

Doc. 300.1.2

Date: December 29, 2020

# Higher Education Institution's response

- **Higher education institution:**

European University Cyprus

- **Town:** Nicosia

- **Programme of study (Name, ECTS, duration, cycle)**

- **In Greek:**

Λογοπαθολογία (18 Μήνες/90 ECTS, ΜΕΤΑΠΤΥΧΙΑΚΟ)

- **In English:**

Speech Language Pathology (18 Months/90 ECTS, MSc)

- **Language(s) of instruction:** Greek

- **Programme's status**

**New programme:** Choose an item.

**Currently operating:** X

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

## A. Guidelines on content and structure of the report

- *The Higher Education Institution based on the External Evaluation Committee’s evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*

***The Department of Health Sciences of European University Cyprus wishes to express its sincere gratitude to the External Evaluation Committee (EEC) for the evaluation of the graduate Speech Language Pathology Program (M.Sc.).***

***It is with great appreciation that the Department and the School of Sciences noted the positive feedback of the EEC; we carefully considered the insightful recommendations. The Committee’s recommendations provided us the opportunity to further improve the quality and implementation of the Program. In the following pages we address in detail all recommendations for improvement suggested by the EEC. We provide relevant information and describe actions taken to ensure that our Speech Language Pathology M.Sc. program is of high quality and considerable impact.***

## 1. Study programme and study programme's design and development

### **EEC indicated areas of improvement and recommendations:**

- 1.1 *Information regarding what the programme qualifies for to prospective students and stakeholders is insufficient and ambiguous. The information provided to potential candidates are too general and need to be more specific with regard to objectives and achieved qualification, and also what the program qualifies for. If the main purpose of the master is to promote research and evidence-based practice, then the experience of a thesis work is required. In particular this is at stake for the Communication Disorders concentration.*
- 1.2 *It is not clear where the candidates following the master's programme continue their career, or how a master's degree qualify for other jobs or positions. Neither did the documentation make it clear if the different versions of the post-graduate degree will be approved for further studies at PhD level, as a thesis is not required. Precise information should be included in the diploma supplement to avoid confusion, or establish a clinical degree for those without a thesis. The students are not required to do a research project, something the EEC finds is required in a MSci program. It is in addition obviously a need for further competence development post-graduation for SLT. But maybe a systematic offer of CE-courses that do not lead to a MSci would be a better solution to support this need for specialization in the field, in addition to the MSci programme?*
- 1.3 *It is recommended that the programme content should be evaluated through discussions with alumni and stakeholders of the community. The EEC is informed that there is a lack of qualified follow-up of the hard of hearing in the community, and competence for both assessment and intervention for this part of the population is underdeveloped. A practical suggestion is to aim for an optional specialization in SLT work with the hard of hearing as a part of the post-graduate program.*

### **Response by EUC:**

- 1.1 The program Speech Language Pathology (M.Sc.) is offered in Greek and it attracts candidates from Cyprus and Greece. The Speech Language Pathology M.Sc. program considers candidates who are:
  - Graduates of Speech Therapy Programs: Speech Therapy graduates may apply only to the "Clinical Speech Pathology" concentration. Special entry requirement for this concentration is a degree in Speech Therapy and at least 400 hours of clinical practicum.
  - Graduates of Allied Profession programs: these graduates may only apply to the "Communication Disorders" concentration. Special entry requirement for this concentration is a degree in related or allied sciences, e.g. Education, Psychology, Special Education

The rationale for the above distinction is that in both Cyprus and Greece in order to practice as a Speech Therapist the law requires an undergraduate degree in Speech Therapy. Speech Therapy graduates - candidates for the M.Sc. program are aware of this legal requirement to practice; non-speech therapy (allied health) candidates are informed of this condition, albeit it is well established both in Greece and Cyprus that

one needs a specialty undergraduate degree to work in education, special education, psychology, or other allied professions.

**Therefore, a Master's degree in Speech Pathology (in any of the two concentrations) adds hiring and promotion credits as an academic achievement, but does not qualify degree holders for practice.**

Hence, the Program's objectives (please see Appendix 1, pp. 1-2) indicate that it's overall and general aims are to provide students graduate advanced education and concentration in Speech Pathology, enhance their analytical and critical thinking in Speech Pathology, and encourage and enhance their research skills in Speech Pathology. In addition:

In the *Clinical Speech Pathology* concentration available only to graduates of Speech Therapy programs, the program provides in-depth study, enhances knowledge and skills, enhances ethical approaches in clinical decision making and application of Speech Pathology principles, and prepares students for further Research in Speech Pathology. In more specific, the concentration in Clinical Speech Pathology aims to:

- provide specialized knowledge and skills for diagnosis, management, prevention, and education related to disorders of speech and language, communication, and swallowing
- enhance knowledge and skills for specialized Speech Pathology service provision to people of various ages and cultures
- prepare students for a variety of professional environments, such as hospitals, schools, private practice, and rehabilitation centers
- prepare students for further study and research in Speech Pathology
- enhance students' knowledge and skills in Speech Pathology research implementation and evaluation
- provide continuing education opportunities to Speech Pathologists in Cyprus, and contribute to high quality Speech Pathology services with cutting edge academic and clinical research

In the *Communication Disorders* concentration, available only to graduates and professionals from Allied Health Sciences, the M.Sc. provides an in-depth study of communication disorders as part of their interdisciplinary involvement, prepares them to better support children and adults with communication disorders in a multidisciplinary approach, and to conduct research among people with communication disorders. In more specific, the concentration in Communication Disorders aims to:

- provide in-depth study in Communication Disorders
- contribute to interdisciplinary collaboration between Speech Pathology and allied sciences
- prepare students for a variety of professional environments, such as hospitals, schools, private practice, and rehabilitation centers
- prepare students for further study and research in Speech Pathology
- enhance students' knowledge and skills in Speech Pathology research implementation and evaluation

As far as the recommendation of the EEC to make the Thesis a requirement for the Speech Language Pathology program, we would like to thank the Committee for this, as we agree that it strengthens the research objective of our program. Therefore, the program curriculum has been altered to reflect this major modification (please see Appendix 1, p. 3). With this revision, students in both concentrations will need to

complete both a compulsory Research Methodology course and a compulsory Thesis as part of their degree requirements. Correspondingly, changes to the core and elective courses were made to accommodate this modification in terms of the curriculum.

- 1.2 Upon completion of the Master's program graduates may continue their employment as Speech Pathologists or Allied Health professionals, based on their initial (bachelor) qualification as stated in response 1.1. Completion of the M.Sc. degree requirements would not alter the graduates' practice qualification; rather it will enhance and update their knowledge and clinical perspective/multidisciplinary expertise. Therefore, candidates will have stronger background on their respective clinical Speech Pathology or multidisciplinary Allied Health fields. Further concerns expressed in 1.2 above have been addressed by making the Thesis a mandatory part of the Master's degree as explained in 1.1. Hence, the EEC's concerns related to Program graduates' eligibility to pursue doctoral studies, have now been addressed as now the Thesis is a requirement for our Speech Language Pathology Master's.
- 1.3 The program content was discussed in the Advisory Board meeting of the running Speech Language Pathology Program and their suggestions and recommendations were taken into consideration during the Program Evaluation Review (P.E.R.) procedure. Advisory board members included the School Dean and Department Chairperson, the program coordinator, and representatives from: the Cyprus Society of Pediatrics; the Cyprus Neurological Society; the Ministry of Education, Special Education Division; the president of the Cyprus Association of Registered Speech Pathologists; and a student representative.

Furthermore, feedback from external stakeholders is provided by the two elected board members from the Cyprus Association of Speech Pathologists members of our Faculty in the current Speech Language Pathology program (Dr. M. Christopoulou and Dr. M. Christodoulou-Devletian), as well as by the chair of the Cyprus Registration Board for Speech Pathologists Dr. L. Voniati who is also a member of our Faculty. In addition, two of our Clinical Supervisors (Dr. Papaleontiou, Dr. Kili) work for the Ministry of Education/Speech Therapy division of Special Education, while Dr. Ch. Thodi (the Chairperson of the Department and coordinator of the Program) is a founding member and the consultant audiologist for the Cyprus Universal Newborn Hearing Program, the first to be established in Southern Europe and the Mediterranean. These tight links between the program and society have guided responses to societal needs into our M.Sc. curriculum.

In response to the EEC recommendation to offer qualified education that reflects community needs (i.e. assessment and intervention for people with hearing loss), the M.Sc. program has incorporated support for many community needs in our curriculum: In response to ardent community needs for early communication intervention and for support for infants and toddlers with hearing loss, EUC has offered the first Early Intervention course ever in Greek language in our undergraduate program. In addition, we have included the course SP660 Early Communication Intervention in our M.Sc. curriculum. Reflecting the needs of the growing multicultural Cyprus population, sections on bi/multilingual assessment and intervention with emphasis on the growing needs of our population have been included in the course SP665 Speech Pathology in Education (please see Appendix 2, p. 21).

Specifically, in reference to professional support needs for people with hearing loss, the birthrate in Cyprus is about 9000 per year, and the number of infants identified with



permanent hearing loss is 30-35 per year. We appreciate the recommendation to consider a specialization on supporting children hearing loss, and as a first step we have strengthened the sections on hearing loss in SP650 Developmental Language Disorders (please see Appendix 2, p. 15), SP660 Early Communication Intervention (Appendix 2, p.19), and created a special SP685 Seminar in Communication Disorders dedicated to intervention for children with hearing loss hearing loss (Appendix 2, p.30).

## 2. Student – centred learning, teaching and assessment

### **EEC indicated areas of improvement and recommendations:**

#### *Student assessment:*

2.1 *the EEC advises to include the master thesis as core module in the concentration Clinical Speech Pathology instead of the choice between master thesis or three elective courses*

2.2 *The EEC encourages to use more diverse forms of assessment including critical thinking, applying, evaluation of what is learned, instead of reproducing knowledge. This will also improve the relationship between the course goals and type of assessments*

2.3 *There is no practicum related to the MSc programme, but the EEC recommend that a specialized practicum (clinical or research) related to the content of the concentration is included.*

### **Response by EUC:**

2.1 The Master's thesis has now been incorporated in the program, in both concentrations, as recommended by the EEC.

2.2 Assessment takes different forms in the graduate program: at least 30% of all course grading is dedicated to projects (please see all revised syllabi in Appendix 2). Projects, usually involve literature reviews or case studies, requiring students to exercise both critical thinking and show best practice clinical competences. Students present their work at the last meeting, which provides opportunities for peer interactions and discussions. Examinations evaluate the course learning outcomes, which in all courses include critical thinking and evidence-based practices. Therefore, examinations include case studies, reports, assessment, and intervention design, and application of knowledge in all examinations.

