarthria
- Spastic dysarthria
- Ataxic dysarthria
- Hypokinetic dysarthria
- Hyperkinetic dysarthria
- Differential diagnosis and treatment
- Psychosocial effects of dysarthria

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students	
TEACHING METHODS <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>	Activity	Semester workload
	Lectures	26 h.
	Case assessment in the lab	13 h.
	Independent personal study	46 h.
	Assignment or clinical report	40 h.
	Course total (25 hours of workload per credit/ECTS)	125 hours (5 ECTS)

<p>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>Midterm exam: 30% of the total grade</p> <p>Final exam: 40% of the total grade at the end of the semester</p> <p>The exam will include short answers and/or closed-ended (e.g., multiple-choice) questions.</p> <p>Personal or group assignment or clinical report (30% of the total grade)</p>
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(5) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • Seikel J. A., Konstantopoulos, K., & Drumwright, D. G. (2019). <i>Νευροανατομία και νευροφυσιολογία στις επιστήμες ομιλίας και ακοής</i>. Αθήνα: Κωνσταντάρας. Code in Eudoxus [133038456] • Duffy, J. (2011). <i>Νευρογενείς κινητικές διαταραχές ομιλίας, υποστρώματα, διαφορική διάγνωση και αντιμετώπιση</i>. Λευκωσία: Broken Hill. Code in Eudoxus [13256954] <p>Related scientific journals</p> <ul style="list-style-type: none"> • Brain and Language • American Journal of Speech and Hearing Research • Neurological Sciences Journal <p>Other</p> <ul style="list-style-type: none"> • Murdoch, B. (2008). <i>Προβλήματα λόγου και ομιλίας (Επιμέλεια μετάφρασης Μ. Καμπανάρου)</i> Αθήνα: Εκδόσεις ΕΛΛΗΝ. Code in Eudoxus [122087392]
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6.3. Psycholinguistics

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	6104	SEMESTER	6th
COURSE TITLE	Psycholinguistics		
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		3	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and, for Erasmus students, English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/2016/		

(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>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
<p>After successful completion of the course, students are expected:</p> <ul style="list-style-type: none"> • To be aware of the debates and controversies in key issues that concern psycholinguistics • To describe the research methods and techniques used by psycholinguists • To know and describe the processes that support various language communication skills and the relevant theoretical models • To understand the relationship between empirical data and theories in the field of psycholinguistics • To identify the main areas of the brain that play a role in language, to describe the individual language functions of these areas and to explain with reference to the neurobiological background why/how these functions may be disordered in certain cases • To utilize the relevant theoretical knowledge in the future in the description, diagnosis and treatment of speech and language difficulties
<p>General Competences</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 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>Showing social, professional and ethical responsibility and</i></p>

<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>sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
<ul style="list-style-type: none"> • Ability to apply knowledge to practice • Adapting to new situations • Criticism and self-criticism • Decision-making • Production of free, creative and inductive thinking • Respect for difference and multiculturalism • Search for, analysis and synthesis of data and information, with the use of the necessary • Showing social, professional and ethical responsibility and sensitivity to gender issues • technology • Working independently 	

(3) SYLLABUS

<p>Short Course Description:</p> <p>Within an interdisciplinary research framework, theoretical approaches to and empirical data on language as a psychological phenomenon with a neurobiological basis are presented. More specifically, the course is concerned with psycholinguistic and to some extent neurolinguistic issues such as the following: How is language produced and understood? How is language learned? How is language knowledge represented in the speaker's mind? How does language relate to other mental functions such as memory? How are words and sentences processed? How become skills such as language comprehension and production disordered under certain conditions?</p> <p>The individual sections of the course are as follows:</p> <ol style="list-style-type: none"> 1. Introduction 2. The scientific study and description of language 3. Research methods in psycholinguistics 4. The relationship between language and the brain 5. The relationship between language and cognition/thought 6. First language acquisition 7. Second language acquisition 8. Word and sentence processing 9. Language comprehension I 10. Language comprehension II 11. Language production I 12. Language production II 13. Recapitulation

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	e-Class, ICT (e.g. web sites including relevant videos), e-mail	
TEACHING METHODS <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</i>	Activity	Semester workload
	Lectures and active discussions	39h
	Independent study	26h
	Preparation for the final written exam	60h

<p>visits, project, essay writing, artistic creativity, etc.</p> <p>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</p>	Course total (in hrs.)	125 hours (5 ECTS)
<p 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>Final written exam based on open-ended questions, short-answer questions and/or multiple choice questionnaires (including true/false questions).</p> <p>Language of evaluation: Greek and, for Erasmus students, English</p> <p>Specifically-defined evaluation criteria become available via e-Class.</p>	

(5) ATTACHED BIBLIOGRAPHY

- Readings:

Fromkin, V., Rodman, R., & Hyams, N. (2008). *An introduction to the study of language*. Patakis. [in Greek]

Harley, T. (2009). *The psychology of language: From data to theory*. University Studio Press. [in Greek]

Lekakou, M., & Topintzi, N. (Eds.). (2022). *An introduction to linguistics: Foundational concepts and basic branches with an emphasis on the Greek language*. Gutenberg. [in Greek]

- Suggested bibliography:

Ahlsén, E. (2006). *Introduction to neurolinguistics*. Benjamins.

Aitchison, J. (2008). *The articulate mammal: An introduction to psycholinguistics* (5th edn.). Routledge.

Brown, C. M., & Hagoort, P. (2004). *The neuroscience of language*. University Studio Press. [in Greek]

Dewi, R. S. (2021). *Psycholinguistics*. IMSU Press.

Fernández, E. M., & Cairns, H. S. (Eds.). (2020). *The handbook of psycholinguistics*. Wiley-Blackwell.

Ingram, J. C. L. (2007). *Neurolinguistics: An introduction to spoken language processing and its disorders*. Cambridge University Press.

Miller, G. (1995). *Language and speech*. Gutenberg. [in Greek]

Pinker, S. (1994). *The language instinct: How the mind creates language*. Katoptro. [in Greek]

Pita, R. (1998). *Psychology of language: An introductory approach*. Ellinika Grammata. [in Greek]

Sedivy, J. (2018). *Language in mind: An introduction in psycholinguistics*. Oxford University Press.

Stassinou, D. P. 2009. *Psychology of speech and language: Development and pathology, dyslexia and speech therapy*. Gutenberg. [in Greek]

Stavrakaki, S. (2005). Greek neurolinguistics: The state of the art. *Journal of Greek Linguistics*, 6, 187-234.

Steinberg, D. & Sciarini, N. V. (2006). *An Introduction to psycholinguistics* (2nd edn.). Pearson Longman.

Stemmer, B., & Whitaker, H. A. (Eds.). (2008). *Handbook of the neuroscience of language*. Elsevier.

Traxler, M. J. (2012). *Introduction to psycholinguistics: Understanding language science*. Wiley-Blackwell.

Tsolaki, M., Kassapi, E., & Kehyia, E. (2002). *Introduction to neuro/psycholinguistics*. University Studio Press. [in Greek]

Vlachos, F. M. (Ed.). (2018). *Brain, learning and special education*. Gutenberg. [in Greek]

- Related academic journals:

Applied Psycholinguistics
 Bilingualism: Language and Cognition
 Brain and Language
 Cognition
 Developmental Science
 International Journal of Language and Communication Disorders
 Journal of Child Language

Journal of Communication Disorders
Journal of Memory and Language
Journal of Neurolinguistics
Journal of Psycholinguistic Research
Journal of Speech, Language, and Hearing Research
Language Acquisition
Language and Cognitive Processes
Language Learning
Language Learning and Development
Mind and Language
Psychological Science

6.4. Clinical Practice II

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	6105	SEMESTER	6 th
COURSE TITLE	Clinical Practice II		
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	
Clinical Practice		7	
Course total		9	10
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SD (Skills Development)		
PREREQUISITE COURSES:	Clinical Practice I		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/2612/		

(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"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
<p>Upon completion, students are expected to be able to provide speech and language therapy to adults with the assistance of a supervisor and more specifically:</p> <ul style="list-style-type: none"> • Conduct an interview with an appropriate patient's case history • Conduct an orofacial examination of adults • Understand the differences between different assessments tools for adults • Administer weighted assessment tools and administer informal assessment tests related to adult speech-language disorders • Analyze assessment history and results and draw conclusions • Formulate speech and language therapy goals • Examine all communication and swallowing disorders in adults • Write long-term/short-term goals, assessment report, session plans and SOAP notes • Apply speech therapy techniques and collect data during the session • To systematically update the patient's record in the clinical context they are attending
<p>General Competences</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 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>Respect for the natural environment</i></p>

<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>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>Others...</i>
<ul style="list-style-type: none"> • Critical data analysis • Decision making • Demonstration of social, professional and ethical responsibility • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Group work • Group or independent Assignment • Independent Assignment • Promotion of free, creative and inductive thinking 	

(3) SYLLABUS

<p>Brief Course Description: The purpose of this course is to make students more independent in their clinical experience than the Clinical Practice I course. In this context, students will be able with a greater degree of independence to interview a parent (taking a history), conduct an orofacial exam on children, use unweighted and weighted tests, write long-term and short-term goals, write an assessment report, write session plans, apply speech therapy techniques, and collect data in session. Students will be able to select, organize and execute therapeutic intervention, with the goal of students understanding how to communicate and manipulate the individual therapist. Students should also be able to write SOAP-type notes at the end of each session and proofread them with their supervisor. Finally, students will be able to practice the above in the classroom and discuss clinical cases in two-hour sessions. The emphasis in this clinical practice will be on cases with children with any disorder.</p> <p>The course is divided into 13 lessons. Modules:</p> <ul style="list-style-type: none"> • Introductory Lesson - Context • Basic Therapy Skills I • Basic Therapy Skills II • Therapeutic Interventions in Articulation and Phonological Disorders I • Therapeutic Interventions in Articulation and Phonological Disorders II • Language Interventions for Infants and Preschool Children • Language Interventions in School-age and Adolescent Children • Therapeutic Interventions in Autism Spectrum Disorders I • Therapeutic Interventions in Autism Spectrum Disorders II • Therapeutic Interventions in Fluency • Client and Family Counselling • Student Case Presentations (portfolio) • Student Case Presentations (portfolio)

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (lectures, clinical case studies, discussion, exercises) and clinical settings	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of PPT presentation Use of internet resources Use of audiovisual media Support of the learning process via the electronic platform e-class	
TEACHING METHODS	Activity	Semester workload
	Lectures	26h

<p>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.</p> <p>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</p>	Clinical Practice - Case assessment and speech and language therapy	93h
	Non-directed study: Independent personal study and case portfolio writing	40h
	Writing reports and notes of all kinds	91h
	Course total	250 hours (10 ECTS)
<p 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>50% of the final grade will be based on the following criteria: presentation of each student's caseload through the portfolio (10%), case management skills in clinical settings (20%), individual assignments (10%), student portfolio (10%), with the remaining 50% of the grade comprising a written final examination.</p> <p>A maximum of two absences is permitted.</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Roth F.P., Worthington C. K. (2016). *Εγχειρίδιο Λογοθεραπείας*. Λευκωσία: Broken Hill. Code in Eudoxus [50659854]
- Hegde M.N., Kuyumjian K. (2023). *Κλινική Άσκηση και Πρακτικές στη Λογοθεραπεία*. Αθήνα: Κωνσταντάρας. Code in Eudoxus [112692413]
- Hedge M.N. (2013). *Οδηγός Λογοθεραπευτικής Παρέμβασης*. Αθήνα: Παρισιάνου. Code in Eudoxus[33155070]

- Related academic journals:

American Journal of Speech and Hearing Research
Folia Phoniatica et Logopaedica

-Books and articles:

Hambrecht, G., & Rice, T. (2020). *Clinical Assessment Workbook for Communication Sciences and Disorders*. San Diego: Plural Pub.

