

Cross Border Accreditation Standards for Educational Programmes in SLT

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Structure of the Presentation

Onset of the Project
Aim of the Project
Results of the Project

Relevant General Tendencies in Higher Education

1. Changing Paradigm: from docent-centered towards student-centered approach
2. Increased flexibility in educational Programmes
3. Growing Interest from students in inter- and multidisciplinary educational programmes
4. Flexibility of teaching Methods

5. Modularisation of educational programmes
6. Growing interest in relation between educational programmes and professional needs and possibilities
7. Growing mobility of students and Internationalisation
8. Growing interest in Quality control and quality assurance

Central Topic

What does a student need to know, understand and to be able to perform in order to integrate in the profession

Knowledge vs. Competence issue

Since Flanders and the Netherlands do not always agree on the importance of knowledge vs. competence, we postulate:

1. Knowledge is essential!
2. Generic competencies are universal and related to the level of an educational Programme
3. Discipline - related competencies are formulated in function of the own scientific discipline
4. New curricula have to be formulated as much as possible in learning outcomes

Underlying knowledge for educational SLT Programmes

The graduated Speech Language Therapist disposes of integrated knowledge and perception in well-established basic sciences and well-established domains of disorders.

He/She has to be able to integrate theoretical and practical training in order to achieve adapted prevention, assessment, coaching and/or managing of the various disorders.

Supporting Basic Sciences

- Linguistics
- Human sciences
 - general Psychology, psychomotricity
 - pedagogics
- Medical sciences
 - anatomy, physiology and pathology
 - neurology
- Physics
- Scientific processing
- Sociology en deontology

Domains of disorders

Speech disorders
 Language disorders
 Voice disorders
 Fluency disorders
 Hearing disorders
 Swallowing disorders

Why to describe curricula in competencies

- The previous description in settings of objectives was based on the principles of docent-centered approach
- The current description in competencies is based on the principles of student-centered approach, with special focus on the learning process

- Competencies are developed for various subjects and they are assessed at different moments
- As both elements are important, there is no problem in using both together, and to use them simultaneously

The Language of competences

- Learning outcome or standard (earlier final attainment level) means the written description of “ what the successful student is able to do” at the end of a module, a part of the curriculum
- A Learning outcome is measurable and testable

- A learning outcome has to be in accordance with the teaching method and the assessment technique.
- Learning outcomes are related to the minimal level as well as to the final level.
- At the end, the fail/pass level must be reached. Up to this level degrees can be added.

Competences

Competence is “ knowing” and “ understanding” completed with “ knowing how to be “ and integrated in “knowing how to do”.

Generic competences

- Are related to the level of an educational programme
- Create different levels of difficulties in the cognitive/intellectual area: - analysis, synthesis, evaluation, application
- Create different levels in social interaction behaviour such as: as teamwork , acquisition of information, autonomy, communication, problem solving strategies

Discipline related competences

- All competences related to the requirements of a specific profession:
 - at knowledge and perception level
 - ethical reliability
 - applicability
- Fit in an international frame of references
- Integrated in the generic competences of a specific educational level

Description of discipline-related competences

- Every teacher/professor has to describe them for his/her own part of the curriculum (module)
- According to the content we suggest to formulate the discipline-related competences based on the different roles a professional has to play in the frame of SLT

Project management

Findings from inquiries into the field and the training programmes in Flanders

Findings from the inquiry into entrance competences in the Netherlands

Inquiry entrance competences

Methodology

1. Investigation into Requirements of the SLT field in Flanders:
3650 graduated Speech language therapists from 1972 – 2005 were sent a questionnaire
2. Inquiry into starting competences of graduated students from 2001 – 2004 in Flanders and in the Netherlands.
3. Assessment of the results by means of a Forum of experts. (professors at educational programmes) in Flanders and in the Netherlands.

Content of requirements in Flanders.