2.3 We appreciate the recommendation for specialization and providing clinical OR research practice insights to our students.

As far as providing clinical practice, this would be applicable only to the Clinical Speech Pathology concentration, as allied health professionals do not practice Speech Pathology as explained in the previous section of this response report (1.1. above). Thus, placing M.Sc. students in clinical settings would not add significantly to their clinical experience. Given the recommendation of the EEC, nonetheless:

- The Clinical Speech Language Pathology concentration syllabi have been revised to provide opportunities to discuss, design intervention, enhance clinical skills and collaborate in a variety of clinical cases in several of its updated course syllabi. We

have included clinical applications and Evidence-Based Practice in all Clinical courses (please see syllabi in Appendix 2; pp 4, 6, 16, 18, 19, 22, 24, 26, 28, 30).

- To enhance support skills and interdisciplinary collaboration, we have incorporated implementation of case studies and grand-rounds discussions with clinical applications and Evidence-Based Practice where applicable in the Communication Disorders coursework (please see Appendix 2, pp 13, 19, 22, 28, 30).

As two final notes on this issue, clinical practicum has not been part of any graduate program in Speech Pathology in Greece or Cyprus; inclusion of clinical practicum in our M.Sc. program would reduce the attractiveness of the program. At the same time, the available clinical settings providing Speech Language Therapy services in Cyprus and Greece are already serving as placement sites for the undergraduate clinical practicum and thus the implementation of the program would have been unfeasible.

As far as to provide further research and dissemination practice and experiences for the students, the M.Sc. in Speech Language Pathology program has designed the yearly Speech Language Pathology Colloquium to start on June 2021: students will present their work and interact in round-table discussions, covering current Clinical Speech Language Pathology Speech Language Pathology and multidisciplinary considerations in Speech Pathology as part of the Thesis requirements for the M.Sc. in Speech Language Pathology. This will provide further opportunity for discussion, grand rounds participation, and interaction for exchange of clinical and research insights. The Colloquium is planned to take place after the end of Spring Semester each academic year (June). During the Colloquium, all graduate Speech Language Pathology students will present their Thesis work to their peers, to undergraduate Speech Language Therapy students, faculty, and interested professionals. The Colloquium presentation and participation evaluation has been incorporated in the Thesis evaluation as shown in the syllabus (please see Appendix 2, p.33).

### 3 Teaching staff recruitment and development

#### **EEC indicated areas of improvement and recommendations:**

*3.1 It is recommended that the students at the master's level meet research in all topics and are also made aware of how the different courses are related to the individual teacher's research. We have the impression this take place, but it is not transparent in the documentation.*

*3.2 It is also necessary to consider the workload of the teachers in the program, as some seems to have a heavy teaching load, which gives little time for personal development and research activities.*

#### **Response by EUC:**

3.1 Faculty research interests have a direct impact on the course materials, as new trends of academic and research perspectives are of primary importance for the design and teaching of the courses. Faculty consider and incorporate the various parameters and challenges affecting international practice and multidisciplinary collaboration in Speech Language Pathology. Faculty's research is directly transfused in the material explored in the classes, as evident in the topics' sections of the syllabi (please see Appendix 2). Student involvement in the M.Sc. Thesis research as a degree requirement will further immerse students into faculty's research interests and activities. The

iCommunicate Research Center (iCRC) run by the Program is the hub for all graduate research activities. Through iCRC students participate in the preparation of research proposals. Under faculty supervision students have successfully implemented workshops for “Researchers’ Night” (a yearly event organized by the Cyprus Research and Innovation Foundation). In the Researcher’s night since 2018, students have had the opportunity to engage in projects and presentations for developing synergies between learning and research, and presenting their work to the public.

3.2 Based on faculty contractual obligations, all Faculty members are expected to teach 4 courses (12 contact hours/week) per semester. EUC faculty teaching load policy can be adjusted to promote faculty research and development by the University’s research policy (see policy below). EUC research policy allows Teaching Hour Reduction to reward and accommodate faculty involvement in funded research projects, manuscript submission and acceptance, funding applications, textbook/book authorship, professional meeting preparation and participation: faculty seek and receive release from teaching one course for each funded project they are participating and supporting, and they accumulate points towards teaching load reduction by participating in the other scholarly activities. Specifically, as stated in EUC Research policy (pp. 23-24):

#### **Teaching Hours Reduction for Research Purposes**

*The University rewards members of staff who excel in research by awarding them Teaching Hours Reduction (THR). A THR may be awarded if the member of staff fulfils the conditions in one or more of the three schemes outlined below.*

*A member of staff may be awarded a THR under more than one of the schemes described below if he/she is eligible. The minimum teaching per semester can be reduced down to 6 hours per week based on the accumulated research load reduction hours. An exemption may be considered for Deans and Chairs.*

*All allocations of THR under the three schemes outlined below will be made after a recommendation of an ad-hoc committee chaired by the Vice Rector for Research and External Affairs. The committee will take into account scheduling constraints and other considerations for the sustainable development of research activity at the university. The committee will meet at an appropriate time in each semester in order to make the THR allocations in time for the preparation of the schedule of classes for the next semester.*

#### **7.1 Award of a THR for participation in research projects**

*Members of staff are eligible to apply for a Teaching Hours Reduction (THR) when conducting funded research for the full duration and until the completion of relevant funded projects. Should their application meets with success, funded project coordinators are entitled to a three-hour teaching reduction per semester for the whole duration of the project, whereas research partners are eligible for a THR equivalent to at least one third of the duration of the project. Based on the policy of the University with regard to THR requests, Faculty, research and Other Teaching Personnel (OTP) members are expected to submit a written request to the Chairperson of his/her Department before the beginning of the academic year/semester. The Chairperson will process the THR request by way of making a relevant recommendation to the Dean of*



*School. The Dean will then forward his/her recommendation to the Vice Rector for final approval. After the deadline expires, applications for teaching hours reduction will not be accepted.*

*The deadlines for submitting a request for teaching load reduction per semester are the following:*

*For the Fall Semester: 1st of May*

*For the Spring Semester: 31st of October*

*If a research proposal was awarded a grant after the special case of approval of a research/grant proposal (i.e. RPF, EU, etc.) while an academic year is in progress, a THR request should be submitted and be approved prior to the beginning of the next semester, during which the teaching load reduction will be applied. The research project should commence at least one month before the beginning of the next semester for the THR to be awarded.*

### **7.2 Award of a THR for writing a book**

*A three-hour teaching reduction per semester will be awarded for the purpose of writing a book upon submission of a publishing contract by a reputable publisher. A total of two THR allocations (maximum 6 credits) will be made under the scheme for each book contract. The same deadlines and application procedure apply as in the scheme described in section 7.1.*

### **7.3 Award of a THR by accumulation of points**

*A third scheme for the award of a THR takes into account the research activity of members of staff and the points they have accumulated according to the tables given in Appendix D. A THR of 3 hours per week is awarded to faculty members once they accumulate 100 (one hundred) points and the same number of points are automatically deducted from his/her accumulated total. Points accumulated over time but not utilized by a member of staff will simply remain at his/her disposal.*

*Note that members of staff may consider the year 2016 as the starting point for calculating points accumulated through research. The calculation of points will be valid after it has been approved by the Dean of the School and the Vice Rector for Research and External Affairs.*

## **4. Student admission, progression, recognition, and certification**

### **EEC indicated areas of improvement and recommendations:**

*4.1 The EEC recommend external evaluation of at least some of the exams in addition to norm finding sessions between staff.*

*4.2 The added value of the master is not clear for clinical work, and without a thesis it is not clear if the degree will be approved for PhD studies. It must be explicitly stated in the diploma supplement what is the content, and whether the degree includes a thesis. Preferably, the MSc degree is reserved for the candidates with a completed thesis.*

### **Response by EUC:**

4.1 There is a process for re-evaluation of student examinations through the EUC appeal procedure that allows any student who believes that the grade received in the Final Exam is different from what was expected to follow an appeals procedure as Stated in EUC Charter:

*In the case where a student believes that the final exam grade received is different from what was expected, he/she must exhaust all possibilities of resolving the problem with the pertinent instructor first. If this does not lead to a resolution, the student may appeal against the grade by filing a petition with the Office of the Registrar. The Registrar will forward a copy of the petition to the pertinent Chairperson of Department, who will first ascertain that no error was made by the instructor, and if so, will assign an anonymous re-evaluation of the final examination/project to another instructor. In the case of major discrepancy between the instructor's evaluation and the re-evaluation that will require change of grade, the average of the two evaluations will be assigned as the final grade to the final examination/project. Changes of grades resulting from an appeal require the endorsement of the Dean of School. For a petition to be reviewed, a student must appeal within four (4) weeks from the date the results are announced.*

During Fall 2020 semester, and due to the special pandemic restrictions, an ad-hoc Quality Assurance team consisting of three (3) members of the Department, offers to each instructor and each course feedback on the consistency of each exam paper according to the pertinent EUC framework and suggests possible amendments.

Additionally, it should be noted that for the assessment of Master Theses, Department policy dictates that a committee of two members reviews and gives feedback to the student.

4.2 The Speech Pathology M.Sc. program enhances critical thinking and evidence-based specialized and interdisciplinary considerations. With the carefully designed curriculum, graduates of the Clinical Speech Pathology concentration acquire in-depth knowledge and demonstrate evidence-based approaches to diagnosis and intervention in disorders of speech and language. Graduates of the Communication Disorders concentration study communication disorders with an in-depth approach to interdisciplinary collaboration. The program curriculum has been altered to incorporate the M.Sc. thesis as a requirement (please see Appendix 1, p.3). With this revision, both concentrations will need to complete a compulsory Research Methodology course and a compulsory Thesis as part of the degree requirements. The content for each concentration is specified in Appendix 1. The EEC's concern whether the graduates of the Program will be eligible to pursue doctoral studies has been addressed, as now the Thesis is a requirement for our Speech Language Pathology M.Sc.