Hedge, M. (2009). *A course manual for scientific and professional writing in speech-language pathology*. Delmar: New York.

Hedge, M.N., & Davis, D. (2009). *Clinical methods and practice in speech-language pathology* (International edition). Delmar: New York.

Hegde, M. N., & Kuyumjian, K. (2020). *Clinical methods and practice in speech-language pathology*. San Diego: Plural.

McCauley, R. J., Fey, M. E., Gillam, E. (2017). *Treatment of language disorders in children*. Baltimore: Paul. H. Brookers.

Owens, R. E. (2016). *Language disorders. A practical approach to assessment and intervention*. Patras: GOTSIS.

Pindzola, R. H., Plexico, L. W., & Haynes, W. O. (2016). *Diagnosis and assessment in speech-language pathology*. Boston: Pearson.

7TH SEMESTER

7.1. Swallowing Disorders - Dysphagia

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	7101	SEMESTER	7th
COURSE TITLE	Swallowing Disorders - Dysphagia		
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	
Clinical exercise		1	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SD (Skills Development)		
PREREQUISITE COURSES:	Neuroanatomy - Neurophysiology		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SLT172/		

(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>Upon completion, students are expected to be able to:</p> <ul style="list-style-type: none"> • To describe anatomically and physiologically the normal process of swallowing • Analyze the nature and physiology of swallowing disorders • Assess swallowing function • Know videofluoroscopy and its basic operating principles • Distinguish from the literature and apply the ethics and prevention methods of swallowing disorders • To make informed clinical decisions in cases with swallowing disorders • Apply intervention techniques for swallowing disorders
<p>General Competences</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 information, with the use of the necessary technology</i> <i>Project planning and management</i> <i>Respect for difference and multiculturalism</i></p>

<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 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>Others...</i>
<ul style="list-style-type: none"> • Critical data analysis • Decision making • Demonstration of social, professional and ethical responsibility • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Generation of new research ideas • Promotion of free, creative and inductive thinking 	

(3) SYLLABUS

<p>The course aims to lead students to delve deeper into swallowing disorders by analyzing contemporary literature on ethical issues or newer developments/controversies (theory and clinical application). Additionally, upon course completion, students are expected to be able to assess swallowing disorders, make informed clinical decisions, use research results to aid speech therapy decision-making and use clinical practice guidelines and protocols</p> <p>The course is structured 13 lessons. Sections:</p> <ul style="list-style-type: none"> • Description of a normal swallowing process • Definition and description of swallowing disorders • Assessment of swallowing function including video fluoroscopy • Ethics in speech therapy in swallowing disorders • Prevention of swallowing disorders • Evidence-based speech therapy methods in swallowing disorders

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students	
TEACHING METHODS <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>	Activity	Semester workload
	Lectures	26 h.
	Clinical case assessment through specific methods in the lab	13 h.
	Independent personal study	46 h.
	Assignment or clinical report	40 h.
	Course total (25 hours of workload per credit/ECTS)	125 hours (5 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	Final exam: 60% of the total grade at the end of the semester	

<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>The exam will include short answers and/or closed-ended (e.g., multiple-choice) questions. Clinical report (one per student): 40% of the total grade</p>
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(5) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • Groher, M. E., & Crary, M. A. (2011). <i>Δυσφαγία</i>. Αθήνα: Εκδόσεις Παρισιάνου. Code in Eudoxus [12814892] • Rosenbeck, J. C., & Jones, H. N. (2013). <i>Δυσφαγία στις κινητικές διαταραχές</i>. Πάτρα: Γκότσης. Code in Eudoxus [33154932] • Murry, T., Carrau, R., & Chan, K. (2022). <i>Διαταραχές κατάποσης</i>. Αθήνα: Κωνσταντάρας. Code in Eudoxus [112694455] • Leonard, R., & Kendall, K. (2022). <i>Δυσφαγία, αξιολόγηση και θεραπευτικός σχεδιασμός: μία ομαδική προσέγγιση</i>. Αθήνα: Παρισιάνου. Code in Eudoxus [112698094] <p>Supplementary Bibliography</p> <ul style="list-style-type: none"> • Thomas, M. (2013). <i>Κλινική διαχείριση των διαταραχών κατάποσης-δυσφαγία σε παιδιά και ενήλικες</i>. Πάτρα: Γκότσης. Code in Eudoxus [32998573] • Guidelines of the American Speech and Hearing Association. https://www.asha.org/articlesummary.aspx?id=8589969710 <p>Scientific Journals</p> <ul style="list-style-type: none"> • Dysphagia • Journal of Speech, Language and Hearing Research • Folia Phoniatica et Logopaedica <p>Electronic books and articles</p> <ul style="list-style-type: none"> • https://www.worldgastroenterology.org/guidelines/global-guidelines/dysphagia/dysphagia-english • http://www.caslpo.com/sites/default/uploads/files/PSG_EN_Dysphagia.pdf • https://www.guidelines.co.uk/summaries/dysphagia
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7.2. Interdisciplinary Approaches to Speech and Language Therapy

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	7102	SEMESTER	7th
COURSE TITLE	Interdisciplinary Approaches to Speech and Language Therapy		
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		
Clinical training	2		
Total	4	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	(SB) Special background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/3529/		

(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>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes 											
<p>Upon completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • To analyze the nature of the different professions involved in interdisciplinary teams • Describe the role of the interdisciplinary team in the treatment of language disorders /speech in syndromes • To be aware of the role of the interdisciplinary team in brain injuries • Describe the role of the interdisciplinary team in the treatment of language disorders /speech in aphasias and dementia • To describe the role of the interdisciplinary team in craniofacial anomalies 											
<p>General Competences</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> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> </table>		<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>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>

- Adaptation to new situations
- Application of knowledge in practice
- Decision making
- Efficient search, analysis, and synthesis of data and information using the essential technologies
- Exercise criticism and self-criticism
- Independent Assignment
- Promotion of free, creative and inductive thinking

(3) SYLLABUS

Brief Course Description: The purpose of the course is to lead students to deepen the role of speech therapists in the interdisciplinary team in various types of disorders by analyzing contemporary literature on ethical issues or newer developments/controversies (theory and clinical application). Additionally, upon completion of the course, students are expected to be able to analyze the role of other health professions in the interdisciplinary team involving speech therapy.

The course is developed in 13 lessons. Units:

- Role of the multidisciplinary team in developmental disorders
- Role of the multidisciplinary team in aphasia
- Role of the multidisciplinary team in dementia
- Role of the multidisciplinary team in traumatic brain injuries
- Role of the multidisciplinary team in craniofacial anomalies/clefts

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to Face and in Clinical Settings	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audio-visual methods (e.g. power point presentations).	
TEACHING METHODS <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>	Activity	Semester workload
	Lectures	26 h
	Clinical training	26 h
	Self Study	35 h
	Presentation of Exams	38 h
	Course total (25 hours load of work per credit)	125 hours (5 ECTS)
STUDENT PERFORMANCE EVALUATION <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>	Writing Examination (100%) - Multiple choice tests. - Short answer questions.	

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Βιβλίο [50660079]: Κλινική Διαχείριση για Νευρολογικές Καταστάσεις, M. Stokes, E. Stack Λεπτομέρειες
- Βιβλίο [68519659]: Νευρολογική Αποκατάσταση, Deborah Nichols-Larsen Λεπτομέρειες
- Βιβλίο [22766756]: Η ΚΛΙΝΙΚΗ ΣΥΛΛΟΓΙΣΤΙΚΗ ΚΑΙ Η ΑΝΑΠΤΥΞΗ ΤΗΣ ΣΤΗΝ ΕΡΓΟΘΕΡΑΠΕΙΑ, ΜΟΡΟΖΙΝΗ ΜΑΡΙΑΝΝΑ Λεπτομέρειες
- Λιαρόπουλος, Λ. (2010). Οργάνωση υπηρεσιών και συστημάτων υγείας-Διεθνή συστήματα Υγείας. Αθήνα: Βήτα ιατρικές εκδόσεις. Κωδικός από Εύδοξο [14241]
- Καλογεροπούλου Μ., & Μουρδουκούτας, Π. (2010). Υπηρεσίες υγείας: οργάνωση και διοίκηση, αποδοτικότητα, ποιότητα. Αθήνα: Κλειδάριθμος. Κωδικός από Εύδοξο [13935]
- Βιβλίο [320202]: ΕΦΑΡΜΟΓΕΣ ΚΑΛΩΝ ΠΡΑΚΤΙΚΩΝ ΟΜΑΔΑΣ ΠΡΩΤΟΒΑΘΜΙΑΣ ΦΡΟΝΤΙΔΑΣ ΥΓΕΙΑΣ, ΑΘΗΝΑ ΚΑΛΟΚΑΙΡΙΝΟΥ Λεπτομέρειες

Related academic journals:

- Journal of Speech, Language and Hearing Research
- Aphasiology
- Folia Phoniatica et Logopaedica

7.3. Communication Disorders in Aging

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	6103	SEMESTER	7th
COURSE TITLE	Communication Disorders in Aging		
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	3		
Total	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SD (Skills Development)		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/3316/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <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>Through this specific course, students will become familiar with changes in communication skills (verbal and non-verbal) of the elderly people. In particular how communication skills are affected by health problems in the aging process, such as: cognitive disorders-dementia, depression, vascular disorders of the brain, etc. Students will be informed about communication disorders that are mainly due to neurodegenerative disorders, about their etiological background and the methods of their pharmaceutical and non-pharmacological treatment. Through this course they will acquire resources that will allow them as speech therapists to properly handle cognitive disorders communication to the elderly and to contribute to their rehabilitation programs.</p>																	
<p>General Competences <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> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> </table>		<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>.....</i>	<i>Production of new research ideas</i>	<i>Others...</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>.....</i>																
<i>Production of new research ideas</i>	<i>Others...</i>																

- Efficient search, analysis, and synthesis of data and information using the essential technologies
- Knowledge of assessment of cognitive and language disorders in degenerative diseases.
- Respect for diversity and multiculturalism

(3) SYLLABUS

LECTURES

- Communication disorders in the elderly: introduction, definitions
- Cognitive Functions and Communication Disorders (CD): Memory and CD, Language and CD, Executive Functions and CD, Neuroimaging Findings in CD
- Mild Cognitive Impairment (MCI), Introduction, Prevalence, Diagnostic criteria,
- Clinical Characteristics, Neuropsychological functions, Language function, CD Transition to Dementia
- Alzheimer's disease (NA); Introduction, Prevalence, Risk factors for developing AD, Diagnostic criteria, Clinical features, Neuropsychological functions in NA in the various stages, Language function in NA in the various stages.
- Down Syndrome (DS) and Dementia. Introduction, Clinical features, Risk factors for developing AD in DS, Diagnosis of Dementia in people with DS, Neuropsychological and language functions in people with DS, Studies of Cognitive Communication Disorders
- Vascular Dementia (VD); Introduction, Neuropathology, Risk factors for developing VD , Diagnostic criteria, Clinical features, Neuropsychological and linguistic functions Cognitive Communication Disorders

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to Face and in Clinical Settings	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audio-visual methods (e.g. power point presentations).	
TEACHING METHODS <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. 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>	Activity	Semester workload
	Lectures	39 hours
	Self-Study	46 hours
	Preparation of Exams	40 hours
	Course total (25 hours load of work per credit)	125 hours (5 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure 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.</i>	Writing Examination (100%) - Multiple choice tests. - Short answer questions.	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Bayles, K., McCullough, K., & Tomoeda, C. K. (2018). *Cognitive-communication disorders of MCI and dementia: Definition, assessment, and clinical management*. Plural Publishing.