Requirements of the field:

- presentation of 67 learning outcomes to 3560 SLT graduates in Flanders.
- Ranking on a 5 point scale of the learning outcomes according to “importance” and “mastery”.
- If the field asks for a difference in level of “importance” and of “mastery” between a BA in SLT and a MA in SLT, this has to be specified. (specific for professional situation in Belgium BA/MA)

- It also inquires into the importance of these learning outcomes in their current job and how many graduated students suggest an adjustment of the current educational programme in SLT
- It measures current graduates fare on the labour market

Summary Flanders

- Considering “importance” of the learning outcomes:

The field as well as the experts consider 3 out of 67 competences as less relevant:

- General computer application
- Mastery of a foreign language (oral and written) to treat people in an other language.
- Managerial tasks

The questioned SLT's represented all domains of the field and all of them agreed

- Considering “Level of Mastery” :

All competencies need a 4 or 5 level of Mastery on a scale of 1 to 5, except one

This goes as for both BA and MA levels

■ Differences in Level of Mastery between BA and MA

For 54% of the competencies: no difference in Mastery level

Only the **scientific/research** competency requires a difference in BA and MA level. For a BA, a lower level is accepted

Content of the enquiry into starting competencies in Flanders and the Netherlands

In Flanders all 6 educational programmes participated in this inquiry (graduates and their employers)

In the Netherlands 5 educational programmes (graduates and their employers) participated in the project

The questionnaire tries to discover at what level Just graduated students have mastered the generic and the domain specific learning outcomes

Starting competences

Results Flanders:

57 competences obtain an appropriate level or higher (≥ 3), although 13 of them require an adjusted training programme

- Knowledge, insight, exact basic sciences
- Knowledge, insight and implementation in acquired speech and language disorders
- Knowledge, insight and implementation in voice disorders
- Planning, implementation, evaluation and modification of prevention

- Long term therapy planning, implementation, evaluation, and modification
- Therapy-related use of multimedia techniques
- Definition and analysis of complex patient-related problem situations
- Problem solving strategies
- creativity

- Building constructive relations
- Communication and cooperation in multidisciplinary context (people, institutions)
- Oral and written mastery of native language
- Professional practice management

11 competences mastered at levels 2/2-3 (unsatisfactory/up to satisfactory)

For 9 of those competences an adjustment of the training programme is required

- Legal and administrative regulations
- Executive and managerial tasks
- Training and coaching of colleagues and students
- Knowledge, insight and therapy of fluency disorders
- Knowledge, insight and therapy of hearing disorders

- Knowledge, insight and therapy of swallowing disorders
- Wrapping up a therapy
- Coaching of presentation techniques
- Set up a scientific research project
- Scientific research project: implementation and publication
- Communicate and cooperate in international context

Adjustment of Educational Programmes

- No adjustment required for 46 competences
- Adjustment required for 22
- Nature of adjustment:
 - Offer more
 - Offer more practice

Suggestions for adjustment

- In-depth post-graduate training programmes
- Exercises beyond the domain
- Clinical placement related to all disorders
- Insight in practical/ financial management of the profession

Starting competences

Results The Netherlands:

- 20 starting competences are relevant and are mastered at a sufficient level
- 16 starting competencies are considered "less relevant"
- Employers, although, find only 11 starting competences less relevant

- 14 of the 31 starting competences have to be adjusted in the educational programme
- In general the educational programme is considered “ sufficient”
- 10 generic competencies are considered “ sufficiently mastered” and relevant
- 1 competence has to be adjusted

