

Learning objectives

The goal of the clinical training is for SLTs to develop the necessary skills and attitudes for various components of prevention, assessment, evaluation, diagnosis, and intervention of clients with fluency disorders.

The portfolio has three major objectives:

1. The student will be able to demonstrate the progress in his or her learning process throughout the specialization course.
2. The student will be able to direct his/her learning through systematic planning, execution and evaluation of his/her therapeutic activities.
3. Student will be able to demonstrate that they have met the necessary competencies as outlined for the specialization course.

The course builds on all aspects of the module regarding theoretical knowledge and therapeutic skills.

Related competencies

- Detecting high risk in an early stage, by means of screening.
- Carrying out, processing, interpreting appropriate detection instruments.
- Giving relevant information concerning speech-language development and disorders.
- Coaching, training or advising individuals or groups.
- Increasing public awareness on stuttering.
- Planning, executing, evaluating and adjusting various assessments of the client and client system using standardized procedures where possible.
- Processing, analyzing and interpreting qualitative and quantitative information.
- Formulating, adjusting and reporting on the (differential) diagnosis and referral to appropriate services.
- Assessing complex cases.
- Acting as a consultant on assessment to other speech-language therapists and other professionals.
- Developing an intervention plan, adapted to the needs of the client and client system.
- Applying appropriate interventions, based on available evidence, in a systematic way, following methodological procedures, evaluating and adjusting appropriately.
- Reporting on the intervention outcomes, future management and prognosis.
- Intervening therapeutically in complex cases.
- Working with groups.
- Acting as a consultant on intervention to other speech-language therapists and other professionals.
- Self-evaluation and discussion of one's own professional acts.
- Participation on a regular basis in professional development opportunities.
- Cooperating with colleagues and working in a multidisciplinary context.
- Scientific reading of clinical and research literature.
- Contributing systematically to knowledge enhancement and knowledge translation.
- Keeping updated on current information (LLF) and related interdisciplinary developments.
- Teaching (workshops) and supervising students.
- Incorporating clinical research in practice.

Course outline

This course module will consist of clinical training and the preparation of a portfolio.

Clinical training will involve both clinical observation and fluency intervention.

The portfolio will consist of four separate but interrelated components:

1. The first component will consist of a written reflection on the planning, execution and evaluation process that underlies therapeutic activities based on two case studies which are described in detail as part of the portfolio. These case studies will consist of at least one child (6 years or younger) and at least one adolescent/adult (16 years or older). Each case study will be comprised of the following elements: (1) referral information; (2) detailed case history information; (3) description and rationale for choice of assessment methods; (4) assessment data; (5) description and justification of treatment plan including objectives for different components of treatment; (6) treatment outcome.
2. The second component will consist of the completed written papers and other assignments which are part of the specialization course. Students will reflect on how these assignments have contributed to their personal clinical and critical-analytical skills.
3. The third component will consist of demonstrated evidence of the personal reflections included in the first component of the portfolio and the modifications made to these components as a result of these reflections. This documentation can consist of, but is not limited to: written assessment and treatment plans, audiovisual recordings of clinical sessions, assessment tools and results, personal readings and workshops completed and their influence on the planning and execution of intervention for one or more of the described case studies, written observations submitted by the mentor, written reflections submitted by the client, documented modifications to planned assessment and intervention approaches used with any of the submitted case studies (e.g., pre-post reflection treatment plans or videotaped intervention sessions, ...).
4. The fourth component will consist of an overall personal reflection on the student's own learning and growing process as a stuttering treatment specialist as a result of the completion of the specialization course. This reflection will consist of an analysis of the student's gained strengths, future learning goals, and potential opportunities to accomplish these goals.

Mode of assessment

The student's portfolio will be used as the basis for evaluating his or her learning process through an assessment of professional actions and personal growth as a fluency therapy specialist.

Number of written papers/assignments: 2 (number 13 and 14)

Bibliography

/