- Related academic journals:

- Tweed, T., van Eijden, Y., Tegels, J., Brenkman, H., Ruurda, J., van Hillegersberg, R., ... & Stoot, J. (2019). Safety and efficacy of early oral feeding for enhanced recovery following gastrectomy for gastric cancer: A systematic review. *Surgical oncology*, *28*, 88-95.
- Printza, A., Triaridis, S., Kalaitzi, M., Nikolaidis, I., Bakirtzis, C., Constantinidis, J., & Grigoriadis, N. (2019). Dysphagia prevalence, attitudes, and related quality of life in patients with multiple sclerosis. *Dysphagia*, 1-8.
- Burton, R. L., & O'Connell, M. E. (2018). Telehealth Rehabilitation for Cognitive Impairment: Randomized Controlled Feasibility Trial. *JMIR research protocols*, *7*(2), e43. <https://doi.org/10.2196/resprot.9420>
- Cacciante, L., Kiper, P., Garzon, M., Baldan, F., Federico, S., Turolla, A., & Agostini, M. (2021a). Telerehabilitation for people with aphasia: A systematic review and meta-analysis. *Journal of communication disorders*, *92*, 106111. <https://doi.org/10.1016/j.jcomdis.2021.106111>
- Jelcic, N., Agostini, M., Meneghello, F., Bussè, C., Parise, S., Galano, A., Tonin, P., Dam, M., & Cagnin, A. (2014). Feasibility and efficacy of cognitive telerehabilitation in early Alzheimer's disease: a pilot study. *Clinical interventions in aging*, *9*, 1605–1611. <https://doi.org/10.2147/CIA.S68145>
- Nousia, A., Martzoukou, M., Siokas, V., Aretouli, E., Aloizou, A. M., Folia, V., ... & Dardiotis, E. (2021). Beneficial effect of computer-based multidomain cognitive training in patients with mild cognitive impairment. *Applied Neuropsychology: Adult*, *28*(6), 717-726.
- Nousia, A., Siokas, V., Aretouli, E., Messinis, L., Aloizou, A. M., Martzoukou, M., ... & Dardiotis, E. (2018). Beneficial effect of multidomain cognitive training on the neuropsychological performance of patients with early-stage Alzheimer's disease. *Neural plasticity*, 2018.

7.4. Clinical Practice III

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	7103	SEMESTER	7th
COURSE TITLE	Clinical Practice III		
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		
Clinical Practice	7		
Course total	9	10	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SD (Skills Development)		
PREREQUISITE COURSES:	Clinical Practice II, Aphasia and Related Cognitive Disorders, Voice Disorders, Fluency Disorders - Stuttering		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/2539/index.php		

(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>Upon the completion of the course, students are expected to be able to provide speech and language therapy to children with greater autonomy than they demonstrated in Clinical Practice I. This will entail a more advanced level of competence, as outlined below:</p> <ul style="list-style-type: none"> • Conduct an adequate interview with the relevant patient's case history • Conduct an orofacial examination of adults • Demonstrate understanding of the differences between different assessment tasks for adults • Analysis history and results of the assessment, and draw appropriate conclusions • Develop and implement scientifically based treatment program, considering individual client needs • Formulate speech and language therapy goals • Write long-term/short-term goals, assessment reports, session plans, and SOAP notes • Apply speech therapy techniques and collect data during the session • Evaluate and re-evaluate the results of the therapeutic intervention of the individual client, taking into account progress and any changes to the client's circumstances • Systematically update clinical records in the clinical context they are attending

<p>General Competences</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 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></p>		<p><i>Project planning and management</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>Others...</i> </p>
<ul style="list-style-type: none"> • Critical data analysis • Decision making • Demonstration of social, professional and ethical responsibility • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Group work • Independent Assignment • Promotion of free, creative and inductive thinking 		

(3) SYLLABUS

<p>Brief Course Description: The purpose of this course is to introduce students to the clinical experience of adult cases with phonation, fluency, language, speech, feeding and swallowing disorders. In this context, students will be able to work with the supervisor to introduce clinical skills by interviewing the patient (taking a history), using unweighted and weighted tests, writing long-term and short-term goals, writing assessment reports, writing session plans, applying speech therapy techniques, and collecting data during the session. Students should also be able to write SOAP-type notes at the end of each session and proofread them with their supervisor. Finally, students will be able to practice the above in the classroom and discuss clinical cases in two-hour sessions. The emphasis in this clinical practicum will be on adult cases with major disorders as mentioned above or any other disorder. The course is divided into 13 lessons. Modules:</p> <ul style="list-style-type: none"> • Clinical approach, history taking and self-critical thinking skills of a speech and language therapy student I • Clinical approach, history taking and self-critical skills of speech and language therapy student II • Assessment Procedures/Language Tools • Assessment Procedures/Speech Tools • Assessment Procedures/Voice Tools • Assessment Procedures/Feeding & Swallowing Tools • Assessment Procedures/Cognitive Processes Tools • Therapeutic Language Interventions • Therapeutic Speech Interventions • Therapeutic Voice Interventions • Therapeutic Feeding & Swallowing Interventions • Presentation of cases by each student (portfolio) I & II

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face (lectures, clinical case studies, discussion, exercises) and clinical settings</p>
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p>	<p>Use of PPT presentation Use of internet resources Use of audiovisual media</p>

Use of ICT in teaching, laboratory education, communication with students	Support of the learning process via the electronic platform e-class													
<p>TEACHING METHODS</p> <p>The manner and methods of teaching are described in detail.</p> <p>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.</p> <p>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</p>	<table border="1"> <thead> <tr> <th data-bbox="689 264 1027 293">Activity</th> <th data-bbox="1034 264 1364 293">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="689 302 1027 331">Lectures</td> <td data-bbox="1034 302 1364 331">26h</td> </tr> <tr> <td data-bbox="689 340 1027 427">Clinical Practice - Case assessment and speech and language therapy</td> <td data-bbox="1034 340 1364 427">93h</td> </tr> <tr> <td data-bbox="689 436 1027 562">Non-directed study: Independent personal study and case portfolio writing</td> <td data-bbox="1034 436 1364 562">55h</td> </tr> <tr> <td data-bbox="689 571 1027 629">Writing reports and notes of all kinds</td> <td data-bbox="1034 571 1364 629">76h</td> </tr> <tr> <td data-bbox="689 638 1027 658">Course total</td> <td data-bbox="1034 638 1364 658">250 hours (10 ECTS)</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	26h	Clinical Practice - Case assessment and speech and language therapy	93h	Non-directed study: Independent personal study and case portfolio writing	55h	Writing reports and notes of all kinds	76h	Course total	250 hours (10 ECTS)	
	Activity	Semester workload												
	Lectures	26h												
	Clinical Practice - Case assessment and speech and language therapy	93h												
	Non-directed study: Independent personal study and case portfolio writing	55h												
Writing reports and notes of all kinds	76h													
Course total	250 hours (10 ECTS)													
<p>STUDENT PERFORMANCE EVALUATION</p> <p>Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>50% of the final grade will be based on the following criteria: presentation of each student's caseload through the portfolio (10%), case management skills in clinical settings (20%), individual assignments (10%), student portfolio (10%), with the remaining 50% of the grade comprising a written final examination.</p> <p>A maximum of two absences is permitted.</p>													

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Baehr, M., & Frotscher, M. (2009). *Δύο εντοπιστική διάγνωση στη νευρολογία*. Αθήνα: Κωνσταντάρης. Code in Eudoxus [37342]
- Stokes, M., & Stack, E. (2016). *Κλινική διαχείριση για νευρολογικές καταστάσεις*. Αθήνα: Εκδόσεις Παρισιάνου. Code in Eudoxus [50660079]
- Mesulam, M. (2010). *Αρχές συμπεριφοράς και γνωστικής νευρολογίας*. Λευκωσία: Broken Hill. Code in Eudoxus [13256287]
- Elsevier. (2021). *Αποτελεσματική Επικοινωνία για τους Λειτουργούς Υγείας*. Αθήνα: Κωνσταντάρης. Code in Eudoxus [133037000]

- Related academic journals:
American Journal of Speech and Hearing Research
Folia Phoniatica et Logopaedica
Aphasiology

- Books and articles:
Hambrecht, G., & Rice, T. (2020). *Clinical Assessment Workbook for Communication Sciences and Disorders*. San Diego: Plural Pub.
Hedge, M. (2009). *A course manual for scientific and professional writing in speech-language pathology*. Delmar: New York.
Hedge, M.N., & Davis, D. (2009). *Clinical methods and practice in speech-language pathology* (International edition). Delmar: New York.
Hedge, M. N., & Kuyumjian, K. (2020). *Clinical methods and practice in speech-language pathology*. San Diego: Plural.
McCauley, R. J., Fey, M. E., Gillam, E. (2017). *Treatment of language disorders in children*. Baltimore: Paul. H. Brookers.
Owens, R. E. (2016). *Language disorders. A practical approach to assessment and intervention*. Patras: GOTSIS.

Pindzola, R. H., Plexico, L. W., & Haynes, W. O. (2016). *Diagnosis and assessment in speech-language pathology*. Boston: Pearson.

8TH SEMESTER

8.1. Internship

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE		SEMESTER	8 th
COURSE TITLE	Internship		
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
Internship in a Clinical Context			20
Total			20
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SD (Skills Development)		
PREREQUISITE COURSES:	2/3 of the courses of the study program provided that the dues do not include specialty courses (3103, 3104, 4105, 5101, 5102, 6102, 6103, 7101) & completion of all clinical exercises (5105, 6105, 7103)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <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"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Know the working reality in the provision of speech therapy services • Recognize and follow the operating and safety regulations of clinics that provide speech therapy services • Collaborate with the patient, relatives/attendants, and other health professionals (e.g., nurses, physiotherapists, occupational therapists, psychologists) • Know and follow ethical rules in the profession of speech therapy • Apply knowledge and techniques learned during their studies in real-world settings in a wide range of clinical pathologies • Design and successfully implement intervention programs based on speech therapy practice indications, individually as well as in groups, for a wide range of communication and swallowing pathologies

- Incorporate theoretical and research knowledge into the daily clinical practice of speech therapy.
- Prepare reports for the assessment, diagnosis, treatment plan initiation, and therapeutic intervention completion.