## **5. Learning resources and student support**

### **EEC indicated areas of improvement and recommendations:**

*Despite the excellent research facilities for master students and research experience of the staff, conducting a master project is optional which seems to be a missed chance.*

*The EEC therefore recommends to facilitate student participation in ongoing research, or if this is already in place, to make this more visible in course descriptions and study goals.*

**Response by EUC:**

The compulsory Thesis inclusion immerses students in research activities; faculty present and promote their research in class, as all faculty members are active in various research projects and activities. In the EUC School of Sciences and the Health Sciences Department 5-year plan we just composed, we are instituting funding for student involvement in research activities as part of on-going projects.

In addition, all graduate courses include projects that are either of Clinical nature in the clinical Speech Language Pathology concentration, or multi-disciplinary in the Communication Disorders Concentration. These projects are completed via Evidence-Based Practice principles, offering students opportunities to examine, synthesize, and project on current issues. Demonstration of meaningful involvement in these projects is provided via the project submissions and presentations at the end of each semester (please see assessment in all syllabi, Appendix 2).

## 6. Conclusions and final remarks

**EEC indicated areas of improvement and recommendations:**

6.1 The programme does not include practicum, and candidates from allied disciplines are thus not trained specifically for clinical work in SLT. It is not obvious from the available sources what specific qualifications the programmes will give, and how the different varieties can be used for e.g admission to next round (level 8 -- PhD) as research experience is limited and elective.

6.2 It is recommended that the master's program should include more research experience obligatory thesis work.

**Response by EUC:**

It is with great appreciation that the Department of Health Sciences and the School of Sciences noted the positive feedback of the EEC; we carefully considered the EEC insightful recommendations. The Committee's recommendations provided us the opportunity to further improve the quality and implementation of the Program. In previous pages we provided all details in how we addressed all recommendations for improvement suggested by the EEC. As far as the final summative remarks of the EEC above:

6.1 As detailed in sections 1.1, 1.2, & 2.3, the two concentrations provide in-depth study, critical thinking, and research skills in clinical diagnosis and intervention (Clinical Speech Pathology concentration), and interdisciplinary support and collaboration (Communication Disorders concentration). M.Sc. students from allied disciplines are not be eligible for clinical practicum as specified by legal requirements explained in 1.1. However, as these professionals are always part of a multidisciplinary team supporting children or adults with communication disorders, there is interest to pursue further study to be in a better position to provide support for this population. Given the

recommendation of the EEC, the Speech Language Pathology M.Sc. program syllabi have been revised:


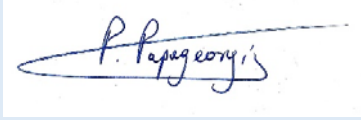
- The Clinical Speech Language Pathology concentration syllabi have been revised to provide opportunities to discuss, design intervention, enhance clinical skills and collaborate in a variety of clinical cases in various of its updated course syllabi. We have included clinical applications and Evidence-Based Practice in all Clinical courses (please see syllabi in Appendix 2; pp 4, 6, 16, 18, 19, 22, 24, 26, 28, 30).
- To enhance support skills and interdisciplinary collaboration we have incorporated implementation of case studies and grand-rounds discussions with clinical applications and Evidence-Based Practice where applicable in the Communication Disorders coursework (please see Appendix 2, pp 13, 19, 22, 28, 30).

In reference to research experience gained in the Program, ample research experience is provided by the M.Sc. in Speech Language Pathology now that it has been revised according to the EEC recommendation through the inclusion of the compulsory Thesis, as well as through student involvement in research in class projects, and presentations in the Research Colloquium. These experiences are very good preparation for further study in a PhD program as recommended by the EEC.

6.2 As far as this recommendation, the EEC concern has been addressed with inclusion of the Thesis and further research experiences, see also 6.1.

We hope that the relevant information provided, and description of actions taken to ensure that our Speech Language Pathology M.Sc. program is of high quality and considerable impact will find the EEC in agreement.

## B. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Chrysoula Thodi</b>	Chairperson, Department of Health Sciences and Program Coordinator	
<b>Panagiotis Papageorgis</b>	Dean, School of Sciences	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

**Date:** 29/12/2020



**“Speech Language Pathology (18 Months/90 ECTS, MSc)”**

**AIMS, OBJECTIVES, LEARNING OUTCOMES, CURRICULUM**

**1. Program’s purpose and objectives:**

**GENERAL OBJECTIVES:**

**The program aims to:**

- provide students the opportunity for Graduate Study in Speech Pathology in Cyprus, with high academic and clinical standards
- provide advanced education and concentration in Speech Pathology
- promote analytical and critical thinking in Speech Pathology
- encourage and enhance research skills in Speech Pathology
- provide post-graduate concentration in Communication Disorders to Allied Health Science graduates
- enhance ethical approaches in clinical decision making and application of Speech Pathology principles

***The concentration in Clinical Speech Pathology aims to:***

- provide specialized knowledge and skills for diagnosis, management, prevention, and education related to disorders of speech and language, communication, and swallowing
- enhance knowledge and skills for specialized Speech Pathology service provision to people of various ages and cultures
- prepare students for a variety of professional environments, such as hospitals, schools, private practice, and rehabilitation centers
- prepare students for further study and research in Speech Pathology
- enhance students’ knowledge and skills in Speech Pathology research implementation and evaluation
- provide continuing education opportunities to Speech Pathologists in Cyprus, and contribute to high quality Speech Pathology services with cutting edge academic and clinical research

***The concentration in Communication Disorders Objectives aims to:***

- provide in-depth study in Communication Disorders
- contribute to interdisciplinary collaboration between Speech Pathology and allied sciences
- prepare students for a variety of professional environments, such as hospitals, schools, private practice, and rehabilitation centers
- prepare students for further study and research in Speech Pathology
- enhance students’ knowledge and skills in Speech Pathology research implementation and evaluation

**2. Intended learning outcomes: *Upon successful completion of the concentration Clinical Speech Pathology, students should be able to:***

- analyse neurologic, psychological, developmental, and language function related to communication disorders
- effectively evaluate people with developmental and acquired communication disorders
- plan and implement intervention programs for people with developmental and acquired communication disorders
- communicate effectively in oral or written form with patients, specialists, and families
- support social, academic, professional inclusion of people with communication disorders
- substantiate clinical method outcomes
- evaluate research in Speech Pathology
- plan, complete, and present post-graduate level research

***Upon successful completion of the concentration in Communication Disorders students should be able to:***

- analyze neurologic, psychological, developmental, and language function related to communication disorders
- discuss diagnostic and intervention principles in communication disorders
- communicate effectively in oral or written form with patients, specialists, and families
- support social, academic, professional inclusion of people with communication disorders
- incorporate interdisciplinary principles in communication disorders in their practice
- evaluate research in Speech Pathology
- plan, complete, and present post-graduate level research

**“Speech Language Pathology (18 Months/90 ECTS, MSc)”**

DEGREE REQUIREMENTS	ECTS
All students pursuing the Speech Language Pathology: Clinical Speech Pathology/Communication Disorders (Master of Science) program must complete the following requirements:	
<b>Core + Concentration Courses</b>	<b>30</b>
<b>Elective courses:</b> <ul style="list-style-type: none"> <li>• Clinical Speech Pathology</li> <li>• Communication Disorders</li> </ul>	<b>30</b>
<b>Master Thesis</b>	<b>30</b>
<b>Total Requirements</b>	<b>90</b>

<b>Core Courses (40 ECTS)</b>	
SP600 Research Methods in Speech Pathology	10
SP690 Master Thesis	30
<b>Concentration courses (20 ECTS)</b>	
<b>Concentration Clinical Speech Pathology</b>	
SP610 Speech Sound Disorders	10
SP620 Motor Speech Disorders in Children and Adults	10
<b>OR</b>	
<b>Concentration Communication Disorders</b>	
SP630 Neuroscience of Communication	10
SP640 Multicultural-Multidisciplinary considerations in Communication Disorders	10
<b>Three elective courses (30 ECTS)</b>	
Students select electives from the following courses:	
**SP645 Communication Disorders in Adults	10
*SP650 Developmental Language Disorders	10
*SP655 Communication and Cognitive Disorders in Adults	10
***SP660 Early Communication Intervention	10

***SP665 Speech Pathology in Education	10
*SP670 Adult Voice Disorders	10
*SP675 Adult Swallowing Disorders	10
***SP680 Counseling in Speech Pathology	10
***SP685 Seminar in Communication Disorders	10

\*Only for Clinical Speech Pathology concentration students

\*\*Only for Communication Disorders concentration students

\*\*\*For students in both concentrations

**“Speech Language Pathology (18 Months/90 ECTS, MSc)”**

Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
<b>Semester 1– Both Concentrations (10 ECTS)</b>							
Compulsory	Research Methods in Speech Pathology	SP600	3	50	14	42	10
<b>Semester 1: Clinical Speech Pathology Concentration (20 ECTS)</b>							
Compulsory	Speech Sound Disorders	SP610	3	50	14	42	10
Compulsory	Motor Speech Disorders in Children and Adults	SP620	3	50	14	42	10
<b>Semester 1: Communication Disorders Concentration courses (20 ECTS)</b>							
Compulsory	Neuroscience of Communication	SP630	3	50	14	42	10
Compulsory	Multicultural-Multidisciplinary considerations in Communication Disorders	SP640	3	50	14	42	10
<b>Semester 2: Clinical Speech Pathology Concentration courses (30 ECTS)</b>							
3 Elective Courses		-----	9	50	14	42	30



Semester 2: Communication Disorders Concentration courses (30 ECTS)							
3 Elective Courses	-----	9	50	14	42	30	
Semester 3 Both concentrations (30 ECTS)							
Compulsory	Master Thesis	SP690	---	---	---	---	30

