



**Background: EU specific**

- Bologna declaration (European Higher Education Area; Bologna, '99)
  1. System of easily readable and comparable degrees
  2. HE: 2 cycles: undergraduate (3Y., >employment) & graduate (Ma. or PhD.)
  3. Credit system (ECTS) to ensure student mobility
  4. Student mobility and free movement shall be promoted.
  5. European co-operation in quality assurance shall be established.
  6. European dimension (curricula, interinstitutional co-operation, and student/teachers mobility schemes)

**Goals ECSF- project**

- 8>10 partners in 5>7 EU countries
 

Belgium	Lessius U College, U of Leuven, U College Bruges, Artevelde U College
Finland	U of Oulu
Germany	RWTH & U Clinic Aachen
Ireland	Trinity College Dublin
Malta	U of Malta
Netherlands	U Appl. Sc. Utrecht
Sweden	U of Gothenburg
- Goals: Harmonize fluency courses in curricula **BUT** with individual differences  
Development of a clinical specialization course
- Procedure: Erasmus curriculum development project:  
Grant: 28095-IC-1-2005-1-BE-ERASMUS-MODUC-1  
2 year development ('06-'08) & implementation of Ac. Year ('07-'08)

**Project management**

- Structure: Steering committee  
Workgroups
- 2y development phase
  - \* 8 two-day general meetings: preparation, discussion, development
  - \* 3 two-day steering committee meetings: in between evaluation & steering measures
  - \* In between subgroup meetings & development of work packages/ course content
  - \* Evaluation: Students, EU commission, external specialists evaluator
- Steps
  - \* Acquaintance with partner's curricula; learning outcomes: knowledge, skills & competencies  
> entrance levels specialization course (?)
  - \* Core course: Unified learning outcomes (based on professional, CPLOL, & IALP profiles)
  - \* Specialization course: Unified course

**Harmonization core BA/MA courses**

- Uniform competencies & learning outcomes
 

Specific competencies for: Prevention / Assessment / Intervention  
Defined 'minimal' body of knowledge, initial therapeutic skills, attitudes  
Auxiliary courses
- Minimal amount of credits: 5 ECTS (=125-150h. overall study time)

BA/MA COURSE

<p><b>FLUENCY COURSE</b> KIND &amp; LEVEL</p> <p>Knowledge &amp; skills Pharmacology Caused &amp; maintaining variables Assessment, evaluation &amp; diagnosis Intervention</p> <p>Competencies in Assessment Intervention</p> <p style="font-size: xx-small;">&gt; Multiple-choice questionnaire</p>	<p><b>AUXILIARY COURSE</b></p> <p>Psychology Anatomy Physiology Linguistics and phonetics Genetics Research methods and statistics</p>
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**Harmonization core BA/MA courses**

- Overarching e-platform
 

All courses on joint e-platform, accessible to all BA/MA students  
joint discussion platforms for students  
future possibilities for joint exercises, research projects, ...  
>benefits for students: challenging learning environment  
broader & different viewpoints  
international context

lecturing staff: inter institutional cooperative environment (lectures, research, ...) quality assurance
- Didactical resource package for lecturers

**Harmonization core BA/MA courses**

- Evaluation of BA/MA students:
  - \*institute specific student evaluation (seen different didactical approaches)
  - \*joint ECSF-evaluation: MCQ:
    - =large database: yearly selection & updating of questions
    - \*based on developed learning competencies
    - >'minimal knowledge base'
    - \*evaluation for formal construction errors
- Clinical internship
  - = not defined (institute or country specific limitations)
  - though guaranteed through unified competencies

**Development specialization course**

- Search for:
  - optimal learning environment
  - compatibility with current SLT workload
  - cost efficient
  - optimal student recruitment
- Needed to include: lecturing + self-study  
clinical internship  
evaluation
- Different possible models:
  - Model 1: Uniform course taught at all participating institutes: pros-cons
  - Model 2: One period of intensive lecturing (e.g., 2-3 weeks) at location X followed by clinical internship: pros-cons
  - Model 3: Several periods of intensive lecturing at different locations with simultaneous clinical internship: pros-cons

**Development specialization course**

- Model 3:
  - 2 intensive weeks at 2 different locations
  - In between home-follow-up sessions
  - Clinical internship to start after week 1: observation + documented therapy
  - More efficient learning: preparatory reading & home assignments
  - Evaluation system that best assesses acquired competencies
  - Several therapeutic models

**Specialization course (ECSF)**

- Content: defined in competencies 'enhanced proficiency'  
learning outcomes 'extra competencies'
- Knowledge & skills: 'in depth', extra  
international fluency experts

**Specialization course (ECSF)**


- Specialized clinical training under supervision of a fluency specialist  
min. 120 h. (max 20 observation)
- External mentor: senior professional (or peer mentoring)  
after formal approval (criteria)  
min. 8 sessions
- ECSF-coach: guiding & steering of learning process  
portfolio follow up & evaluation  
min. 4 sessions  
oral case presentations during final session
- E-learning platform

**Specialization course (ECSF)**

- Preparatory reading
- Home & group assignments: Critical reviews  
Papers

**Specialization course (ECSF)**

- Preparatory reading
- Home & group assignments: Critical reviews  
Papers
- Portfolio
  - Objectives taking responsibility for learning process & demonstrating progress  
taking control of learning through reflection, planning and execution  
demonstration of acquired necessary competencies
  - Content a complete overview of the specialization process  
2 case studies + evidence (forms, questionnaires, therapy reports, videos,...)  
written reports of reflection activities  
report of the mentor ('grandfathering')  
continuous evaluation reports

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## EU, participant and external review


- EU commission: "a very well performed and managed project where all planned outcomes are being fulfilled"
- Participants: Overall session formats: all averaged 'very good' to 'excellent'  
 Practical & useful information: \*  
 Lecturer's ability to present information: \*  
 Overall course evaluation: \*  
 Working points: 'long lecturing days', timely feedback, ...
- ASHA fluency specialist
  - very suitable pedagogical approach
  - More referencing for some topics
  - Redundancies in some of the lectures, readings
  - to add: How to deal with new/controversial Tx, neurogenic stuttering, ...

Overall: *"It is simply a miracle to see the level of organization, content and commitment that has gone into this effort."*

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## Current Development & goals

- Partnerships with other EU universities:  
 U of Oulu Finland  
 Utrecht U of Applied Sciences The Netherlands
- Partnerships with EU representative organizations  
 both for clinicians and for clients  
 Sept. '08 & March '09: preparatory meetings with future partners  
 CPLOL: Standing Liaison Committee of Speech and Language Therapists  
 ELSA: European League of Stuttering Associations ELSA: to ensure that PWS are involved as consumers, advisors....
- To increase involvement of interested parties from universities around Europe (or broader)
- To develop content in light of research

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## Current Development & goals

- To invite evaluations from outside groups
- Setup of follow up system of continuing education of graduates
- Possibly future recognition of EU fluency specialists
- Biennial EU symposium on Fluency Disorders

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## Q&A

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