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?

- | | |
|---|---|
| <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> |
| | |

- Application of knowledge in practice
- Decision making
- Demonstration of social, professional and ethical responsibility
- Efficient search, analysis, and synthesis of data and information using the essential technologies
- Exercise criticism and self-criticism
- Group work
- Independent Assignment
- Promotion of free, creative and inductive thinking

(3) SYLLABUS

The internship allows speech therapy department students to apply academic knowledge in practice in public or private organizations' working environments. Students become familiar with the working environment and gain professional experience. The internship also aims to create opportunities for professional rehabilitation in speech therapy providers in the private sector.

The students of the Speech Therapy Department are required to carry out an internship during the last semester of their studies. The internship is included in the Study Program of the Speech Therapy Department as a compulsory course called Internship (20 credits, ECTS)

The activities to which the students of the Speech Therapy Department are exposed during the internship are: (a) application of communication assessment to children or adults in different contexts/structures (schools, special schools, speech therapy centers, rehabilitation centers, hospitals, etc.) and (b) speech therapy intervention in articulation, language or communication in children or adults in different contexts/structures (schools, special schools, speech therapy centers, rehabilitation centers, hospitals, etc.).

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Employment of students in the work environment of the host organism.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Learning process support through electronic platform e-class, use of IT	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i>	Activity	Semester workload
	Internship	Minimum: 360 hours – Maximum: 480 hours (20 ECTS)

<p><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></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>	<p>Course total (25 hours of workload per credit/ECTS)</p>	<p>Minimum: 360 – Maximum: 480 hours (20 ECTS)</p>
<p 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>The evaluation of the students takes place at the end of it internship based on its successful completion or not.</p> <p>The evaluation considers:</p> <ul style="list-style-type: none"> • The Internship Evaluation Sheet (Agency) • The Evaluation Report of the Internship (Student) • The Student's Internship Diary/Presentation booklet <p>They are all drawn up and signed by the representatives of the host organizations and the scientific managers and supervisors of the Internship Program for each student.</p>	

(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • The bibliography depends on the host agency and the subject of the internship.
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8.2. Thesis

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE		SEMESTER	8 th
COURSE TITLE	Thesis		
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
Guided study (supervised by a teacher)			
Total			10
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SD (Skills Development)		
PREREQUISITE COURSES:	Research Methodology in Health Sciences (6th semester), 180 ECTS (including the above mentioned course)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(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>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes 																		
<p>The thesis is one of the most creative components of undergraduate study programs. It is a project carried out by the student in collaboration with the supervising professor, reflecting and strengthening the theoretical knowledge, research skills, and writing skills developed by the student during his/her studies.</p>																		
<p>General Competences</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> <table border="0"> <tr> <td>Search for, analysis and synthesis of data and information, with the use of the necessary technology</td> <td>Project planning and management</td> </tr> <tr> <td>Adapting to new situations</td> <td>Respect for difference and multiculturalism</td> </tr> <tr> <td>Decision-making</td> <td>Respect for the natural environment</td> </tr> <tr> <td>Working independently</td> <td>Showing social, professional and ethical responsibility and sensitivity to gender issues</td> </tr> <tr> <td>Team work</td> <td>Criticism and self-criticism</td> </tr> <tr> <td>Working in an international environment</td> <td>Production of free, creative and inductive thinking</td> </tr> <tr> <td>Working in an interdisciplinary environment</td> <td>.....</td> </tr> <tr> <td>Production of new research ideas</td> <td>Others...</td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>	Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management	Adapting to new situations	Respect for difference and multiculturalism	Decision-making	Respect for the natural environment	Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues	Team work	Criticism and self-criticism	Working in an international environment	Production of free, creative and inductive thinking	Working in an interdisciplinary environment	Production of new research ideas	Others...	
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management																	
Adapting to new situations	Respect for difference and multiculturalism																	
Decision-making	Respect for the natural environment																	
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues																	
Team work	Criticism and self-criticism																	
Working in an international environment	Production of free, creative and inductive thinking																	
Working in an interdisciplinary environment																	
Production of new research ideas	Others...																	
																	
<ul style="list-style-type: none"> • Application of knowledge in practice 																		

- Adaptation to new situations
- Decision making
- Demonstration of social, professional and ethical responsibility
- Efficient search, analysis, and synthesis of data and information using the essential technologies
- Exercise criticism and self-criticism
- Generation of new research ideas
- Group work
- Independent Assignment
- Project planning and management
- Promotion of free, creative and inductive thinking
- Respect for diversity and multiculturalism
- Work in an international environment

(3) SYLLABUS

The student prepares empirical research or a literature review on a subject that falls within the scientific area of Speech Therapy and on academic subjects that cover other program fields. Empirical research, which can be cross-sectional, longitudinal, poll, case study, etc., is based on quantitative and/or qualitative data collected or, if available, used by the student to answer research questions and/or test hypotheses the student has formulated based on the literature. In the literature review, the student attempts a thorough and critical study and synthesis of the bibliography. At the same time, the thesis may also be extended to other proposals, e.g., at the assessment or intervention regarding language disorders.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Guided, remotely and face-to-face with the supervisor	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Learning process support through the e-class electronic platform, use of IT	
TEACHING METHODS <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. 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>	Activity	Semester workload
	Study, elaboration of research and writing of thesis	250 h. (10 ECTS)
	Course total (25 hours of workload per credit/ECTS)	250 hours (10 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure 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.</i>	<p>The grading criteria are:</p> <ul style="list-style-type: none"> • The quality of the written text in terms of its content, structure, and form • The adequacy of the methodology and the research conducted and • The cooperation and consistency demonstrated by the student throughout the preparation of the thesis <p>Evaluation language: Greek</p> <p>The relevant information is available in the thesis regulations.</p>	

(5) ATTACHED BIBLIOGRAPHY

- The bibliography depends on the topic of each thesis. It is proposed by the supervisor and sought mainly by the student.

9th Elective courses

9.1. Special Topics in Speech and Language Therapy

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	9103	SEMESTER	6th or 7th
COURSE TITLE	Special Topics in Speech and Language Therapy		
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 (with integrated exercises)	3		
Total	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SD (Skills Development)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SLT152		

(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"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
<p>Upon completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • Delve into issues of the science of speech therapy • Analyze the contemporary literature on newer developments/controversies in the science of speech therapy • Evaluate treatment methods based on scientific evidence • Make informed clinical decisions • Use results according to clinical practice guidelines and protocols
<p>General Competences</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 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>Respect for the natural environment</i></p>

<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	.....
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	.....

- Critical data analysis
- Demonstration of social, professional and ethical responsibility
- Efficient search, analysis, and synthesis of data and information using the essential technologies
- Exercise criticism and self-criticism
- Generation of new research ideas
- Promotion of free, creative and inductive thinking

(3) SYLLABUS

The course aims to help students to delve deeper into issues of the science of speech therapy, analyzing contemporary literature on ethical issues or newer developments/controversies in the science of speech therapy (theory and clinical application). Upon completion of the course, students are expected to be able to evaluate treatment methods based on the best possible scientific evidence, make clinical decisions based on proven concepts, evaluate the quality of services in speech therapy, use study results to aid decision-making in speech therapy, evaluate reviews and meta-analyses of studies, and use results in clinical practice guidelines and protocols.

The course is developed in 13 lessons.

- Evidence-based practice in health sciences
- Class discussion on the application of specific speech therapy techniques and documented evidence
- Speech therapy in Greece: present and future
- Analysis of contemporary literature
- Discussion on the opinion of speech therapists regarding communication disorders and violence in schools
- Discussion on speech therapists' disagreements about terminology in language disorders
- Discussion on the training needs of speech therapists for preparation in the 21st century
- The role of speech therapy in the growing number of bilingual-multilingual children in the country
- ☐ Disagreements between parents and speech therapists in the standard clinical practice

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, and communication with students	
TEACHING METHODS <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-</i>	Activity	Semester workload
	Lectures	39 h.
	Independent personal study	50 h.
	Preparation to participate in exams and assignment or clinical report	36 h.
	Course total (25 hours of workload per credit/ECTS)	125 hours. (5 ECTS)

directed study according to the principles of the ECTS	
<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>Final exam at the end of the semester (50% of the final grade) and group assignment on in-depth speech therapy topics. The exam will include short-answer and/or closed-ended (e.g., multiple-choice) questions.</p>

(5) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • Paul, R (2019). Εισαγωγή στις κλινικές μεθόδους για τις διαταραχές επικοινωνίας. Constantaras, Code in Eudoxus [133038472] • Σταυρακάκη, Σ. (2021). Λόγος και νόηση στις διαταραχές παιδιών και ενηλίκων. ΒΗΤΑ ΙΑΤΡΙΚΕΣ ΕΚΔΟΣΕΙΣ, Code in Eudoxus [102123736]. <p>Additional bibliography</p> <ul style="list-style-type: none"> • Course notes • European Speech and Language Therapy Association Guidelines (ESLA) • American Speech and Hearing Association Guidelines • Roddam, H. & Skeat, J. (2010). <i>Embedding evidence-based practice in speech and languagetherapy. International examples</i>. London: Wiley • Sanger, D., Moore-Brown B. J., Montgomery, J., & Hellerich, S. (2004). Speech-language pathologists' opinions on communication disorders and violence. <i>Lang Speech Hear Serv Sch.</i>, 35(1), 16-29 • Reilly, Σ., Bishop, D. V. M., & Tomblin, B. (2014). Terminological debate over language impairment in children: forward movement and sticking points. <i>International Journal of Communication Disorders</i>, 49(4), 452-462 <p>Related scientific journals</p> <ul style="list-style-type: none"> • American Journal of Speech and Hearing Research • Folia Phoniatica et Logopaedica <p>E-books and articles</p> <ul style="list-style-type: none"> • https://speechpathologymastersprograms.com/evidence-based-practice • https://www.tandfonline.com/doi/abs/10.1080/17489539.2017.1370215 • https://www.asha.org/practice/ethics/clin_parent_disagree • https://www.asha.org/academic/reports/changing
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9.2. Augmentative and Alternative Communication

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	9108	SEMESTER	6th or 7th
COURSE TITLE	Augmentative and Alternative Communication		
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		3	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SD (Skills Development)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	None		
COURSE WEBSITE (URL)			

(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>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes 														
<p>Upon completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • Know the principles of Augmentative and Alternative Communication (AAC) • To know the use of AAC • Be aware of populations needing AAC systems and predictors of AAC use. • Carry out assessments to find the appropriate AAC system. • Choose individualized interventions for the use of AAC • Know the theoretical and practical issues of AAC use 														
<p>General Competences</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> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> </table>	<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>.....</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>.....</i>													

<i>Production of new research ideas</i>	<i>Others</i>
<ul style="list-style-type: none"> • Decision making • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Generation of new research ideas • Independent Assignment • Promotion of free, creative and inductive thinking • Work in an interdisciplinary environment 	

(3) SYLLABUS

The course provides a general overview of Augmentative and Alternative Communication (AAC) and their concepts. Its contents include identifying, categorizing, and distinguishing the characteristics of AAC systems, their analysis, and types. Also, the predictors of use, the assessment, and the intervention process in the application of AAC in populations of children and adults with communication, sensory, and motor disorders are presented.