### Elective courses

**SP645 Communication Disorders in Adults	10
*SP650 Developmental Language Disorders	10
*SP655 Communication and Cognitive Disorders in Adults	10
***SP660 Early Communication Intervention	10
***SP665 Speech Pathology in Education	10
*SP670 Adult Voice Disorders	10
*SP675 Adult Swallowing Disorders	10
***SP680 Counseling in Speech Pathology	10
***SP685 Seminar in Communication Disorders	10

\*Only for Clinical Speech Pathology concentration students

\*\*Only for Communication Disorders concentration students

\*\*\*For students in both concentrations

**APPENDIX 2****REVISED SYLLABI**

Course Title	Research Methods in Speech Pathology				
Course Code	SP600				
Course Type	Compulsory for both concentrations				
Level	Master (2 <sup>nd</sup> cycle)				
Year/Semester	1st Year/1st Semester				
Teacher's Name	Dr. Chryssoula Thodi				
ECTS	10	Lectures/ week	3 hours / 14 weeks	Laboratories /week	None
Course Purpose and Objectives	Aim: To deepen understanding of research methods in communication sciences, analyze data for comparing groups and evaluating results, and to design research in Speech Language Pathology				
Learning Outcomes	Upon completion of the course the students are expected to: <ul style="list-style-type: none"><li>• Describe methods of data processing to produce new knowledge in speech therapy</li><li>• Explain and apply qualitative analysis methodology</li><li>• Describe and apply quantitative analysis methodology</li><li>• Process data with existing software</li><li>• Compose a detailed bibliography on a specific topic</li><li>• Compare research results</li><li>• Relate research findings to scientific references</li><li>• Design research projects in Speech Pathology</li></ul>				
Prerequisites	None		Co-requisites		None
Course Content	Research and experiment-scientific question and scientific hypothesis. Literature review, composition of research questions and null hypotheses. Qualitative and quantitative research, experimental design and implementation. Data analysis with quantitative and qualitative methods. Measurements in Speech Language Pathology, descriptive statistics, variance, inferential statistics. Data analysis with parametric statistics, hypothesis testing. Statistical findings' interpretation, evaluation of results. Correlation of results to published data.				
Teaching Methodology	Face-to-face				

Bibliography	<p>Ρούσσος, Π.Λ. &amp; Τσαούσης, Γ. (2011). Στατιστική στις Επιστήμες της Συμπεριφοράς με τη χρήση του SPSS. Αθήνα: ΤΟΠΟΣ.</p> <p>Bowling, A. (2013). Μεθοδολογία Έρευνας στην Υγεία. Broken Hill Publisher</p> <p>Dobinson, C, Wren, Y Eds (2019). Creating Practice-Based Evidence: a resource for SLTs. J&amp;R Press ISBN 978-1-907826-37-5</p> <p>Lyons, R, McAllister, L (2019). Qualitative Research in Communication Disorders: an introduction to students and clinicians, ISBN 978-1-907826-38-2</p> <p>Nelson, LK (2016). Research in Communication Sciences and Disorders. Third Edition, Plural Publishing</p> <p>Satake, E. (2015). Statistical methods and reasoning for the clinical sciences: Evidence-based practice. Plural Publishing.</p>								
Assessment	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Examinations</td> <td style="width: 30%; text-align: center;">60%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td style="text-align: center;">10%</td> </tr> <tr> <td>Assignments</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">100%</td> </tr> </table>	Examinations	60%	Class Participation and Attendance	10%	Assignments	30%	Total	100%
Examinations	60%								
Class Participation and Attendance	10%								
Assignments	30%								
Total	100%								
Language	Greek								

Course Title	Speech Sound Disorders				
Course Code	SP610				
Course Type	Compulsory for Clinical Speech Pathology concentration				
Level	Master (2 <sup>nd</sup> cycle)				
Year/Semester	1st Year/1st Semester				
Teacher's Name	Dr. Louiza Voniati				
ECTS	10	Lectures/ week	3 hours / 14 weeks	Laboratories /week	None
Course Purpose and Objectives	The aim of the course is to present theoretical and clinical approaches to interpret and describe the nature and etiology of speech sound disorders. The course focuses mainly on articulation and phonological disorders in children, their evaluation, prevention and treatment based on current evidence-based methods.				
Learning Outcomes	<p>Upon completion of the course the students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Investigate theoretical issues of phonemic and phonological disorders and their evaluation and intervention.</li> <li>• Refer to clinical literature for the diagnosis and intervention of phonemic and phonological disorders</li> <li>• Demonstrate the necessary skills to evaluate phonemic and phonological ability for proper intervention and make differential diagnosis of articulation versus phonology.</li> <li>• Create protocols for the evaluation and analysis of phonemic and phonological samples.</li> <li>• Formulate long- and short-term therapeutic intervention goals.</li> <li>• Present evaluation and intervention results fully and comprehensibly in a report.</li> <li>• Make a differential diagnosis (eg developmental speech apraxia against phonological and/or phonemic disorders)</li> <li>• Decide the most appropriate treatment method.</li> <li>• Document the effects of therapeutic intervention.</li> <li>• Design autonomous research on phonemic and phonological intervention.</li> </ul>				
Prerequisites	None	Co-requisites	None		

Course Content	<p>Systems, principles and elements of articulation, early phonemic and phonological development, late vocal and phonological development, factors related to phonemic and phonological disorders, principles and systems of phonological analysis as well as developmental and non-developmental phonological processes and assessment and diagnostic procedures. Standardized phonemic and phonological assessments and a theoretical review of the main treatment methods for phonemic and phonological disorders. Management of phonemic and phonological problems in speech language pathology.</p> <p>Based on EBP principles, emphasis is given to issues of differential diagnosis of articulation disorders and phonological disorders. Principles of quantitative phonological evaluation and standardized evaluation tests. Methods in collection and analysis of a language sample - evaluation of results, principles of interference in phonemic and phonological disorders, therapeutic approaches and the choice of treatment objectives. Discussion of case studies; grand rounds in Speech Sound Disorders.</p>		
Teaching Methodology	Face-to-face		
Bibliography	<p>Πετεινού Κ.&amp; Οκαλίδου Α., (2010). Θεωρητικά και Κλινικά Θέματα Φωνητικής και Φωνολογίας. Επιφανίου.</p> <p>Bauman-Waengler J. (2016) Articulation and Phonology in Speech Sound Disorders: A Clinical Focus. Pearson</p> <p>Bauman-Waengler, J. &amp; Garcia D. (2019). Phonological Treatment of Speech Sound Disorders in Children: A Practical Guide. Plural Pub.</p> <p>Bernthal. J.E., Bankson N.W.&amp; Flipsen. P. (2017). Articulation and Phonological Disorders: Speech Sound Disorders in Children. Pearson</p> <p>Brosseau-Lapr� F. &amp; Rvachew S. (2018). Developmental Phonological Disorders: Foundations of Clinical Practice. Plural Pub.</p> <p>Fabus R., Yudes-Kuznetsov J.&amp; Hausner Gozdziwski T., (2104) Clinical Case Studies of Children with Articulation and Phonological Disorders. Plural Pub.</p>		
Assessment	Examinations	60%	
	Class Participation and Attendance	10%	
	Assignments	30%	
	Total	100%	
Language	Greek		



Course Title	Motor Speech Disorders in Children and Adults				
Course Code	SP620				
Course Type	Compulsory for “Clinical Speech Pathology” concentration				
Level	Master (2nd Cycle)				
Year/Semester	1st Year/1st Semester				
Teacher’s Name	Dr. Dionysios Tafiadis				
ECTS	10	Lectures/ Week	3 hours / 14 weeks	Laboratories/ week	None
Course Purpose and Objectives	<p>Purpose: Presentation, evaluation, treatment, and rehabilitation of dysarthria and apraxia due to neurological disease.</p> <p>Study, diagnosis and rehabilitation of speech and language in neurological disease due to lesions of upper and lower motor neuron, cerebellum, extrapyramidal system, and cortex. Motor speech assessment methods including relevant clinical tests, differential diagnosis, and documented scientific methods of therapy. Evaluation and treatment of apraxia. Principles and objectives of restoring apraxia; selection of appropriate documented therapeutic program to improve the patients’ quality of life.</p>				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze, synthesize, and evaluate information about motor speech disorders using the necessary knowledge of neurological disease.</li> <li>• Identify etiologies of dysarthria, awareness differentiating their neurological conditions and their motor speech symptomatology.</li> <li>• Identify dysarthria types of and describe the characteristics of each type.</li> <li>• Evaluate dysarthria leading to differential diagnosis.</li> <li>• Develop intervention goals based on information from the assessment of patients with dysarthria.</li> <li>• Describe documented treatment methods based on motor speech subsystem pathology (respiration, voice, resonance, articulation).</li> <li>• Determine speech apraxia etiology from a neurological point of view.</li> <li>• Identify the verbal features of speech apraxia.</li> <li>• Evaluate speech apraxia and demonstrate knowledge of possible cognitive dysfunction after stroke or TBI (including attention, memory, problem solving, and executive function).</li> </ul>				

