

GLOSSARY

This glossary provides definitions/explanations for all English words or phrases used in the survey selected by partners from across EU member states as possibly requiring clarification or further amplification.

SLOVAR NEPOZNANIH BESED

Ta slovar vsebuje definicije/razlage in obrazložitve, za vse angleške besede ali besedne zveze, ki se uporabljajo v naši raziskavi. Definicije, ki se nahajajo v slovarju, so izbrale partnerske institucije, članice EU, ki sodelujejo v projektu.

KEY CONCEPTS:

KLJUČNI POJMI:

Competence Kompetence	<p>A necessary range of knowledge, skill and abilities to carry out the duties of the work. The knowledge, skills and abilities needed to be able to work / practise as a speech and language therapist safely and effectively, independently.</p> <p>Nujen spekter znanja, spretnosti in zmožnosti za opravljanje dela. Za čimbolj varno, učinkovito in samostojno logopedsko delo so nujno potrebna ustrezna znanja, spretnosti in zmožnosti.</p>
Generic Competences Generične kompetence	<p>Generic refers to something that is general, common, or inclusive rather than specific, unique, or selective. Tuning distinguishes three types of generic competences:</p> <p>Generično se nanaša na nekaj, kar je splošno, skupno ali inkluzivno in ne kot posebno, edinstveno ali selektivno. Tuning razlikuje tri vrste generičnih kompetenc:</p>
Instrumental competences Instrumentalne kompetence	<p>Instrumental competences: cognitive abilities, methodological abilities, technological abilities and linguistic abilities;</p> <p>Instrumentalne kompetence: kognitivne sposobnosti, metodološke zmožnosti, tehnološke spretnosti in jezikovne spretnosti;</p>
Interpersonal and intrapersonal competences Interpersonalne in intrapersonalne kompetence	<p>Interpersonal competences: individual abilities like social skills (social interaction and co-operation);</p> <p>Interpersonalne kompetence: individualne sposobnosti kot so socialne spretnosti (socialna interakcija in sodelovanje);</p>

<p>Systemic competences</p> <p>Sistemske kompetence</p>	<p>Systemic competences: abilities and skills concerning whole systems (combination of understanding, sensibility and knowledge; prior acquisition of instrumental and interpersonal competences required).</p> <p>Sistemske kompetence: zmožnosti in spretnosti celotnega sistema (kombinacija razumevanja, senzibilnosti in znanja; ki jih je potrebno pridobiti pred instrumentalnimi in interpersonalnimi kompetencami).</p>
<p>Subject Specific Competences</p> <p>Predmetno specifične kompetence</p>	<p>In this case, competences specific to work of a speech and language therapist.</p> <p>V tem primeru, kompetence specifične za logopedsko delo.</p>
<p>Tuning Methodology</p>	<p>The project "Tuning educational structures in Europe" started in 2000, by a group of universities who wished to address the issues posed by the Bologna declaration collectively, coordinated by the University of Deusto (ES) and the University of Groningen (NL).</p> <p>In the framework of the Tuning project a methodology has been designed to understand curricula and to make them comparable. Five lines of approach have been distinguished to organize the discussions in the subject areas:</p> <ol style="list-style-type: none"> 1) generic (general academic) competences, 2) subject-specific competences, 3) the role of ECTS as an accumulation system 4) approaches to learning, teaching, and assessment and 5) The role of quality enhancement in the educational process (emphasizing systems based on internal institutional quality culture). <p>V okviru projekta "Tuning educational structures in Europe", ki se je začel leta 2000, s skupino univerz, ki so želele upoštevati Bolonjsko deklaracijo. Projekt sta koordinirali Univerza Deusto (ES) in Univerza Groningen (Nizozemska).</p> <p>V okviru Tuning projekta, je bila oblikovana metodologija za razumevanje kurikula/učnih načrtov in za primerjanje le-teh. Oblikovanih je bilo pet smernic tega pristopa in sicer:</p> <ol style="list-style-type: none"> 1) generične (splošno akademske) kompetence, 2) predmetno specifične kompetence, 3) vloga ECTS (kreditnih točk) kot skupni/'nabiralni' sistem 4) pristopi k učenju, poučevanju in ocenjevanju 5) vloga za izboljšanje kakovosti v izobraževalnem procesu (poudarek na sistemih, ki temeljijo na kulturi notranj institucionalne kvalitete)