The course is developed in 13 sections:

- Normal development course of communication
- Definition of Augmentative and Alternative Communication (AAC)
- AAC systems
- Types of Technology (Low – Medium – High)
- Predictors of AAC use
- AAC user categories of children and adults
- Communication, Sensory and Motor Disorders and AAC
- Methods of Intervention and representation of information depending on the disorder and the population

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, and communication with students	
TEACHING METHODS <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. 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>	Activity	Semester workload
	Lectures	39 h.
	Field Exercise	20 h.
	Project	20 h.
	Educational visits	3 h.
	Assignment	20 h.
	Preparation for exams and personal study	20 h.
	Final Exam	3 h.
	Course total (25 hours of workload per credit/ECTS)	125 hours (5 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work,</i>	<ul style="list-style-type: none"> • Individual assignment, either written or in-class presentation at the end of the course, with the drafting of an individual speech therapy plan with AAC (20%) • Final exam at the end of the semester (80% of the final grade) that will include short-answers and/or closed-ended (e.g., multiple-choice) questions, exercises about a 	

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.

clinical case, etc.

(5) ATTACHED BIBLIOGRAPHY

Books

- Γεωργοπούλου, Σ. (2024). *Τεχνολογία Εναλλακτικής Επαγγελματικής Επικοινωνίας*. Constantaras, Code in Eudoxus [133035742]
- Newby, T. J., Stepich, D. A., Lehman, J. D., & Russel, J. D. (2009). Εκπαιδευτική τεχνολογία για διδασκαλία και μάθηση. Επίκεντρο, Code in Eudoxus [14958]

Additional bibliography

- Baken, R.J. & Orlikoff, R.F. (2010). *Clinical Measurements of Speech & Voice*. (2nd Edition). New York: Delmar Cengage Learning.
- Behrman, A. (2018). *Η επιστήμη της ομιλίας και φωνής*. Constantaras, Code in Eudoxus [133038476]
- Beukelman, D. R., & Mirenda, P. (2013). *Augmentative and alternative communication: Supporting children and adults with complex communication needs*. Baltimore: Paul H. Brookes Pub.
- Cook, A. M. & Polgar, J.M. (2015). *Assistive Technologies: Principles and Practice*. St. Louis, Missouri: Elsevier/Mosby
- Da Fonte, M. A., & Boesch, M. C. (2018). *Effective Augmentative and Alternative Communication Practices: A Handbook for School-based Practitioners*. New York: Routledge.
- Pino, A. (2015). *Free assistive technology software for persons with motor disabilities*. In OpenSource Technology: Concepts, Methodologies, Tools, and Applications (pp. 462-505). IGI Global.
- Pohlmann, K.C. (2011) *Principles of Digital Audio*. (6th Edition). New York: McGraw-Hill.

Related Journals

- Θέματα Ειδικής Αγωγής
- Journal of Research in the Special Educational Needs (JRSEN)

9.3. Craniofacial anomalies

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	9105	SEMESTER	6th or 7th
COURSE TITLE	Craniofacial anomalies		
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		3	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SD (Skills Development)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/1249/		

(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>Upon completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • Describe the normal development of facial structures • Know the role of the multidisciplinary intervention team in craniofacial anomalies/clefts • Distinguish from the literature and apply ethics regarding speech disorders of craniofacial anomalies/clefts • Analyze the nature (types), physiology of craniofacial anomalies/clefts and their consequences on speech • Assess the speech of craniofacial anomalies/clefts • Make informed clinical decisions in clinical cases of craniofacial anomalies/clefts with speech disorders • Apply intervention techniques to the speech disorders of craniofacial anomalies/clefts
<p>General Competences</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 information, with the use of the necessary technology</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Project planning and management</i></p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Showing social, professional and ethical responsibility and</i></p>

<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>sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
<ul style="list-style-type: none"> • Critical data analysis • Decision making • Demonstration of social, professional and ethical responsibility • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Generation of new research ideas • Promotion of free, creative and inductive thinking 	

(3) SYLLABUS

The course aims to lead students to delve into speech disorders in craniofacial anomalies by analyzing contemporary literature on ethical issues or newer developments/controversies (theory and clinical application). Additionally, upon completion of the course, students are expected to be able to assess speech disorders in craniofacial anomalies, make informed clinical decisions, use study results to aid decision-making in speech therapy and use clinical practice guidelines and protocols.

The course is developed in 13 lessons.

- Description of anatomy and physiology of the facial structure
- Definition and description of craniofacial anomalies/clefts and resulting communication disorders
- Clinical groups and syndromes of cases with craniofacial anomalies/clefts
- Role of the multidisciplinary team in craniofacial anomalies/clefts
- Speech assessment in craniofacial anomalies/clefts
- Evidence-based speech therapy methods in the speech of craniofacial anomalies and clefts

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, and communication with students	
TEACHING METHODS <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>	Activity	Semester workload
	Lectures	39 h.
	Independent personal study	50 h.
	Preparation for exams and writing of a clinical report	36 h.
	Course total (25 hours of workload per credit/ECTS)	125 hours (5 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	<ul style="list-style-type: none"> • Practice exercises: 25% of the total grade. 	

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.

- Final exam at the end of the semester (60% of the final grade) and independent clinical report (40% of the final grade). The exam will include short-answers and/or closed-ended (e.g., multiple-choice) questions.

(5) ATTACHED BIBLIOGRAPHY

Books

- Κουδουμνάκης, Μ. (2008). Σχιστίες του γναθοπροσωπικού συστήματος-υπερωϊοσχιστίες και χειλοσχιστίες. Λευκωσία: Broken Hill. Code in Eudoxus [13256857]
- Kummer, A. (2011). Σχιστίες και κρανιοπροσωπικές ανωμαλίες. Λευκωσία: Broken Hill. Code in Eudoxus [13256765]

Related bibliography

- Guidelines of the American Speech and Hearing Association
<https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589942918§ion=Treatment>
- <https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589942918§ion=Resources>

Related journals

- Journal of Oral Biology and Craniofacial Research
- Journal of Speech, Language and Hearing Research
- Folia Phoniatica et Logopaedica

9.4. Greek Morphology

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	9106	SEMESTER	6th or 7th
COURSE TITLE	Greek Morphology		
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		3	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and, for Erasmus students, English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/3438/		

(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>After successful completion of the course, students are expected to have knowledge, skills and abilities regarding Modern Greek as follows:</p> <ul style="list-style-type: none"> • To be aware of the general principles of the scientific field of morphology and of the basic methodological and analytical tools of its individual branches to a greater extent compared to its brief presentation in the introductory linguistics course • To identify the basic morphological characteristics of various languages and to place Greek in the relevant typology • To describe and analyze basic morphological structures of Greek • To relate morphological theory with empirical data concerning morphological processing and development in individuals with and without language disorders in order to understand the complexity of the language system • To exploit the theoretical knowledge about morphology in the future in the description, diagnosis and treatment of relevant disorders in adults and children
<p>General Competences</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 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>Respect for the natural environment</i></p>

<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>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>Others...</i>
<ul style="list-style-type: none"> • Adaptation to new situations • Application of knowledge in practice • Decision making • Demonstration of social, professional and ethical responsibility • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Independent Assignment • Promotion of free, creative and inductive thinking • Respect for diversity and multiculturalism 	

(3) SYLLABUS

<p>Short Course Description:</p> <p>Based on the latest developments in linguistic theory and research, this course describes and analyzes the morphological organization of Modern Greek. It is concerned with the definition and structure of words, the individual elements that make them up as well as their basic characteristics, the rules of word formation and the characteristics of the relevant processes, namely inflection, production and compounding, also the relationship of morphology with other areas of language, i.e. the lexicon, phonology and syntax. Moreover, it critically presents the most important theoretical positions available in the relevant literature in order to establish a basic approach for the study of Greek morphology, or a grammatical model of word analysis in this language, given the particularities that the characterize it. Finally, the course considers research data concerning morphological processing and development in individuals with and without language disorders, which can illuminate morphological and linguistic theory more generally.</p> <p>The course is organized along the following lines:</p> <ul style="list-style-type: none"> • Morphology as a branch of linguistics • Morphological categories: words and various types of morphemes • Basic concepts in morphological analysis: lexicon, word and meaning, productivity, morphological types of languages • Word formation processes: inflection, derivation, compounding • Theoretical approaches to word formation • Morphological analysis and word formation in Modern Greek • Feature-based morphology • The place of morphology in the grammar • Empirical data regarding morphological processing and development in individuals with and without language disorders

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	e-Class, ICT (e.g. web sites including relevant linguistic material), e-mail	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i>	Activity	Semester workload

<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>	Lectures and active discussions	39h
	Essay assignment	30h
	Independent study	16h
	Preparation for the final written exam	40h
	Course total (in hrs.)	125 hours (5 ECTS)
<p 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>Final written exam based on open-ended questions, short-answer questions and/or multiple choice questionnaires (including true/false questions): 70%</p> <p>Essay assignment: 30%</p> <p>Language of evaluation: Greek, and for Erasmus students, English</p> <p>Specifically-defined evaluation criteria become available via e-Class.</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- Readings:</p> <p>Fromkin, V., Rodman, R., & Hyams, N. (2008). An introduction to the study of language (Trans. E. Vazou et al., Ed. G. I. Xydopoulos). Patakis. [in Greek]</p> <p>Holton, D., Mackridge, P., & Φιλippάκη-Warburton, I. (2016). Grammar of Modern Greek (Trans. V. Spyropoulos. Ed. I. Philippaki-Warburton). Patakis. [in Greek]</p> <p>Papadopoulou, D., & Revythiadou, A. (Eds.) (2023). An introduction to morphology. Institute of Modern Greek Studies (M. Triandafyllidis Foundation). [in Greek]</p> <p>Ralli, A. (2022). Morphology (2nd edn.). Patakis. [in Greek]</p> <p>- Suggested bibliography:</p> <p>Booij, G. (2005). The grammar of words: An introduction to linguistic morphology. Oxford University Press.</p> <p>Bybee, J. L. (1985). Morphology: A study of the relation between meaning and form. John Benjamins.</p> <p>Carstairs-McCarthy, A. (1992). Current morphology. Routledge.</p> <p>Magoulas, G., & Magoula, E. (2017). Topics in synchronic and diachronic linguistics [Undergraduate textbook]. Kallipos, Open Academic Editions. http://hdl.handle.net/11419/6509 [in Greek]</p> <p>Matthews, P. H. (1974). Morphology: An introduction to the theory of the word-structure. Cambridge University Press.</p> <p>Chatzissavidis, S. (2012). Modern Greek grammar: Theoretical foundations and description. Vantias. [in Greek]</p> <p>- Related academic journals:</p> <p>Γλωσσολογία/Glossologia (http://glossologia.phil.uoa.gr/)</p> <p>Journal of Greek Linguistics</p> <p>Morphology</p>
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9.5. Speech and Language Therapy in Neuro-Oncology

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	9104	SEMESTER	6th or 7th
COURSE TITLE	Speech and Language Therapy in Neuro-Oncology		
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		3	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SB (Special Background)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(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>Upon completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • Recognize the types of tumors of the Central Nervous System • Know the basic classification of tumors of the Central Nervous System • Know epidemiological data about brain tumors • Apply neuroanatomy and neurophysiology of the Central Nervous System to brain tumors • Explain speech and language pathology through tumors in specific anatomical structures • Identify brain tumors with the help of imaging tests <p>☑ Know the prognosis and the perspective of speech therapy in patients with a poor prognosis.</p>										
<p>General Competences</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> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> </table>	<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>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>

- Critical data analysis
- Decision making
- Demonstration of social, professional and ethical responsibility
- Efficient search, analysis, and synthesis of data and information using the essential technologies
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking

(3) SYLLABUS

The course aims to link language/speech disorders with brain tumors. Upon course completion, students will be able to know/describe the location of the tumor in the brain, connect the neuroanatomical characteristics of brain regions with specialized functions, especially those related to language/speech, relate the tumors with language/speech symptomatology, and recognize some of the modern methods of intervention in diseases of the nervous system.