	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of documented methods in apraxia management.</li> <li>• Design intervention that includes the family of patients with neurogenic motor speech disorder.</li> </ul>		
Prerequisites	None	Co-requisites	None
Course Content	<ol style="list-style-type: none"> <li>1. Neurological perspective in neurogenic speech disorders: current knowledge</li> <li>2. Correlation of motor speech control to apraxia causality</li> <li>3. Clinical dysarthria cases: flaccid, spastic, ataxic</li> <li>4. Clinical dysarthria cases: hypokinetic, hyperkinetic, mixed</li> <li>5. Clinical dysarthria cases: children and adults</li> <li>6. Clinical evaluation of neurogenic motor speech disorders: normal function, intelligibility, prosody</li> <li>7. Clinical evaluation of neurogenic motor speech disorders: dysarthria analysis in daily interaction</li> <li>8. Clinical evaluation of neurogenic motor speech disorders: cognitive aspects</li> <li>9. Telemedicine in clinical evaluation of neurogenic motor speech disorders</li> <li>10. Research methods in neurogenic motor speech disorders: assessment of motion, rhythm, prosody</li> <li>11. Evidence-based interventions to improve intelligibility and communication in people with dysarthria</li> <li>12. Discussion of case studies; grand rounds in Motor Speech Disorders</li> </ol>		
Teaching Methodology	Face to face		
Bibliography	<p>Duffy, J. (2012). Motor Speech Disorders 3rd Ed. St. Louis, Missouri: Elsevier Mosby.</p> <p>Freed, D, (2018). Motor Speech Disorders: Diagnosis and Treatment, 3rd Edition, Plural Publishing</p> <p>Murdoch, B. (2008). Προβλήματα Λόγου και Ομιλίας. (Επιμέλεια μετάφρασης Μ. Καμπανάρου). Αθήνα: Εκδόσεις ΕΛΛΗΝ.</p> <p>Strand, EA, McCauley, RJ (2018). Dynamic evaluation of Motor Speech Skill DEMSS Manual. Brookes Publishing</p> <p>Yorkston, K. M., Beukelman, D. R., &amp; Strand, E. A. (2010). Management of Motor Speech Disorders in Children and Adults 3rd Ed. Austin, TX: Pro-Ed.</p>		
Assessment	Examinations	60%	
	Class Participation	10%	
	Assignments	30%	
		100%	
Language	Greek		

Course Title	Neuroscience of Communication				
Course Code	SP630				
Course Type	Compulsory for “Communication Disorders” concentration				
Level	Master (2 <sup>nd</sup> Cycle)				
Year/Semester	1st Year/1st Semester				
Teacher’s Name	Dr. Chryssoula Thodi				
ECTS	10	Lectures/ Week	3 hours / 14 weeks	Laboratories/ week	None
Course Purpose and Objectives	<p>Purpose: This course describes the mechanisms of the human brain responsible for acquisition, processing and production in communication function.</p> <p>Description: presentation of interdisciplinary field drawing theory and methodology from neuroscience, linguistics, cognitive science, neurobiology, neuropsychology, communication disorders, and computer science. The course examines communication based on factors that allow speakers to understand and use language.</p>				
Learning Outcomes	<p>Upon successful completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• describe the main interdisciplinary components of communication acquisition</li> <li>• Formulate analytical skills to interpret communication phenomena from a neurosciences perspective.</li> <li>• associate brain areas to specific communication functions in perception and production</li> <li>• interpret neuroscience contributions as they apply to speech pathology</li> <li>• interpret and understand neuroimaging techniques used for mapping brain function during communication</li> <li>• describe basic principles and current trends leading to model formulation in language and speech acquisition</li> </ul>				
Prerequisites	None		Co-requisites	None	

Course Content	<ul style="list-style-type: none"> <li>• Introduction and classification of Neuroscience Fundamentals in Communication Sciences and Disorders</li> <li>• Basic Structure and Function of Neurons (Neural Signaling and Synaptic Function)</li> <li>• Neuroimaging as an instrument for Neurosciences.</li> <li>• Mapping of the Language in the Brain (A).</li> <li>• Mapping of the Language in the Brain (B).</li> <li>• Cognitive Neuroscience and Language: Challenges and Future Approaches.</li> <li>• Neural Substrate of Speech and Voice.</li> <li>• Neural Substrate of Receptive Language.</li> <li>• Neural Substrate of Expressive Language.</li> <li>• Nervous and Functional processing Architecture for Oral and Written Lexical Representation, Semantics.</li> <li>• Neurocognitive aspects of Syntactic Processing.</li> <li>• Neural Substrate of Hearing: Central Auditory Pathway and Auditory Cortices.</li> </ul>								
Teaching Methodology	Face to face								
Bibliography	<p>Andreatta, R. D. (2020). Neuroscience Fundamentals for Communication Sciences and Disorders (4th edition). Plural Publishing.</p> <p>Hegde, M. N. (2018). A coursebook on aphasia and other neurogenic language disorders (4th edition). Plural Publishing.</p> <p>LaPointe, L. L., Murdoch, B.E., Stierwalt, J. A. G. (Ed.). (2011). Aphasia and related neurogenic language disorders. Plural Publishing.</p> <p>Seikel, J. A., Konstantopoulos, K., &amp; Drumright, D. G. (2018). Neuroanatomy and Neurophysiology for Speech and Hearing Sciences. Plural Publishing.</p> <p>Tremblay, K., Burkard, R. (2014). Translational Perspectives in Auditory Neuroscience: Special Topics. Plural Publishing.</p>								
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Examinations	60%								
Class Participation and Attendance	10%								
Assignments	30%								
	100%								
Language	Greek								

Course Title	Multicultural - Multidisciplinary considerations in Communication Disorders				
Course Code	SP640				
Course Type	Compulsory for "Communication Disorders" Concentration				
Level	Master (2 <sup>nd</sup> Cycle)				
Year/Semester	1st Year/1st Semester				
Teacher's Name	Dr. Maria Christopoulou				
ECTS	10	Lectures /week	3 hours / 14 weeks	Laboratories /week	None
Course Purpose and Objectives	The aim of the course is to provide scientific knowledge in communication disorders necessary for professionals working multilingual / multicultural environment. The course focuses on developing skills required for effective interdisciplinary cross-cultural cooperation.				
Learning Outcomes	<p>Upon completion of the course the students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• explain the concepts of identity, culture, diversity and multiculturalism, enhancing tolerance and openness to foreign and novel concepts.</li> <li>• manage bilingual/multilingual/multicultural speech therapy intervention, acquiring the necessary theoretical knowledge on bilingual/multilingual/multicultural issues and understanding evaluation and intervention methods and techniques.</li> <li>• analyze collaboration of the Speech Pathologist with a translator or other specialist to evaluate and manage multilingual people with language disorders.</li> <li>• develop a set of principles governing team co-operation and joint decision making</li> <li>• distinguish similarities and differences of cross-cultural practice cooperation between different countries.</li> <li>• collaborate with the members of the interdisciplinary team to ensure the best outcome for patients, families, carers and the community.</li> <li>• demonstrate skills enabling leadership of and participation in the interdisciplinary team while being aware of related difficulties</li> </ul>				



Prerequisites	None	Co-requisites	None
Course Content	<p>Theories of assimilation, multiculturalism, multilingualism and multicultural, multilingual intervention. Types of bilingualism and multilingualism, language processing models, evaluation and treatment of multilingual individuals with language disorders at different ages. Establishing an interdisciplinary approach, early and valid clinical intervention.</p> <p>Programming, design, composition, features and roles of the interdisciplinary team in various clinical cases and facilities with different clinical scenarios including:</p> <ul style="list-style-type: none"> <li>• Collaborative leadership</li> <li>• European and global collaborations in different health systems and environments</li> <li>• virtual learning-collaboration</li> <li>• communication skills</li> <li>• teamwork and reflection</li> </ul> <p>The class will include discussion of case studies; grand rounds in multicultural considerations</p>		
Teaching Methodology	Face to face		
Bibliography	<p>Bluteau, P. &amp; Jackson, A. (2009). Interprofessional education: making it happen. Basingstoke: Palgrave Macmillan.</p> <p>Dwight, D. M. (2015). Βασικές Δεξιότητες Λογοθεραπευτικής Παρέμβασης. Πάτρα: GOTSIS.</p> <p>Hyter, D.Y. &amp; Salas-Provance, B.M. (2018). Culturally Responsive Practices in Speech Language, and Hearing Sciences. Plural Pub.</p> <p>Nancarrow, S., Booth, A., Ariss, S., Smith, T., Enderby, P. &amp; Roots, A. (2013). Ten principles of good interdisciplinary team work. Human Resources for Health, 11(1).</p> <p>Paradis, J., F. Genesee &amp; M. Crago (2011) Dual Language Development &amp; Disorders: A Handbook on Bilingualism &amp; Second Language Learning (2nd Ed.). Brookes Publishing.</p> <p>Pavlenko, A. (2011). Thinking and Speaking in Two Languages (Bilingual Education and Bilingualism), Multilingual Matters.</p>		

Assessment	Examinations	60%
	Class Participation and Attendance	10%
	Assignments	30%
	Total	100%
Language	Greek	

Course Title	Communication Disorders in Adults				
Course Code	SP645				
Course Type	Elective for “Communication Disorders” concentration				
Level	Master (2 <sup>nd</sup> Cycle)				
Year/Semester	1st Year/2nd Semester				
Teacher’s Name	Dr. Marianna Christodoulou Devletian				
ECTS	10	Lectures/ week	3 hours / 14 weeks	Laboratories/ week	None
Course Purpose and Objectives	<p>Purpose: In this course students learn about communication disorders in adults.</p> <p>Description: the course presents the types of adult communication disorders, as well as principles of evaluation and intervention in speech and language for: Adult Neurogenic Communication Disorders [Aphasia and Related Disorders, Apraxia, Dysarthria, Traumatic Brain Injuries, Cognitive Disorders – Dementia and Right Hemisphere Syndrome], voice-swallowing disorders, Adult Fluency Disorders and HIV related communication disorders.</p>				
Learning Outcomes	<p>Upon successful completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze, synthesize and evaluate information on adult communication disorders.</li> <li>• Identify etiologies and clinical symptoms of adult communication disorders.</li> <li>• Identify different clinical symptoms of neurogenic adult communication disorders based on clinical evidence.</li> <li>• Differentiate clinical symptoms of various aetiologies in acquired adult communication disorders</li> <li>• analyze the principles of Speech Language Pathology assessment in adult communication disorders in reference to evidence-based practices</li> <li>• describe the principles of Speech Language Pathology intervention procedures in adult communication disorders in reference to evidence-based practices</li> <li>• Describe speech and language pathology counseling for adult communication disorders including the patient’s family/ caregivers</li> </ul>				
Prerequisites	None		Co-requisites	None	