<p>WORDS /PHRASES IN THE SURVEY</p> <p>BESEDE/FRAZE V RAZISKAVI</p>	<p>DEFINITION/EXPLANATION</p> <p>DEFINICIJE/RALAGE</p>
<p>Appropriate feedback</p> <p>Primeren feedback/povratna informacija</p>	<p>appropriate: suitable for a particular person or place or condition</p> <p>feedback:</p> <ol style="list-style-type: none"> 1. information given in response to a person's performance of a task, etc., often used as a basis for improvement 2. Specific information about a person's current behaviour in order to help him/her either continue the behaviour or modify the behaviour. <p>primerno: ustrezno za določeno osebo, kraj ali stanje itd.</p> <p>feedback/povratna informacija:</p> <ol style="list-style-type: none"> 1. posredovana kot odgovor na posameznikovo izvedbo naloge t.i. pogosto se uporablja kot osnova za izboljšanje informacije 2. specifična informacija o trenutnem vedenju posameznika z namenom, da bi mu pomagala pri odločitvi ali naj s takšnim vedenjem nadaljuje ali naj ga spremeni
<p>Appropriate therapy techniques</p> <p>Primerne terapevtske tehnike</p>	<p>a practical method or procedure that is effective in achieving an aim, a procedure used to accomplish a specific activity or task that is aimed to improve a patient's condition and which is suitable for that specific condition</p> <p>praktična metoda ali postopek, ki je učinkovita pri doseganju cilja ali postopek, ki se uporablja za doseganje specifične aktivnosti/naloge, in je namenjen izboljšanju stanja osebe in je primeren za to posebno stanje</p>
<p>Assessment</p> <p>Ocenjevanje</p>	<p>evaluation of the patient or client for the purposes of forming a diagnosis and plan of treatment</p> <p>evalvacija z namenom oblikovanja ustrezne diagnoze ali načrta rehabilitacije</p>
<p>Assessor</p> <p>Ocenjevalec</p>	<p>person who carries out an assessment (see above)</p> <p>oseba, ki ocenjuje stanje posameznika</p>
<p>Audit trail</p> <p>Revizijska sled</p>	<p>A step by step chronological record of actions e.g. interactions with a specific patient, from which a history of events may be reconstructed. The existence of a reliable, easy-to-follow audit trail is considered one indication of good internal control in an organization.</p> <p>Postopen kronološki zapis aktivnosti t.i. interakcije z obravnavancem, pri katerem je možno rekonstruirati zgodovino dogodkov. Obstoj zanesljive, enostavne revizijske sledi, velja za eno boljših pokazateljev dobrega notranjega nadzora v neki organizaciji.</p>

<p>Caseload Število primerov</p>	<p>The number of cases with which an SLT is concerned at one time; the number of cases which are the responsibility of a particular SLT. Sometimes also the type of cases dealt with by an SLT, e.g. paediatric, adult acquired.</p> <p>Število primerov , s katerimi se ukvarja logoped naenkrat; število primerov, ki so v pristojnosti posameznega logopeda. Včasih tudi vrsta primerov, s katerimi se ukvarja logoped npr.: pridobljeno s strani pediatrov ali za odrasle.</p>
<p>Counsellor Svetovalec</p>	<p>someone who gives advice about problems, especially personal, social, or psychological problems</p> <p>nekdo, ki svetuje o reševanju problemov, še posebej o osebnih, socialnih ali psiholoških problemih</p>