The course is developed in 13 lessons.

- Introduction to tumors of the Central Nervous System
- Classification of brain tumors
- General and specific symptomatology of brain tumors
- Gliomas
- Meningiomas, intraventricular brain tumors, cerebellar tumors
- Metastatic tumors of the Central Nervous System
- Tumors in pediatric neurosurgery
- Imaging of brain tumors
- Surgical and oncological treatment of tumors and the role of speech therapy
- ☒ Surgical complications and speech therapy.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, and communication with students	
TEACHING METHODS <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. 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>	Activity	Semester workload
	Lectures	39 h.
	Independent personal study	45 h.
	Assignment or clinical report	41 h.
	Course total (25 hours of workload per credit/ECTS)	125 hours (5 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	Final exam at the end of the semester (60% of the final grade) and group assignment or clinical report (40% of the total)	

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.

grade). The exam will include short-answers and/or closed-ended (e.g., multiple-choice) questions.

(5) ATTACHED BIBLIOGRAPHY

Books

- Seikel, A., Konstantopoulos, K., & Drumright, D. (2020). *Νευροανατομία και νευροφυσιολογία για τις επιστήμες ομιλίας και ακοής*. Athens: Constantaras. Code in Eudoxus [133038456]
- McArdle, O., & O'Mahony, D. (2010). *Ογκολογία - Έγχρωμο Εικονογραφημένο Εγχειρίδιο*. Αθήνα: Παριζιάνου. Code in Eudoxus [12507364]
- Baehr, M., Frotscher, M. (2009). *DUUS εντοπιστική διάγνωση στη νευρολογία*. Athens: Constantaras. Code in Eudoxus [37342]

Related scientific journals

- Brain and Language
- Journal of Neurosurgery
- Journal of Neuro-Oncology

9.6. Health Economics

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	9107	SEMESTER	6th or 7th
COURSE TITLE	Health Economics		
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		3	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GB (General Background)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(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>Upon successful completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • Describe the basic concepts and principles of health economics • Argue about whether health is a public or private entity • Explain how health costs are measured, how they are financed, and how health deficits are created • To know the structure of the Greek health system • Know consumer theories of health service demand and health service production • Define the concept of induced demand for health services and discuss the reasons for the existence of the phenomenon • Present the hospital as a financial unit and describe the financial goals of its operation • To understand the current data in the health workforce labor market
<p>General Competences</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 information, with the use of the necessary technology</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Project planning and management</i></p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Showing social, professional and ethical responsibility and</i></p>

<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>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"> • Adaptation to new situations • Application of knowledge in practice • Decision making • Demonstration of social, professional and ethical responsibility • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Independent Assignment • Promotion of free, creative and inductive thinking • Respect for diversity and multiculturalism 	

(3) SYLLABUS

The course refers to health economics, a branch of economic science that analyzes health-related issues with tools from microeconomic theory and public finance, an area of capital importance for the individual and society. The right to equal access to health services concerns individuals and policymakers. Expenditure on health absorbs an increasing share of national income and is the second highest expenditure (after expenditure on pensions). Both the way of financing the expenses and the widening deficits in the health sector, with data such as the aging of the population and the pollution of the environment, are of great concern to health policymakers. In summary, the course discusses how the health system works, how it affects and is affected by the economic system, the philosophy of the health system and health policy in general, and finally, how the prices of health services are determined.

The course is developed in 13 lessons.

- General economic science
- Definition of the concept of health economics
- Methodology of health economics
- Definition of the concepts "health" and "health system"
- The role of the state in the field of health services
- Health expenditure, health financing, and budget deficits
- The organization of the Greek health system
- Health policy and inequalities
- Demand and supply of health services
- The balance in the health services market
- The theory of production in the field of health services
- The hospital as an economic unit
- Review

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, and communication with students	
TEACHING METHODS	Activity	Semester workload
	Lectures	39 h.

<p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></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>	Independent personal study	46 h.
	Preparation for exams	40 h.
	Course total (25 hours of workload per credit/ECTS)	125 hours (5 ECTS)
<p 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>	Final written exam at the end of the semester (100% of the final grade) that will include short answers and/or closed-ended (e.g., multiple-choice) questions.	

(5) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • Rice, T. (2006). <i>Τα οικονομικά της υγείας σε επανεξέταση</i>. Αθήνα: Κριτική, Code in Eudoxus [11795] • Santerre, R., & Neun, S. (2013). <i>Οικονομικά της υγείας: Θεωρία, προοπτική και συστηματική μελέτη</i>. Λευκωσία: Broken Hill publishers, Code in Eudoxus [13256975] • Υφαντόπουλος, Γ.Ν. (2006). <i>Τα οικονομικά της υγείας: Θεωρία και πολιτική</i>. Αθήνα: Δάρδανος, Code in Eudoxus [32050] • Χλέτσος, Μ. (2011). <i>Οικονομικά της υγείας</i>. Αθήνα: Πατάκης, Code in Eudoxus [12718416]

9.7. Healthcare Organization and Management

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	9109	SEMESTER	6th or 7th
COURSE TITLE	Healthcare Organization and Management		
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		3	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GB (General Background)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/1325/		

(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>Upon completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • Know the factors that shape the field of organization and administration of health services • Evaluate the factors that determine the optimal organization and administration of health services, using information technology in education (IT) • Apply knowledge in their professional career in matters of organization, administration, economy, and management of health services, e.g., in terms of decision-making, delegation, conflict management, and control of the work produced by health services 														
<p>General Competences</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> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> </table>	<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>.....</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>.....</i>													

<i>Production of new research ideas</i>	<i>Others...</i>
<ul style="list-style-type: none"> • Adaptation to new situations • Decision making • Demonstration of social, professional and ethical responsibility • Efficient search, analysis, and synthesis of data and information using the essential technologies • Exercise criticism and self-criticism • Independent Assignment • Promotion of free, creative and inductive thinking • Respect for diversity and multiculturalism 	

(3) SYLLABUS

The course introduces the fields of organization, management, and coordination of health service activities, which ensure their effective and efficient operation.

The course is divided into the following sections:

- The field of health at national and international level
- Leadership and management in health services
- Entrepreneurship and health services
- Human resource management in health services
- Administrative science in the field of health
- Information technology and health indicators
- Health decision making
- Health economics
- Human capital and innovation
- Health technology management
- Sociology of health
- Quality and assurance in health services
- Review

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, and communication with students	
TEACHING METHODS <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> <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>	Activity	Semester workload
	Lectures	39 h.
	Independent personal study	46 h.
	Preparation for exams	40 h.
	Course total (25 hours of workload per credit/ECTS)	125 hours (5 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	Final written exam at the end of the semester (100% of the	

<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>final grade) that will include short answers and/or closed-ended (e.g., multiple-choice) questions.</p>
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(5) ATTACHED BIBLIOGRAPHY

Books

- Καστανιώτη, Αι. (2018). Πολιτική υγείας, από τη διεθνή εμπειρία και την ελληνική πραγματικότητα. Δισίγμα, Code in Eudoxus [77120067]
- Καλογεροπούλου, Μ., & Μουρδουκούτας, Π. (2010). Υπηρεσίες υγείας: οργάνωση και διοίκηση, αποδοτικότητα, ποιότητα. Κλειδάριθμος, Code in Eudoxus [13935]

Additional bibliography

- Θεοδώρου, Μ., Σαρρή, Μ., & Σούλης, Σ. (2001). *Συστήματα υγείας*. Αθήνα: Παπαζήση, Code in Eudoxus [68388998]
- Μερκούρης, Α. (2008). *Διοίκηση νοσηλευτικών υπηρεσιών*. Αθήνα: Έλλην, Code in Eudoxus [122081293]
- Πολύζος, Ν. Μ. (2014). *Διοίκηση και οργάνωση υπηρεσιών υγείας*. Αθήνα: Κριτική, Code in Eudoxus [41955467].

9.8. Greek Syntax

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	9110	SEMESTER	6th or 7th
COURSE TITLE	Greek Syntax		
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		3	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	-		

(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>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes 																
<p>After successful completion of the course, students are expected:</p> <ul style="list-style-type: none"> • To describe the basic goals and tenets of Generative Grammar, a theory which seeks to characterize the system of knowledge underlying speakers' ability to produce and parse sentences when using language • To be familiar with the rudiments of syntactic analysis and syntactic theorizing and argumentation • To describe and analyze the major syntactic structures of Modern Greek (including e.g. word order and pro-drop, sentence/clause types and aspects of the nominal structure) as well as to understand their relevance to linguistic theory 																
<p>General Competences</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> <table> <tr> <td>Search for, analysis and synthesis of data and information, with the use of the necessary technology</td> <td>Project planning and management</td> </tr> <tr> <td>Adapting to new situations</td> <td>Respect for difference and multiculturalism</td> </tr> <tr> <td>Decision-making</td> <td>Respect for the natural environment</td> </tr> <tr> <td>Working independently</td> <td>Showing social, professional and ethical responsibility and sensitivity to gender issues</td> </tr> <tr> <td>Team work</td> <td>Criticism and self-criticism</td> </tr> <tr> <td>Working in an international environment</td> <td>Production of free, creative and inductive thinking</td> </tr> <tr> <td>Working in an interdisciplinary environment</td> <td>.....</td> </tr> <tr> <td>Production of new research ideas</td> <td>Others...</td> </tr> </table>	Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management	Adapting to new situations	Respect for difference and multiculturalism	Decision-making	Respect for the natural environment	Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues	Team work	Criticism and self-criticism	Working in an international environment	Production of free, creative and inductive thinking	Working in an interdisciplinary environment	Production of new research ideas	Others...
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management															
Adapting to new situations	Respect for difference and multiculturalism															
Decision-making	Respect for the natural environment															
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues															
Team work	Criticism and self-criticism															
Working in an international environment	Production of free, creative and inductive thinking															
Working in an interdisciplinary environment															
Production of new research ideas	Others...															