Course Content	<ul style="list-style-type: none"> <li>• Communication Disorders in Adult Life.</li> <li>• Principles of Diagnosis and Treatment Adults Communication Disorders.</li> <li>• Evidence-Based Practice in Adults Communication Disorders.</li> <li>• Motor Speech Disorders – Adults Apraxia.</li> <li>• Motor Communication Disorders – Dysarthria.</li> <li>• Neurogenic Communication Disorders – Aphasia.</li> <li>• to Neurogenic Communication Disorders – Right Hemisphere Syndrome.</li> <li>• Neurogenic Communication Disorders – Traumatic Brain Injury.</li> <li>• Minor &amp; Major Neurocognitive Disorders - Mild Cognitive Impairment &amp; Dementia (A).</li> <li>• Minor &amp; Major Neurocognitive Disorders – Mild Cognitive Impairment &amp; Dementia (B).</li> <li>• Communication Disorders of HIV Infection.</li> <li>• Adult Voice and Swallowing Disorders.</li> <li>• Adult Fluency Disorders</li> <li>• Discussion of case studies; grand rounds in interdisciplinary considerations of adult communication disorders</li> </ul>
Teaching Methodology	Face to face
Bibliography	<p>Bayles, K., McCullough, K., &amp; Tomoeda, C. K. (2018). Cognitive-communication Disorders of MCI and Dementia: Definition, Assessment, and Clinical Management. Plural Publishing.</p> <p>Brutten, G., &amp; Vanryckeghem, M. (2018). Behavior Assessment Battery for adults who stutter. Plural Publishing.</p> <p>Carozza, L. S. (Ed.). (2016). Communication and Aging: Creative Approaches to Improving the Quality of Life. Plural Publishing.</p> <p>Hegde, M. N., &amp; Freed, D. (2016). Assessment of Communication Disorders in Adults: Resources and Protocols. Plural Publishing.</p> <p>Hull, R. H., &amp; Griffin, K. M. (2017). Communication disorders in aging (1st Edition). Plural Publishing.</p> <p>Kohnert, K. (2013). Language disorders in bilingual children and adults. Plural Publishing.</p>

Assessment	<table border="1"> <tr> <td data-bbox="625 188 1169 264">Examinations</td> <td data-bbox="1169 188 1444 264">60%</td> </tr> <tr> <td data-bbox="625 264 1169 309">Class Participation and Attendance</td> <td data-bbox="1169 264 1444 309">10%</td> </tr> <tr> <td data-bbox="625 309 1169 353">Assignments</td> <td data-bbox="1169 309 1444 353">30%</td> </tr> <tr> <td data-bbox="625 353 1444 405"></td> <td data-bbox="1169 353 1444 405">100%</td> </tr> </table>	Examinations	60%	Class Participation and Attendance	10%	Assignments	30%		100%
Examinations	60%								
Class Participation and Attendance	10%								
Assignments	30%								
	100%								
Language	Greek								

Course Title	Developmental Language Disorders				
Course Code	SP650				
Course Type	Elective for concentration "Clinical Speech Pathology"				
Level	Master (2 <sup>nd</sup> Cycle)				
Year/Semester	1st Year/2nd Semester				
Teacher's Name	Dr. Louiza Voniati				
ECTS	10	Lecture s/week	3 hours / 14 weeks	Laboratories/ week	None
Course Purpose and Objectives	The aim of the course is to present topics on typology, nature, etiology, evaluation and rehabilitation of language disorders in pre-school and early school ages. Description of theoretical frameworks and principles of optimal evaluation and treatment of childhood language disorders. Presentation of the various types of language disorders, recent research findings on genetic, neurophysiological, neurobiological, cognitive and linguistic aspects.				
Learning Outcomes	<p>Upon completion of the course students are expected to:</p> <ul style="list-style-type: none"> <li>• Explore in depth and understand the various types of language disorders</li> <li>• Refer to the clinical literature to deepen their knowledge of language types and characteristics</li> <li>• Apply necessary skills for assessment of language competence and differential diagnosis; design intervention methods and goals</li> <li>• Create protocols for the evaluation and analysis of a language sample</li> <li>• Formulate long-term and short-term therapeutic goals</li> <li>• Present the results of an evaluation in a comprehensive and comprehensible manner to other experts</li> <li>• Understand the characteristics of linguistic phenotype in children with Down syndrome, Fractal X, Williams syndrome, Landau Kleffner's Syndrome, hearing loss, special language disorder, autism spectrum disorder, semantic and auditory/language processing and memory problems.</li> <li>• Evaluate with critical thinking the interactive relationship between neurobiology, genetics, and the environment in terms of language disorder and decide on the most appropriate therapeutic approach to rehabilitation</li> <li>• Document therapeutic intervention outcomes</li> <li>• Design autonomous research on linguistic disorders</li> </ul>				
Prerequisites	None	Co-requisites		None	

Course Content	Description of language disorders types with emphasis on specific language impairment and communication disorders associated with genetic syndromes and mental/cognitive impairment. Epidemiology and prevalence of language disorders. Discuss prevention, evaluation, and management of language disorders. Emphasis on differential diagnosis. Specific language impairment and cognitive/language insufficiency, trans-language findings, formal and informal evaluation tests, features and subgroups, early language features of chronic language disorder, Williams, Down, Asperger, Fragile-X, ADHD, Auditory Processing Deficit, attention and memory, dyslexia, co-morbidity, semantics, morphosyntax/grammar, pragmatics and phonology in relation to language disorder. Creation of diagnostic protocols and intervention plans with application of Evidence-Based Practice principles. Discussion of case studies; grand rounds in developmental language disorders.								
Teaching Methodology	Face-to-face								
Bibliography	<p>McLeod S., &amp; Baker E. (2017). Children's Speech: An Evidence-Based Approach to Assessment and Intervention. Pearson</p> <p>Norbury C.F., Tomblin J.B. &amp; Bishop V.M.D. (2013). Κατανοώντας τις αναπτυξιακές Γλωσσικές Διαταραχές. Gutenberg</p> <p>Owens, R. E. (2016). Γλωσσικές διαταραχές. Μια πρακτική προσέγγιση στην αξιολόγηση και την παρέμβαση. Πάτρα: GOTSIS</p> <p>Weismer G. (2021) Introduction to Communication Sciences and Disorders: The Scientific Basis of Clinical Practice. Plural Pub</p>								
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Examinations	60%								
Class Participation and Attendance	10%								
Assignments	30%								
Total	100%								
Language	Greek								

Course Title	Communication and Cognitive Disorders in Adults				
Course Code	SP655				
Course Type	Elective for “Clinical Speech Pathology” concentration				
Level	Master (2 <sup>nd</sup> cycle)				
Year/Semester	1st Year/2nd Semester				
Teacher’s Name	Dr. Marianna Christodoulou Devletian				
ECTS	10	Lectures/w eek	3 hours / 14 weeks	Laboratories/ week	None
Course Purpose and Objectives	<p>Purpose: Understanding diagnostic and intervention principles in people with neurogenic communication disorders (aphasia and right hemisphere syndrome).</p> <p>Description: Study, diagnosis and language rehabilitation in neurogenic disorders (aphasia and right hemisphere syndrome) due to cortical and subcortical lesions. Methods of language evaluation in neurogenic disorders (description of clinical assessments), differential diagnosis, validated scientific methods for Speech Language Pathology intervention. Principles and objectives of language rehabilitation, determination of appropriate treatment program to improve communication and quality of life of patients with neurogenic disorders.</p>				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze, compose, and evaluate information on neurogenic communication disorders in light of neurological, psychological developmental and linguistic knowledge.</li> <li>• Identify aphasia etiologies, including characteristics of hemorrhagic, ischemic or other types of brain damage.</li> <li>• Identify the basic classification of aphasia and describe its characteristics.</li> <li>• Evaluate people with aphasia with methods that lead to differential diagnosis.</li> <li>• Develop therapeutic goals based on assessment information.</li> <li>• Describe treatment methodologies based on aphasia subtypes.</li> <li>• Identify the characteristics of right hemisphere syndrome.</li> <li>• Determine right hemisphere syndrome assessment and intervention procedures.</li> <li>• Identify ways for assessment and intervention of daily living for patients with neurogenic disorders (left or right brain hemisphere aphasia).</li> </ul>				



	<ul style="list-style-type: none"> <li>Analyze participation of speech language pathologists in an interdisciplinary intervention team for management of neurogenic disorders (left or right brain hemisphere aphasia).</li> <li>Design intervention that includes the family of patients with neurogenic disorders (left or right brain hemispheres aphasia).</li> </ul>		
Prerequisites	None	Co-requisites	None
Course Content	<p>Etiology, evaluation and treatment of aphasia and right hemisphere syndrome; critical analysis of speech therapy intervention. Principles of diagnosis and intervention in people with neurogenic communication disorders (aphasia and right hemisphere syndrome). Discussion of case studies; grand rounds in communication and cognitive disorders</p>		
Teaching Methodology	Face to face		
Bibliography	<p>Brookshire, R. H. &amp; McNeil, M. R. (2014). Introduction to Neurogenic Communication Disorders 8th Ed. St. Louis: Mosby</p> <p>Hallowell, B (2016). Aphasia and Other Acquired Neurogenic Language Disorders: A Guide for Clinical Excellence. Plural Publishers</p> <p>Helm-Estabrooks, N., Albert, M.L., &amp; Nicholas, M. (2014). Manual of Aphasia Therapy 3rd Ed. Austin, TX: Pro-Ed</p> <p>LaPointe, LL, Stierwalt, JAG (2018). Aphasia and Related Neurogenic Language Disorders. Thieme</p>		
Assessment	Examinations	60%	
	Class Participation and Attendance	10%	
	Assignments	30%	
		100%	
Language	Greek		