<p>Critical reflection skills</p> <p>Kritične spretnosti refleksije</p>	<p>The ability to think back on one's experiences, integrate knowledge gained from experience with knowledge possessed, and take action on insights gained in this way. Critical reflection is the process by which adults identify the assumptions governing their actions, locate the historical and cultural origins of the assumptions, question the meaning of the assumptions, and develop alternative ways of acting. Part of the critical reflective process is to challenge the prevailing social, political, cultural, or professional ways of acting. Through the process of critical reflection, adults come to interpret and create new knowledge and actions from their ordinary and sometimes extraordinary experiences. Critical reflection blends learning through experience with theoretical and technical learning to form new knowledge constructions and new behaviours or insights.</p> <p>Learning by critical reflection creates new understandings by making conscious the social, political, professional, economic, and ethical assumptions constraining or supporting one's action in a specific context. Critical reflection's appeal as an adult learning strategy lies in the claim of intellectual growth and improvement in one's ability to see the need for and effect personal and system change. Reflection can be a learning tool for directing and informing practice, choosing among alternatives in a practice setting, or transforming</p> <p>Ref: <i>Teaching Critical Reflection</i>, David Stein [online] Available at http://www.inspireliving.com/business/reflection.htm: [Accessed 21/09/2011].</p> <p>Sposobnost mišljenja na podlagi svojih preteklih izkušenj, integracija znanja pridobljenega iz izkušenj, z znanjem, ki ga je oseba imela in ukrepanje na spoznanjih, pridobljenih na tak način. Kritično razmišljanje je proces, s katerim odrasli prepoznajo predpostavke, ki urejajo njihovo delovanje, locirajo zgodovinski in kulturni izvor predpostavk in razvijajo alternativne načine delovanja. Del kritičnega razmišljanja je izziv prevladujočega socialnega, političnega, kulturnega ali strokovnega delovanja. Skozi proces kritičnega razmišljanja, odrasli interpretirajo in ustvarjajo novo znanje in dejavnosti na podlagi njihovih običajnih, včasih pa celo na podlagi izrednih izkušnjah. Kritično razmišljanje je mešanica učenja na podlagi izkušenj teoretičnega in tehničnega izobraževanja v obliki novega znanja in vedenja ali spoznanja. Učenje s pomočjo kritičnega razmišljanja ustvarja novo razumevanje tako, da zavestno omejuje družbene/socialne, politične, strokovne, gospodarske, ekonomske in etične predpostavke ali pa na ta način podpira posameznikovo dejanje v določenem kontekstu. Pritožba na kritično razmišljanje kot strategija učenja/ izobraževanja odraslih zahteva intelektualno rast in izboljšanje lastnih sposobnosti, da se uvidi potrebo in učinek osebne spremembe in spremembe sistema. Refleksija je lahko tudi učni pripomoček/učno orodje za usmerjanje in obveščanje prakse, za izbiranje med alternativami v praksi ali za preoblikovanje.</p> <p>Vir: <i>Teaching Critical Reflection</i>, David Stein [online] Pridobljeno s spleta http://www.inspireliving.com/business/reflection.htm: [21/09/2011].</p>
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Decision makers Nosilci odločanja/odločitev	<p>People with the responsibility and authority to make decisions within an organization or public body, especially those that determine future direction and strategy, or those that control resources and budgets.</p> <p>Ljudje z odgovornostmi in s pooblastili za sprejemanje odločitev v organizaciji ali javni organ, zlasti tisti, ki določajo prihodnje usmeritve in strategije, ali tisti, ki nadzorujejo vire in proračune.</p>
Effectiveness of therapy Učinkovitost terapije	<p>Quality of therapy that brings about a desired change, that it is the therapy that is responsible for the change rather than any other factor.</p> <p>Kvalitetna ali kakovostna obravnava oz. terapija, ki prinaša želene spremembe. To je obravnava, ki je odgovorna za spremembe bolj kot katerikoli drug dejavnik.</p>
Empathy Empatičnost	<p>the ability to understand and share the thoughts, feelings, and behaviour of others</p> <p>zmožnost razumevanja in izmenjevanja misli, občutkov in vedenja drugih</p>
Evidence Dokaz	<p>proof, something which proves or disproves; basis for belief or disbelief; knowledge on which to base belief</p> <p>dokaz, nekaj kar dokazuje ali ne dokazuje; podlaga za prepričanje ali neprepričanje; znanje, na katerem temelji prepričanje</p>
Facilitator Spodbujevalec (katalizator)	<p>someone who makes progress easier, helps to bring about an outcome (as learning, productivity, or communication) by providing indirect or unobtrusive assistance, guidance, or supervision</p> <p>nekdo, ki naredi napredek lažji, spodbuja k napredku; pomaga, da se doseže nek rezultat (kot učenje, produktivnost ali komunikacija) z zagotavljanjem posredne ali nevsiljive asistence/pomoči, vodenja ali supervizije</p>
Intervention Intervencija	<p>action taken to improve a disorder or condition; therapy</p> <p>dejavnosti oz. sprejeti ukrepi za zmanjšanje motnje ali izboljšanje funkcionalnega stanja; obravnava oz. terapija</p>
Logical thinking Logično mišljenje	<p>thinking that is coherent and logical; reasoning; abstract thought</p> <p>mišljenje, ki je usklajeno/koherentno in logično, argumentiranje, abstraktno mišljenje</p>
Nasendoscopy Nazoendoskopija	<p>an examination of the anatomy and physiology of the velopharynx during speech using a flexible endoscope introduced via the nose</p> <p>preiskava/pregled anatomije in fiziologije velofaringsa med govorom z uporabo fleksibilnega endoskopa, ki ga uvedemo skozi nos</p>
Proposes possible outcomes Predlaga možne rešitve	<p>explains possible results or consequences of a specific action or condition; makes a prognosis</p> <p>razlaga možnih rezultatov ali posledice specifičnih ukrepov ali stanja; oblikovanje napovedi/prognoze</p>
Quality assurance Zagotavljanje kakovosti	<p>program for the systematic monitoring and evaluation of the various aspects of a project, service, or facility to ensure that standards of quality are being met</p> <p>program za sistematično spremljanje in vrednotenje različnih vidikov projekta, storitev, ali objekt za zagotavljanje standardov kakovosti</p>