- Adaptation to new situations
- Application of knowledge in practice
- Decision making
- Demonstration of social, professional and ethical responsibility
- Efficient search, analysis, and synthesis of data and information using the essential technologies
- Exercise criticism and self-criticism
- Independent Assignment
- Promotion of free, creative and inductive thinking
- Respect for diversity and multiculturalism

(3) SYLLABUS

Short Course Description:

The course deals with syntax, the core of grammar that connects meaning to sound, with a focus on the Greek language (taking cross-linguistic differences into account). More specifically, it introduces students to the study of the syntactic structure of the language from the point of view of Generative Grammar as it has been formed within the Minimalist Program, by presenting the relevant theoretical framework and the methodological tools for the analysis of empirical data. The course covers the definition of syntax and its place in grammar, phrasal structure (i.e. how phrases are formed and how syntax relates to the lexicon and morphology), as well as the interdependence relationships between individual lexical items within the phrase and the sentence (including cases of syntactic shifting). The discussion is enriched by also taking into account empirical evidence from the research field of psycholinguistics.

The course is organized as follows:

- Language, grammar and the subject of syntax (Week 1)
- Syntactic categories (“parts of speech”) (Week 2)
- Phrase structure (Weeks 3-4)
- The syntax-lexicon relation (Week 5)
- Argument types and grammatical functions (Weeks 6-7)
- Agreement and argument relations (Weeks 8-9)
- Left periphery I: Complement clauses (Weeks 10-11)
- Left periphery II: Questions and \bar{A} -dependencies (Weeks 12-13)

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	e-Class, ICT (e.g. web sites including relevant linguistic material), e-mail	
TEACHING METHODS <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>	Activity	Semester workload
	Lectures and active discussions	39
	Essay assignment	30
	Independent study	16
	Preparation for the final written exam	40
	Course total (in hrs.)	125 hours (5 ECTS)
<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>		

STUDENT PERFORMANCE EVALUATION	Final written exam based on open-ended questions, short-answer questions and/or multiple choice questionnaires (including true/false questions): 70%
<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>	Essay assignment: 30%
<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Language of evaluation: Greek
	Specifically-defined evaluation criteria become available via e-Class.

(5) ATTACHED BIBLIOGRAPHY

- *Readings:*

Fromkin, V., Rodman, R., & Hyams, N. (2008). *An introduction to the study of language* (Trans. E. Vazou et al., Ed. G. I. Xydopoulos). Patakis. [in Greek]

Lekakou, M., & Topintzi, N. (Eds.). (2022). *An introduction to linguistics: Foundational concepts and basic branches with an emphasis on the Greek language*. Gutenberg. [in Greek]

Philippaki-Warbuton, I. (1992). *Introduction to theoretical linguistics*. Nefeli. [in Greek]

Theofanopoulou-Kontou, D. (1989). *Generative syntax: Government and binding*. Kardamitsas. [in Greek]

- *Suggested bibliography:*

Carnie, A. (2012). *Syntax: A generative introduction*. Wiley-Blackwell.

Chomsky, N. (1965). *Aspects of the theory of syntax*. MIT Press.

Der Dikken, M. (2013). *The Cambridge handbook of generative syntax*. Cambridge University Press.

Roussou, A. (2015). *Syntax: Grammar and Minimalism* [Undergraduate textbook]. Kallipos, Open Academic Editions. <http://hdl.handle.net/11419/581> [in Greek]

Terzi, A. (2015). *Comparative syntax and language disorders* [Undergraduate textbook]. Kallipos, Open Academic Editions <http://hdl.handle.net/11419/2642> [in Greek]

Theofanopoulou-Kontou, D. (1989). *Transformational syntax: From theory to practice*. Kardamitsas. [in Greek]

Van Valin, R. D. (2001). *An introduction to syntax*. Cambridge University Press.

- *Related academic journals:*

Γλωσσολογία/Glossologia (<http://glossologia.phil.uoa.gr/>)

Journal of Greek Linguistics

Journal of Linguistics

Language

Lingua

Syntax

9.9. Health Psychology

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	9111	SEMESTER	6th or 7th
COURSE TITLE	Health Psychology		
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		3	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/2965/		

(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>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes 												
<p>Through the successful completion of the course, students are expected to:</p> <ul style="list-style-type: none"> • Determine the interaction of various parameters – biological, psychological and social – in health and illness • Understand the psychological processes associated with illness • Assess the health risk of behaviors such as substance use • To deepen the concepts of pain and stress as well as ways of managing them • To appreciate the importance of interdisciplinary cooperation in health and illness issues • To appreciate the importance of combining theory and practice in the exercise of profession • Know the types of intervention programs in the field of Health Psychology and be able to implement them 												
<p>General Competences</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> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> </table>	<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>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>

- Adaptation to new situations
- Application of knowledge in practice
- Decision making
- Demonstration of social, professional and ethical responsibility
- Efficient search, analysis, and synthesis of data and information using the essential technologies
- Exercise criticism and self-criticism
- Independent Assignment
- Promotion of free, creative and inductive thinking

(3) SYLLABUS

<p>Brief Course Description</p> <p>The course introduces the applied field of Health Psychology, its basic principles and dimensions. The aim of this field is the promotion, maintenance and restoration of health in healthy individuals and chronically ill people. In particular, the course presents topics such as the concepts of "health" and "disease", the psychological and social factors that shape these concepts, health-related behaviors, relevant sociocognitive models and theories, psychosocial parameters and the effects of chronic disease, finally the interventions in the individual and the community as well as the role of the psychologist in dealing with chronic diseases and other health problems.</p> <p>The course is divided into the following teaching units:</p> <ul style="list-style-type: none"> • Introduction • Health, Health Psychology, the biopsychosocial model • Culture and health • Social environment and health • Health-related behaviors • Factors influencing health behaviors • Sociocognitive models and theories • Biobehavioral factors (personality, stress, etc.) and health • Disease prevention and health promotion • Chronic diseases and their psychosocial effects • Pain and pain management • Health structures and the role of health psychologists in them • Recapitulation
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the class (face to face)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Supporting the learning process through e-class platform, use of ICT and, for communication with students, e-mail	
TEACHING METHODS <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>	Activity	Semester workload
	Lectures	39 h
	Independent personal Study	46 h
	Preparation to participate in the Finals Exam	40 h
	Course total	125 hours (5 ECTS)

<p>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</p>	
<p 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>Written exam at the end of the semester, which includes development, short-answer and/or closed-ended (eg multiple choice) questions.</p> <p>Evaluation language: Greek</p> <p>The relevant information is announced in the e-class of the course.</p>

(5) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • Karademas, E. C. (2005). <i>Psychology of health</i>. Athens: Gutenberg. Code in Eudoxus [32140] • Anagnostopoulos, F., & Karademas E. C. (2020). <i>Health and Illness: Psychological Processes</i>. Athens: Livanis. Code in Eudoxus [94692497] • Papadatou, D., & Anagnostopoulos, F. (2011). <i>Psychology in the field of Health</i>. Athens: Papazisis. Code in Eudoxus [12866927] • DiMatteo, M. R., & Martin L.E. (2011). <i>Introduction to health psychology</i> (F. Anagnostopoulos & G. Potamianos, Eds.). Athens: Pedio. Code in Eudoxus [12724512] • Ogden, J. (2016). <i>Psychology of Health</i> (V. Siafaka, Ed.). Athens: Parisianos. Code in Eudoxus [41965274] • Sarafino, E. P., & Smith, T. W. (2021). <i>Health Psychology</i> (E. C. Karademas, V. Brouskeli & V. Siafaka, Eds.). Athens: Gutenberg. Code in Eudoxus [102074536] <p>- Related academic journals:</p> <p>Health Psychology Review Journal of Health Psychology Psychology, Health and Medicine</p>

9.10. Speech Therapy: Dyslexia, ADHD

(6) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	9102	SEMESTER	6th or 7th
COURSE TITLE	Speech Therapy: Dyslexia, ADHD		
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		3	
Total		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
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	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SLT139/		

(7) 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>Knowledge derives from the general purpose and the objective goals of the course, focusing on the basic theoretical and practical training of students regarding contemporary trends and issues in the science of teaching. By the end of the course, students will be able to justify why they choose a specific form of teaching, what purposes it serves, what the content of the instructional work is, which students it addresses, and what their psychological characteristics are. Specifically, each student, within the framework of the course, learns to collaborate with their peers in creating and presenting a scenario or case study of a student with specific learning difficulties (dyslexia). The goal of the teaching collaboration is to understand and intervene by applying the special teaching methodology concerning the Targeted Individualized Structured and Differentiated Inclusive Intervention Program for Specific Learning Difficulties (TIAIDP SLD). Thus, on both theoretical and practical levels, inquiries regarding the principles of teaching and neuroeducational learning theories and their relationships are approached, with an emphasis on those that promote learning and development for students with both general and specific learning difficulties.</p>
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma</i></p>

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	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

At the level of general competencies, the aim is for students to:

- Learn to search for, analyse, and synthesize data and information on dyslexia using the necessary technologies.
- Adapt to new situations arising from specific learning difficulties (dyslexia), making decisions for autonomous, individual, or small-group work based on the study of interdisciplinary and foreign-language texts related to dyslexia and ADHD.
- Generate new research ideas for students with dyslexia and ADHD, designing educational projects that respect diversity, multiculturalism, and the natural environment.
- Develop social, professional, and ethical responsibility and sensitivity regarding dyslexia issues in accordance with the principles of diversity and inclusion.
- Engage in critical thinking and self-criticism through self-observation of teaching methods for students with dyslexia, fostering free, creative, and inductive thought.

(8) SYLLABUS

Lecture Content

The course serves as a fundamental introduction to teaching concepts for students with specific learning difficulties (dyslexia). The course content includes the identification, categorization, and differentiation of general learning difficulties from specific ones. Based on categorical classification systems, discussions cover the nature and management of teaching challenges faced by students with dyslexia, dyslexia-related reading difficulties, dysorthography, dysgraphia, dyspraxia, and dyscalculia. The course explores educational interventions for students with dyslexia, emphasizing an inclusive approach aligned with the principles and philosophy of the Framework for Special Education Curriculum (FSEC), the official curriculum frameworks (A.P.S.), and the differentiated teaching programs (D.E.P.P.S.) relevant to the student's current classroom as well as their potential future placement. The Targeted Individual Structured Inclusive Program for Specific Learning Difficulties (TISIP_SLD) is developed in five phases: 1. Initial empirical systematic observation of the student diagnosed with dyslexia. 2. Informal pedagogical evaluation. 3. Design of the teaching program based on the selection of specific teaching objectives. 4. Implementation of targeted differentiated teaching interventions with readiness activities and academic skill exercises. 5. Evaluation of the targeted teaching intervention, particularly focusing on text comprehension. Through the principles of effective teaching, the course examines continuous instructional care, emphasizing the active involvement of students with dyslexia in the program. This includes fostering learning motivation and cultivating a positive attitude toward language-related subjects. Additionally, specific learning difficulties are approached in relation to the following areas: 1. Perceptual skills. 2. Memory skills. 3. Writing skills. 4. Basic reading skills. 5. Mathematical skills. 6. Behavioral skills.

Section Titles

- Familiarization with the characteristics of specific learning difficulties. Theories on language and thought.
- Understanding specific learning difficulties (dyslexia) and ADHD. Learning theories: behaviorist, psycholinguistic, and sociolinguistic (mother-child interaction).