Course Title	Early Communication Intervention				
Course Code	SP660				
Course Type	Elective for both concentrations				
Level	Master (2 <sup>nd</sup> Cycle)				
Year/Semester	1st Year/2nd Semester				
Teacher's Name	Dr. Chrysoula Thodi				
ECTS	10	Lectures/week	3 hours / 14 weeks	Laboratories/week	None
Course Purpose and Objectives	To teach the principles, screening, evaluation, diagnosis, goal setting, implementation, and documentation of outcomes for early communication interventions in ages 0-3 years.				
Learning Outcomes	<p>Upon completion of the course the students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Describe typical cognitive, motor, communication, and feeding skill development in the first three years of life.</li> <li>• Explain the process and techniques of neonatal and infant assessment.</li> <li>• Differentiate diagnostic and intervention approaches for infants and children with hearing loss</li> <li>• Analyze diagnostic evaluation results</li> <li>• Compose a diagnostic report and intervention plan for neonatal and infant communication disorders.</li> <li>• Document the effectiveness of early intervention.</li> <li>• Compose a bibliographic review of early intervention research in Speech Language Pathology</li> </ul>				
Prerequisites	None		Co-requisites	None	
Course Content	Normal development theories, communication disorders and interventions in neonates and infants. Risk factors for communication disorders. Developing social and communication skills, strengthening attachment. Assessment of communication and socialization skills in newborns and infants. Intervention for communication skills. Strategies for communication skill development. Hospitalization and early intervention in the Neonatal Intensive Care Unit. Early hearing loss detection and intervention. Outcome measures for early intervention documentation. Discussion of case studies; grand rounds in early interventions; multidisciplinary issues in early assessment and intervention.				
Teaching Methodology	Face to face				

Bibliography	<p>Karant P., James P., (2017). Comprehensive Intervention for Children with Developmental Delays: Program Manual and Checklists. Plural Publishing.</p> <p>Karant P., Roseberry-McKibbin C., James P., (2017). Intervention for toddlers with Cognitive, Social, and Emotional Delays: Practical Strategies. Plural Publishing.</p> <p>Karant P., Roseberry-McKibbin C., James P., (2017). Intervention for Toddlers with Communication Delays: Practical Strategies. Plural Publishing.</p> <p>Owens R.E. Jr., (2018) Early Language Intervention for Infants, Toddlers, and Preschoolers. Pearson.</p> <p>Ross K.D., (2017). Speech-Language Pathologists in Early Childhood Intervention. Plural Pub.</p>								
Assessment	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">Examinations</td> <td style="width: 30%; text-align: center;">60%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td style="text-align: center;">10%</td> </tr> <tr> <td>Assignments</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">100%</td> </tr> </table>	Examinations	60%	Class Participation and Attendance	10%	Assignments	30%	Total	100%
Examinations	60%								
Class Participation and Attendance	10%								
Assignments	30%								
Total	100%								
Language	Greek								

Course Title	Speech Pathology in Education				
Course Code	SP665				
Course Type	Elective for both concentrations				
Level	Master (2 <sup>nd</sup> Cycle)				
Year/Semester	1st Year/2nd Semester				
Teacher's Name	Dr. Louiza Voniati				
ECTS	10	Lectures /week	3 hours / 14 weeks	Laboratori es/week	None
Course Purpose and Objectives	The aim of the course is to enhance the theoretical and clinical training of students to manage speech, language and communication disorders in primary and secondary education.				
Learning Outcomes	<p>Upon completion of the course the students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• analyze existing legislation on Special Needs and Education and Training.</li> <li>• apply methodological principles for managing a small group of students.</li> <li>• define, describe, and differentiate language disorders, learning disabilities, and dyslexia, as well as issues in multilingual development.</li> <li>• analyze etiology, demographics, and prognosis for learning disabilities and dyslexia.</li> <li>• apply the modern tactics of detection and diagnosis of learning disorders, and dyslexia.</li> <li>• apply modern methods of intervention to improve phonological processing, phonological awareness, reading, writing comprehension, and remediation strategies for children with learning disabilities and dyslexia.</li> <li>• customize the organization of treatment within a group of students based on Evidence-Based Practices.</li> <li>• apply the basic methodological principles of the Unified Education philosophy.</li> <li>• apply the Code of Ethics for the participation of a speech language pathologist in multidisciplinary meetings.</li> <li>• report and analyze the principles of cooperation with relevant disciplines in the public or private sector (special educator, educational psychologist, occupational therapist, educational class, parents).</li> </ul>				

Prerequisites	None	Co-requisites	None								
Course Content	Function of the class, basic pedagogical teaching methods in class. Particularities, for group speech therapy in relation to an individual session. Addressing children with disorders in emotional, social, communication level. School integration of children with special needs, multidisciplinary cooperation in the school environment. Speech needs resulting from the speech language pathologist reviews and other specialties, with emphasis on behavior, social skills, employment, literacy and overall operation of the child at school. Awareness of the difficulties, the motivation of the child. Parent counseling and support. Discussion of case studies; grand rounds in school-age speech pathology and interdisciplinary considerations										
Teaching Methodology	Face to face										
Bibliography	<p>Schraeder, T. (2016). A guide to school services in speech-language pathology. Plural Publishing.</p> <p>Blosser, J. L., &amp; Means, J. W. (2018). School Programs in Speech-Language Pathology: Organization and Delivery. Plural Publishing.</p> <p>Dwight, D. M. (2015). Βασικές Δεξιότητες Λογοθεραπευτικής Παρέμβασης. Πάτρα: GOTSIS.</p> <p>Nancarrow, S., Booth, A., Ariss, S., Smith, T., Enderby, P. &amp; Roots, A. (2013). Ten principles of good interdisciplinary team work. Human Resources for Health, 11(1).</p>										
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Examinations	60%										
Class Participation and Attendance	10%										
Assignments	30%										
Total	100%										
Language	Greek										

Course Title	Adult Voice Disorders				
Course Code	SP670				
Course Type	Elective for “Clinical Speech Pathology” Concentration				
Level	Master (2 <sup>nd</sup> Cycle)				
Year/Semester	1st Year/2nd Semester				
Teacher’s Name	Dr. Dionysios Tafiades				
ECTS	10	Lectures/ week	3 hours / 14 weeks	Laboratories /week	None
Course Purpose and Objectives	Anatomy, neuro-anatomy and physiology, of voicing including embryological development of larynx and respiration system. Study, diagnosis and recovery of voice in neurological, organic, and psychogenic disorders as well as the ability to interview and counsel patients in voice disorders. Knowledge of clinical assessment of voice, including perceptual, acoustic, and physiological measurements. Knowledge of questionnaires and quality-of-life scales in patients with voice disorders. Knowledge of documented therapeutic methods of vocal disorders for selection of the appropriate intervention method				
Learning Outcomes	<p>Upon successful completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze, synthesize, and evaluate information about voice disorders with the necessary knowledge of anatomy, neuroanatomy and physiology of voice.</li> <li>• Identify different etiologies of voice disorders (organic, psychogenic, neurological) and describe their characteristics.</li> <li>• Analyze the types of voice disorders and describe the characteristics of each type.</li> <li>• Evaluate voice to allow differential diagnosis (clinical assessment of voice).</li> <li>• Describe current voice assessment methods and imaging.</li> <li>• Develop therapeutic goals based on information from the assessment of patients with voice disorders.</li> <li>• Design evidence-based treatment plans and involve patients’ families</li> <li>• design team intervention for voice disorders</li> </ul>				
Prerequisites	None	Co-requisites	None		

Course Content	<p>Review of the Anatomy and Physiology Laryngeal and Respiratory Systems</p> <p>Review of Voice Disorders in Children and Adults.</p> <p>The Aging Voice.</p> <p>The Transgender Voice.</p> <p>The Singer's Voice.</p> <p>Voice and Forensics</p> <p>Imaging Evaluation of Voice Disorders: The SLP Roles.</p> <p>Auditory-Perceptual, Acoustic, Aerodynamic and Self-perceived Evaluation of Voice: A Clinical Approach</p> <p>Practical Approaches in Singing Voice Rehabilitation</p> <p>Voice Training Programs for Professional Speakers.</p> <p>Treatment Approaches to Voice Disorders in Group Sessions.</p> <p>Treatment Approaches to Transgender Voice.</p> <p>Voice Disorders and Laryngectomized Patients.</p> <p>Discussion of case studies; grand rounds in voice disorders</p>								
Teaching Methodology	Face to face								
Bibliography	<p>Kelchner, L. N., Brehm, S. B., &amp; Weinrich, B. (2014) Pediatric voice: A modern, collaborative approach to care. Plural Publishing.</p> <p>Olszewski, A., Sullivan, S., Cabral A. (2019). Here's How to Teach Voice and Communication Skills to Transgender Women (1st Edition). Plural Publishing.</p> <p>Sataloff, R. (2017). Clinical assessment of voice. Plural publishing.</p> <p>Sataloff, R. T. (Ed.). (2017). Treatment of voice disorders. Plural Publishing.</p> <p>Stemple, J. C., &amp; Hapner, E. R. (2019). Voice therapy: Clinical case studies.Plural Publishing.</p>								
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Class Participation and Attendance	10%								
Assignments	30%								
	100%								
Language	Greek								

Course Title	Adult Swallowing Disorders				
Course Code	SP675				
Course Type	Elective for “Clinical Speech Pathology” Concentration				
Level	Master (2 <sup>nd</sup> Cycle)				
Year/Semester	1st Year/2nd Semester				
Teacher’s Name	Dr. Dionysios Tafiadis				
ECTS	10	Lectures/ week	3 hours / 14 weeks	Laboratories /week	None
Course Purpose and Objectives	Multidisciplinary approach to diagnosis and treatment of feeding and swallowing disorders. Evaluation of feeding and swallowing in neurological disorders (peripheral or central), post-surgical complications, autoimmune diseases, medications, syndromes.				
Learning Outcomes	<p>Upon successful completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the feeding and swallowing mechanism anatomy, physiology and pathophysiology for purposes of clinical practice.</li> <li>• analyze the causes and evaluate the signs and symptoms of feeding and swallowing disorders</li> <li>• recognize feeding and swallowing disorders in special populations, via administration of screening and bedside identification protocols.</li> <li>• recognize feeding and swallowing problems in special populations via interpretation of imaging protocols.</li> <li>• use diagnostic information based on principles of Evidence-Based Practice to make early and valid diagnosis and intervention.</li> <li>• implement scientifically documented intervention strategies and protocols for feeding and swallowing disorders in children and adults.</li> </ul>				
Prerequisites	None	Co-requisites	None		
Course Content	<p>Epidemiological Data, Prevalence and Etiology of Swallowing Disorders</p> <p>Anatomy and Physiology of the Feeding and Swallowing mechanism in Children and Adults for Clinical Practice.</p> <p>Post Stroke Feeding and Swallowing Disorders.</p> <p>Feeding and Swallowing Disorders in Movement Disorders.</p> <p>Feeding and Swallowing Disorders in Post Traumatic Conditions in Children and Adults.</p>				