Results of the project

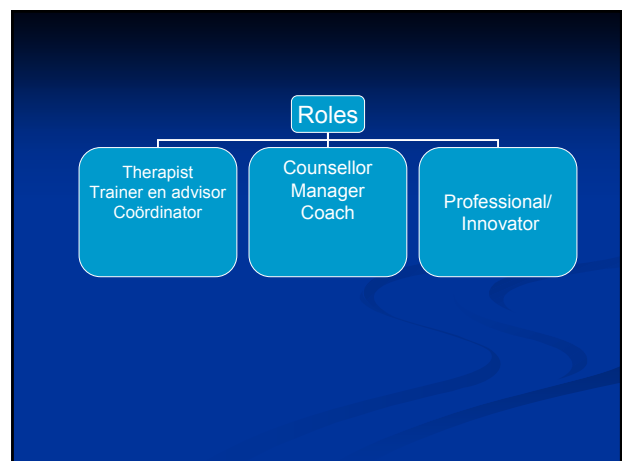
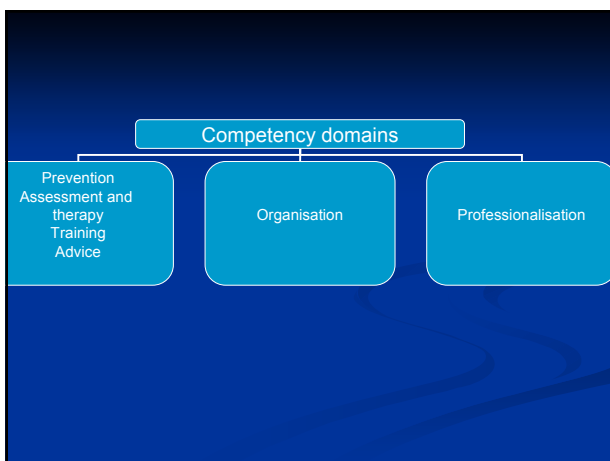
- As mentioned the aim of the project was to create standards of competency for SLT educational programmes
- Starting from recent views on educational curricula and the advice of a Forum of experts, we choose to formulate these standards in terms of learning outcomes(competences)
- Besides the description of these competencies we also had to describe the different **roles** and domains within the profession of a Speech language therapist

Roles

- Therapist, trainer, advisor, coordinator
- Manager, counsellor, coach
- Professional, innovator, researcher

Competency domains

- A. Prevention, assessment and therapy, training and counselling
- B. Organisation
- C. Professionalisation



Competency domain A

(prevention, assessment and therapy,
training en counselling)

■ Prevention

The graduated speech language therapist has to be able to detect early SLT-related problems and risk factors by means of screening of high risk groups and be able to analyse the results of these screenings.

■ Assessment and therapy

-The graduated speech language therapist has to be able to perform a logopaedic anamneses and assessment. He/ she has to be able to formulate a correct diagnose conform to the methodology of logopaedic procedures.

-The graduated speech language therapist has to be able to act evidence-based. This means he/she has to be able to integrate all kinds of evidence-based information (obtained by himself or elsewhere) before making decisions on the methodology of the therapy.

■ Training and counselling

The graduated speech language therapist has to be able to advice his clients on communication

■ Coordination

The graduated speech language therapist has to be able to coordinate all kind of activities around the client and to act in collaboration with the environment of the client, colleagues and professionals from other disciplines.

Competency domain B

(organisation)

■ Management

- The graduated speech language therapist has to be able to manage systematically client/patient administration. He provides all necessary information from his administration and makes it available for the benefit of internal or external research.

- Coaching of colleagues, team members and students on work placement.
- The graduated speech language therapist provides and receives targeted feedback and he/she advises colleagues, other members of the team about the realisation of specific logopaedic tasks.
- He motivates and stimulates colleagues and members of his team and from other disciplines.

Competence domain C

(professionalisation)

■ Professionalisation

- The graduated speech language therapist evaluates his own methodological procedures by means of testing and reflection.
- The graduated speech language therapist must be able to work actively at development and evaluation of new programmes, methods, techniques and guidelines for prevention, assessment, therapy and counselling.

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Conclusion

- The results are completely based on the academic and professional profile.
- The results can be used to formulate and create new curricula and allows to compare existing curricula.
- It is recommended to check these standards on a regular basis by means of a recurrent questionnaire on starting competencies in all educational programmes.