- Neurodevelopmental areas and readiness for reading acquisition. Psychological and cognitive prerequisites for reading.
- Teaching students with special educational needs as outlined in the Framework for Special Education Curriculum (FSEC).
- Teaching students with general learning difficulties according to the Information Processing Model, Cognitive Psychology, and Cognitive Neuroscience.
- Experimental programs and teaching strategies for students with specific learning difficulties (SLDs).
- Drafting a Targeted Individualized Differentiated Inclusive Teaching Program for language subjects, focusing on phonological awareness and reading acquisition.
- Understanding developmental language disorders in students with specific language impairment, dyslexia, and ADHD: illustrative and linguistic methods for teaching spelling.
- Detection and investigation of specific learning difficulties in the comprehension and production of oral and written language: Neuroimaging of learning disorders and the use of MRI.
- Memory functions and specific reading difficulties. Addressing dyslexia.
- Universal and phonological approaches to language – Jean Piaget's theory of cognitive and emotional development during adolescence.
- Teaching reading to students with specific reading difficulties (dyslexia) and Attention Deficit Hyperactivity Disorder (ADHD).
- Oral assessment of students with dyslexia and ADHD.

(9) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the class (face to face)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Supporting the learning process through e-class platform, use of ICT and, for communication with students, e-mail	
TEACHING METHODS <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. 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>	Activity	Semester workload
	Lectures and literature review	39 h
	Practice Exercises	20h
	Project	20h
	Educational visits	2h
	Assignment	20h
	Personal Study and preparation to participate in the Finals Exam	21 h
	Finals Exam	3 h
	Course total	125 hours (5 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure 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.</i>	Proposal 1: Short answers to questions Proposal 2: Essay development with specific questions Proposal 3: Small group presentation Proposal 4: Small group written assignment Other: Creation of differentiated pedagogical material The assessment in the Greek language is conducted using the following methods: <ul style="list-style-type: none"> • Formative or summative assessment via user group documents on the e-class platform. • Short-answer questions within the classroom. 	

	<ul style="list-style-type: none"> • Essay questions for at-home study or library research. • Written assignment submitted at the end of the semester. • Public presentation at the end of the review sessions, including the preparation of a targeted individual speech therapy intervention plan for students with dyslexia. <p>The assessment criteria are accessible in the course's electronic documents on the e-class platform.</p>
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(10) ATTACHED BIBLIOGRAPHY

<p>Books</p> <ul style="list-style-type: none"> • Koliadis, E. A. (2017). <i>Cognitive Psychology, Cognitive Neuroscience, and Educational Practice</i>. Athens: Grigoris Publications. Code in Eudoxus [68372997] • Stasinou, D. P. (2015). <i>Psychology of Speech and Language</i>. Athens: Gutenberg. Code in Eudoxus [50659660] • Norbury, C. F., Tomblin, B. J., & Bishop, D. V. M. (2015). <i>Understanding Developmental Language Disorders</i> (A. Ralli & O. Palikara, Eds.). Athens: Gutenberg. Code in Eudoxus [32998870] • Drosinou, M. (2016). <i>Special Education and Training. The Proposal for Educating Children and Young People with Special Needs through Special Education</i>. Patra: Opportuna. Code in Eudoxus [59370917]. • Drosinou, M. (2019). <i>Handbook of Special Education and Educational Narratives</i>. Patra: Opportuna. Code in Eudoxus [77115167]. • Maniadaki, K., & Kakouros, E. (2016). <i>Managing ADHD: From Theory to Practice</i>. Athens: Gutenberg. Code in Eudoxus [59361048]. • Porpodas, K. D. (2002). <i>Reading</i>. Patra: Aristidou Alexis. Code in Eudoxus [68375783] • Christakis, K. G. (2013). <i>Teaching programs and strategies for individuals with special educational needs and severe learning difficulties</i>. Athens: Diadrasi. Code in Eudoxus [33133960] • Christakis, K. G. (2001). <i>Specific Difficulties and Needs in Primary School: A Theoretical and Practical Approach</i>. Athens: Atrapos. Code in Eudoxus [17679] • Wadsworth, B. J. (2009). <i>Jean Piaget's Theory of Cognitive and Emotional Development: The Foundations of Constructivism</i> (S. Kanellaki, S. Papadopoulos, & S. Yatra Trans.). Athens: Kastaniotis. Code in Eudoxus [16808]. <p>Suggested bibliography for further study</p> <ul style="list-style-type: none"> • Ministry of National Education and Religious Affairs - Pedagogical Institute. (1999). <i>Learning readiness activities. Book for the Special Education Teacher</i>. (M. Drosinou, Ed.). Athens: Educational Book Publishing Organization (O.E.D.B.). (e-book: https://www.openbook.gr/drastiriotites-mathisiakis-etoimotitas). • Polychroni, F., Chatzichristou, C., & Bibou, A. (Eds.). (2007). <i>Special learning difficulties: Dyslexia</i>. Athens: Ellinika Grammata. Code in Eudoxus [9943]. • Porpodas, K. D. (1997). <i>Dyslexia: The specific disorder in written language learning (Psychological perspective)</i>. [Self-published]. Code in Eudoxus [2862]. • Porpodas, K. D. (Ed.). (2003). <i>Diagnostic assessment and intervention of learning difficulties in primary school</i>. Patra: EPEAEK.

(Pdf://efaidnbmnnnibpcajpcglclefindmkaj/https://kesy.dra.sch.gr/images/pdfs/diagnostikh_ak
siologish_math_dyskolion.pdf)

- Zakopoulou, V. (2005). *Early detection test for dyslexia*. Athens: Ellinika Grammata.

9.11. Clinical Practice IV

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Department of Speech Therapy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	8101	SEMESTER	8th
COURSE TITLE	Clinical Practice IV		
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	
Clinical Practice		7	
Course total		9	10
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Skills Development		
PREREQUISITE COURSES:	Clinical Practice II		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/2810/		

(2) LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon the completion of the course, students are expected to be able to provide speech and language therapy to children with greater autonomy than they demonstrated in Clinical Practice I. This will entail a more advanced level of competence, as outlined below:

- Conduct an adequate interview with the relevant patient's case history
- Conduct an orofacial examination of children and adults
- Demonstrate understanding of the differences between different assessment tasks for children
- Analysis history and results of the assessment, and draw appropriate conclusions

- Develop and implement scientifically based treatment program, considering individual client needs
- Formulate speech and language therapy goals
- Write long-term/short-term goals, assessment reports, session plans, and SOAP notes
- Apply speech therapy techniques and collect data during the session
- Evaluate and re-evaluate the results of the therapeutic intervention of the individual client, taking into account progress and any changes to the client's circumstances
- Systematically update clinical records in the clinical context they are attending

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?

- | | |
|---|---|
| <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>.....</i> |
| <i>Production of new research ideas</i> | <i>Others...</i> |
| | <i>.....</i> |

- Critical data analysis
- Decision making
- Demonstration of social, professional and ethical responsibility
- Efficient search, analysis, and synthesis of data and information using the essential technologies
- Exercise criticism and self-criticism
- Group work
- Independent Assignment
- Promotion of free, creative and inductive thinking

(3) SYLLABUS

Brief Course Description: The purpose of this course is to make students more independent in clinical experience than the Clinical Practice III course. In this context, students will be able to handle with a greater degree of independence cases of adults and children with phonation, fluency, language, speech, feeding and swallowing disorders. In this context, students will be able with as little supervision as possible but in collaboration with the supervisor to introduce clinical skills by interviewing the patient (taking a history), using unweighted and weighted tests, writing long-term and short-term goals, selecting, organizing and executing therapeutic intervention, writing assessment reports, writing session plans, applying speech and language therapy techniques and collecting data in session. Students should also be able to write SOAP-type notes at the end of each session and proofread them with their supervisor. Finally, students will be able to practice the above in the classroom and discuss clinical cases in two-hour sessions.

The course is divided into 13 lessons. Modules:

- Clinical approach, history taking and self-critical thinking skills for speech and language therapy student I
- Evaluation and use of unweighted and weighted assessment methods in a pediatric population with multiple disabilities I
- Evaluation and use of unweighted and weighted assessment methods in a paediatric population with multiple disabilities II
- Evaluation and use of unweighted and weighted assessment methods in an adult population I
- Evaluation and use of unweighted and weighted assessment methods in an adult population I
- Writing short- and long-term objectives & Writing assessment reports & Writing SOAP notes
- Therapeutic Interventions for Speech and Language Disorders in the Pediatric Population I

- Therapeutic Interventions for Speech and Language Therapy Disorders pediatric population II
- Therapeutic interventions for speech and language disorders in adult population I
- Therapeutic interventions for speech and language disorders in the adult population II
- Writing session plans & data collection during the session & writing a speech and language therapy report
- Presentation of cases by each student (portfolio) I & II

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (lectures, clinical case studies, discussion, exercises) and clinical settings	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of PPT presentation Use of internet resources Use of audiovisual media Support of the learning process via the electronic platform e-class	
TEACHING METHODS <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. 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>	Activity	Semester workload
	Lectures	26
	Clinical Practice - Case assessment and speech and language therapy	93
	Non-directed study: Independent personal study and case portfolio writing	40
	Writing reports and notes of all kinds	91
	Course total	250 hours (10 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure 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.</i>	50% of the final grade will be based on the following criteria: presentation of each student's caseload through the portfolio (10%), case management skills in clinical settings (20%), individual assignments (10%), student portfolio (10%), with the remaining 50% of the grade comprising a written final examination. A maximum of two absences is permitted.	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Lloyd, M., Bor, R., & Noble, L. (2021). *Κλινικές επικοινωνιακές δεξιότητες για επαγγελματίες υγείας*. Αθήνα: Κωνσταντάρας. Code in Eudoxus [94700072]
- Stokes, M., & Stack, E. (2016). *Κλινική διαχείριση για νευρολογικές καταστάσεις*. Αθήνα: Εκδόσεις Παρισιάνου. Code in Eudoxus [50660079]
- Elsevier. (2021). *Αποτελεσματική Επικοινωνία για τους Λειτουργούς Υγείας*. Αθήνα: Κωνσταντάρας. Code in Eudoxus [133037000]
- Lauer, N., & Birner-Janusch, B. (2016). *Απραξία της ομιλίας παιδιών και ενηλίκων*. Θεσσαλονίκη: Ψωμόπουλος. Code in Eudoxus [59396288]

- Related academic journals:

American Journal of Speech and Hearing Research

Folia Phoniatica et Logopaedica
Aphasiology

- Books and articles:

Hambrecht, G., & Rice, T. (2020). *Clinical Assessment Workbook for Communication Sciences and Disorders*. San Diego: Plural Pub.

Hedge, M. (2009). *A course manual for scientific and professional writing in speech-language pathology*. Delmar: New York.

Hedge, M.N., & Davis, D. (2009). *Clinical methods and practice in speech-language pathology* (International edition). Delmar: New York.

Hegde, M. N., & Kuyumjian, K. (2020). *Clinical methods and practice in speech-language pathology*. San Diego: Plural.

McCauley, R. J., Fey, M. E., Gillam, E. (2017). *Treatment of language disorders in children*. Baltimore: Paul. H. Brookers.

Owens, R. E. (2016). *Language disorders. A practical approach to assessment and intervention*. Patras: GOTSIS.

Pindzola, R. H., Plexico, L. W., & Haynes, W. O. (2016). *Diagnosis and assessment in speech-language pathology*. Boston: Pearson.