Rationale Obrazložitev	<p>An explanation of the basis or fundamental reasons for something; a set of reasons or a logical basis for a course of action or a belief; an explanation of the principles of some opinion, action, hypothesis, etc; also, the principles themselves</p> <p>Razlaga nekaterih osnov ali temeljnih razlogov; niz razlogov ali logične podlage za potek dejavnosti ali prepričanj; razlaga načel nekaterih mnenj, akcij, hipotez npr.: prav tako samih načel</p>
Resilience Prožnost/fleksibilnost/ odpornost	<p>able to withstand or recover quickly from difficult conditions</p> <p>zmožnost vzdržati v težkih razmerah ali okrevati</p>
Scope of practice Obseg prakse/področje prakse	<p>The range of responsibility e.g. types of patients, or treatments and practice guidelines that determine the boundaries within which a professional practises.</p> <p>Obseg odgovornosti npr.: vrst bolnikov, obravnav in praktičnih smernic, ki določajo meje, znotraj strokovne prakse.</p>
Service delivery models Model zagotavljanja storitev/ pomoči	<p>A set of principles, standards, policies and constraints used to guide the design, development and operation of services delivered by an SLT, with a view to offering a consistent service experience to a specific user community in a specific context.</p> <p>Service delivery includes the ways that therapy can be delivered to patients, e.g. in one to one clinician directed sessions, in group sessions, through training of other agents, through consultation, in different settings etc.</p> <p>Sklop načel, standardov, politike in omejitev, ki se uporabljajo za načrtovanje, razvoj in delovanje storitev, ki jih izvajajo logopedi, z namenom ponuditi dosledne storitve izkušenj določenemu uporabniku ali skupni uporabnikov v določenem kontekstu.</p> <p>Zagotavljanje storitev vključuje načine za izvajanje obravnav ali ustreznih terapij npr.: direktna terapija logoped: oseba; skupinska obravnava, z usposabljanjem drugih, s pomočjo svetovanja v različnih pogojih ipd.</p>
Synthesize knowledge Povezovanje znanja	<p>combine knowledge from various sources or of various types to form a coherent whole</p> <p>združevanje znanja iz različnih virov ali različnih vrst v koherentno/ dosledno celoto</p>
Visual communication Vizualna komunikacija	<p>Communication through visual aid; the conveyance of ideas and information in graphic or visual form. Visual communication solely relies on vision, and includes: signs, typography, drawing, graphic design, illustration, colour and electronic resources. It also explores the idea that a visual message accompanying text has a greater power to inform, educate, or persuade a person or audience.</p> <p>Komunikacija s pomočjo vizualnih pripomočkov ali prenos idej in informacij v grafični in vizualni obliki. Vizualna komunikacija izključno temelji na vidu/vidnem polju in vključuje: znake, tipografijo, risanje, grafično oblikovanje, ilustracije, barvne in elektronske vire. Prav tako raziskuje idejo, da ima vizualno sporočilo, ki spremlja besedilo večjo težo za informiranje, izobraževanje ali da z njim lažje prepričamo osebo ali občinstvo.</p>

ACRONYMS used in the survey

SLT: Speech Language Therapy/Therapist

EDS: Eating, Drinking, Swallowing

CT (scan): Computerised Tomography

MRI (scan): Magnetic Resonance Imaging.

PET (scan): Positron Emission Tomography

KRATICE uporabljene v raziskavi:

SLT: Speech Language Therapy/Therapist (logopedija/logoped)

EDS: Eating, Drinking, Swallowing (hranjenje, pitje, požiranje)

CT (scan): Computerised Tomography (CT metoda)

PET (scan): Positron Emission Tomography (PET metoda)

MRI (scan): Magnetic Resonance Imaging (MRI metoda oz. magnetna resonanca)