	<p>Feeding and Swallowing Disorders in Cleft Lip/Palate and Craniofacial Anomalies.</p> <p>Feeding and Swallowing Disorders in Rare Medical Conditions.</p> <p>Feeding and Swallowing Disorders in Children and Adults with HIV.</p> <p>Principles of Assessment and Diagnostic Methods of feeding and Swallowing Disorders (A).</p> <p>Principles of Assessment and Diagnostic Methods of feeding and Swallowing Disorders (A).</p> <p>Evidence-based decision-making in Clinical and Nutritional Management of Feeding and Swallowing Disorders.</p> <p>Discussion of case studies; grand rounds in swallowing disorders</p>								
Teaching Methodology	Face-to-face								
Bibliography	<p>Arvedson, J. C., &amp; Brodsky, L., Lefton-Greif M. A.(2020).Pediatric swallowing and feeding: Assessment and management. Cengage Learning.</p> <p>Daniels, S. K., Huckabee, M. L., &amp; Gozdzikowska, K. (2019).Dysphagia following stroke. Plural Publishing.</p> <p>Homer, E. M. (2015).Management of Swallowing and Feeding disorders in Schools. Plural Publishing.</p> <p>Murry, T., Carrau, R. L., &amp; Chan, K. (2014). Κλινική Διαχείριση των Διαταραχών Κατάποσης σε Παιδιά και Ενήλικες. Εκδόσεις: Γκότσης.</p> <p>Rosenbek, J., Harrison, J. (2013). Δυσφαγία στις Κινητικές Διαταραχές. Εκδόσεις: Γκότσης.</p>								
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Examinations	60%								
Class Participation and Attendance	10%								
Assignments	30%								
	100%								
Language	Greek								

Course Title	Counseling in Speech Pathology				
Course Code	SP680				
Course Type	Elective for both concentrations				
Level	Master (2nd Cycle)				
Year/Semester	1st Year/2nd Semester				
Teacher's Name	Dr. Panagiotis Parpottas				
ECTS	10	Lectures/ week	3 hours / 14 weeks	Laboratories/ week	None
Course Purpose and Objectives	The purpose of the course is to inform students about the types, forms and practices of Speech Language Pathology and introduce co-operation models with the family. The course emphasizes the importance of active parent and family involvement in Speech Language Pathology assessment and intervention. The course aims to inform, raise awareness, and teach relevant knowledge and counseling skills to facilitate participation of families who have children with communication, speech and language disabilities in the evaluation and intervention process.				
Learning Outcomes	<p>Upon completion of the course the students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Identify the different communication types between the therapist and the family.</li> <li>• Document the importance of parent active participation in the evaluation and intervention process.</li> <li>• Explore, evaluate and effectively promote different communication and collaboration programs.</li> <li>• Present and explain different communication practices to parents/caregivers of children with speech, language and communication disorders.</li> <li>• Suggest and apply basic counseling skills for effective collaboration with the family of children with speech, language and communication disorders.</li> <li>• Recognize basic parent counseling skills.</li> <li>• Review examples of family-therapist cooperation programs.</li> </ul>				
Prerequisites	None		Co-requisites	None	

Course Content	<p>Counseling Psychology: Concept, theoretical approaches, counselor to counseled characteristics. Stepwise staging of the consultation process.</p> <p>The psychological and emotional characteristics of people with speech, language and communication disorders and their parents.</p> <p>Concepts, types, forms and practices of co-operation/participation of speech language pathologist and family. Research findings in relation to parental involvement in Speech Language Pathology process.</p> <p>Factors that determine effective family co-operation.</p> <p>The importance of creating a background for the best communication outcome.</p> <p>Expectations of parents from the relationship of speech language pathologist and the family of children who have speech, language and communication disorders.</p> <p>Parents' co-operation and perspective for public and private supportive services. Comparison with services from other countries.</p> <p>Implementation of the basic skills for counseling services in parents having children with speech, language and communication disorders in class with the students.</p> <p>Practical application of basic counseling skills communication and collaboration with parents of children who have speech, language and communication disorders.</p> <p>Discussion of case studies; grand rounds in counseling in Speech Pathology intervention and multidisciplinary collaboration in supporting patients and families.</p>
Teaching Methodology	Face-to-face
Bibliography	<p>Dale,N. (2008). Τρόποι συνεργασίας με οικογένειες παιδιών με ειδικές ανάγκες. Έλλην</p> <p>DiLollo A., &amp; Neimeyer A. R. (2014). Counseling in Speech-Language Pathology and Audiology: Reconstructing Personal Narratives. Plural Pub</p> <p>Holland, L., &amp; Nelson, L. R. (2020). Counseling in Communication Disorders: A Wellness Perspective. Plural Pub</p> <p>Luterman D. (2008). Counseling persons with communication disorders and their families. Austin TX:Pro-Ed</p>

	Payne, C.J. (2015) Supporting Family Caregivers of Adults With Communication Disorders: A Resource Guide for Speech-Language Pathologists and Audiologists. Plural Pub.	
Assessment	Examinations	60%
	Class Participation and Attendance	10%
	Assignments	30%
	Total	100%
Language	Greek	

Course Title	Seminar in Communication Disorders				
Course Code	SP685				
Course Type	Elective for both concentrations				
Level	Master (2 <sup>nd</sup> Cycle)				
Year/Semester	1st Year/2nd Semester				
Teacher's Name	Dr. Maria Christopoulou / Dr. Chryssoula Thodi				
ECTS	10	Lectures/ week	3 Hours/14 weeks	Laboratories/ Week	None
Course Purpose and Objectives	Presentation of case studies for discussion and preparation of effective intervention in Speech Pathology.				
Learning Outcomes	<p>Upon successful completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• discuss case studies with communication disorders, including infants and children with hearing loss</li> <li>• classify features and types of interventions</li> <li>• contrast/compare intervention protocols</li> <li>• consider different approaches to communication disorders</li> <li>• prioritize goals for intervention and interdisciplinary cooperation</li> </ul>				
Prerequisites	None		Co-requisites	None	
Course Content	Selection and analysis of specific case studies of people with speech, language, hearing, auditory processing, feeding/swallowing disorders, or combinations herein. Presentation of possible intervention scenarios and differential best practice documentation. Discussion of evidence-based practices with case studies.				
Teaching Methodology	Face to face				
Bibliography	<p>Karant P., James P., (2017). Comprehensive Intervention for Children with Developmental Delays: Program Manual and Checklists. Plural Publishing.</p> <p>Rosemary Lubinski, Melanie W. Hudson (2018). Professional Issues in Speech Language Pathology and Audiology. Plural Publishing.</p> <p>Roth F, Worthington C.(2016). Εγχειρίδιο Λογοθεραπείας. 1η Ελληνική Έκδοση. Τρίμης Ν, Ζιάβρα Ν, Νησιώτη Μ, Επιμέλεια. Λευκωσία: Broken Hill Publishers.</p>				

Assessment	<table border="1"> <tr> <td>Examinations</td> <td>30%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>20%</td> </tr> <tr> <td>Assignments</td> <td>50%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Examinations	30%	Class Participation and Attendance	20%	Assignments	50%		100%
Examinations	30%								
Class Participation and Attendance	20%								
Assignments	50%								
	100%								
Language	Greek								

Course Title	Master Thesis				
Course Code	SP690				
Course Type	Compulsory				
Level	Master (2 <sup>nd</sup> Cycle)				
Year/Semester	2nd Year/1st Semester				
Teacher's Name	Dr. Chryssoula Thodi				
ECTS	30	Lectures/ week	8 hours / 14 weeks	Laboratories /week	None
Course Purpose and Objectives	Preparation of research proposal, application of documented methodologies, completion of Master Thesis data collection, analysis, discussion of results				
Learning Outcomes	<p>Upon successful completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Compile bibliography on a topic agreed with their advisor</li> <li>• Analyze methodologies</li> <li>• Organize research questions and null hypotheses</li> <li>• Design research with a proposal for methodology</li> <li>• Organize a data collection protocol</li> <li>• Prepare consent forms</li> <li>• Present research proposal</li> <li>• Apply the data collection protocol</li> <li>• Analyze data based on proper statistical methods and software</li> <li>• Compile results and compare to existing knowledge</li> <li>• Compile conclusions for their findings</li> <li>• Present their thesis to the committee and public</li> </ul>				
Prerequisites	None		Co-requisites	None	
Course Content	Supervised research activity; bibliography search; methodology; research question and null hypotheses; research design and proposal presentation; consent form preparation; data collection; data analysis; comparison of findings to existing knowledge; conclusions; final presentation				
Teaching Methodology	Face to face				
Bibliography	<p>Department of Health Sciences Graduate Thesis Guide</p> <p>Ρούσσοι, Π.Λ. &amp; Τσαούσης, Γ. (2011). Στατιστική στις Επιστήμες της Συμπεριφοράς με τη χρήση του SPSS. Αθήνα: ΤΟΠΟΣ.</p> <p>Bowling, A. (2013). Μεθοδολογία Έρευνας στην Υγεία. Broken Hill Publisher</p>				

	<p>Dobinson, C, Wren, Y Eds (2019). Creating Practice-Based Evidence: a resource for SPs. J&amp;R Press ISBN 978-1-907826-37-5</p> <p>Golper, L. A. C. (Ed.). (2012). Outcomes in speech-language pathology: Contemporary theories, models, and practices. Thieme.</p>					
Assessment	<p>Presentation of thesis to committee</p> <p>Presentation and participation to Graduate SLP Colloquium</p> <p>Thesis</p>	<table border="1"> <tr> <td data-bbox="1040 555 1240 613">10%</td> </tr> <tr> <td data-bbox="1040 618 1240 710">10%</td> </tr> <tr> <td data-bbox="1040 714 1240 772">80%</td> </tr> <tr> <td data-bbox="1040 777 1240 826">100%</td> </tr> </table>	10%	10%	80%	100%
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Language	Greek					