MESA REDONDA

La Logopedia en Europa. El proyecto NetQues

Moderadora: Lidia Rodríguez
(Universidad de Castilla – La Mancha)

Aileen Patterson (1)
Natalia Jimeno Bulnes (2)
(1) General Secretary, CPLOL
(2) Universidad de Valladolid

SUMMARY

Curricular structure, level of initial education and terminology in Speech and Language Therapy education programmes varies across EU-countries, making it difficult to compare expectations/competencies of the qualified SLT, and ensure all European citizens can access equally high standards of care, also allow mobility of the work force. CPLOL , the European umbrella organization of SLT associations in member countries is coordinating an EU-project, Network for Tuning Standards and Quality of Education programmes in Speech and Language Therapy/Logopaedics across Europe (NetQues), based on a multilateral academic and professional network of 65 partners from 31 European countries.The three-year long project (2010–2013) receives 75% funding from the European Commission's ERASMUS Life Long Learning Programme through EACEA.

This presentation will provide some information on the pan European project which is underway to examine current education of speech and language therapists/logopaedists across Europe. The term used throughout is speech and language therapist being the English term. SLT is the acronym used. However in Europe the professional is also more commonly known as a logopaedist and in French the term orthophoniste is used. The project sets out to establish agreements on areas of commonality in SLT education and also look at differences and share good practice, with the aim of quality improvement and enhancement.

This paper will provide information on the work so far and some indications of what will have been achieved by the end of the three year project.

KEYWORDS

Tuning; Standards; Quality; Competences

INTRODUCTION

Why is it timely to examine and describe the SLT profession at this time?

The speech and language therapy (SLT) discipline - logopedics - is a relatively young Scientific discipline. It is timely now to look carefully at education of the SLT/logopaedist and how it meets the need for a dynamic profession within changing demands of society and knowledge. The NetQues project seeks to set out quality standards and control by providing consensus guidelines for programmes across Europe and importantly enable the public to access good quality appropriately educated SLT professionals. Following the EU recognized Tuning Methodology, NetQues will define SLT educational benchmarks and facilitate sharing best practice in teaching, learning and assessment, commencing with a comparative study of relevance of Subject Specific and Generic Competences across all programmes.

The SLT profession has? been growing and developing in Europe and globally over the last century. It is a recognised autonomous profession, with llegal regulation at national and European level in many countries. As the European Union has developed and increased in its membership, so also has the accompanying EU legislation to encourage cross border mobility and recognition of qualifications across member states.

This has led to a definite need to be able to assess and analyse education programmes within /across EU and beyond. As the recognised professionals to assess, diagnose, treat and manage onward referrals and discharge of persons with communication disorders we want to ensure the "users" of SLT- our patients/ clients and their families can access appropriate SLT services wherever they are that are: high quality, safe, efficient, and effective. This professional competence also extends in many countries to the management and intervention for people with swallowing difficulties. Many countries include basic competence in this area in the undergraduate education. Not only will better transparency of the profession for "service users" managers and employers as well as easier movement of professionals it should also lead to better understanding of the role of SLT and recognition of the profession.

However the challenge of bringing together professionals across Europe must not be underestimated. SLTs come from a wide range of experiences, education, cultures, and health care and education systems and of course linguistic backgrounds but fortunately there are many similarities in our professional goals and practice. Personally through my experience within CPLOL I have also found many common characteristics in the types of people who enter the profession regardless of their own cultural backgrounds. This bears out some research I carried out many years ago looking at the gender balance and characteristics of those entering the SLT profession across the UK.

Frequently the SLT professional expressed as being important in job satisfaction a desire to help people, and to communicate/work with people of all ages and fight for the rights of the communication impaired. This was usually rated much more important in job selection than achievement of high salaries. Certainly as professionals we tend to be "people's people" and to care for each other, our patients and our colleagues and perhaps are less concerned about our monetary rewards until perhaps we feel we are being taken advantage of and then we stand up for ourselves as well as for our patients.
This has been the picture in the UK and similarly in the USA. It would appear to be also true across much of Europe.

HOW DID THE PROJECT START?
However there was limited research re the characteristics of the professional in Europe and also the education process therefore CPLOL was keen to set up research to provide more accurate information and facts rather than impressions. CPLOL decided to enhance its activities already undertaken in seeking common EU standards by taking on a bigger more inclusive project. For this it would need external support and funding. CPLOL funding currently comes from the member associations on a per capita basis which means that the larger associations bear most of the costs. As a result of the interest at its congresses and at others where it presented its findings, it was obvious that the establishment of common standards which the EU authorities would recognise was important for many countries. .

THE INITIAL BEGINNING PHASE OF THE PROJECT
In the initial research phase contacts were established with many interested parties. The EU currently has 27 member countries, which have transferred some of their sovereignty – or law-making authority – to the EU. Three more countries have applied for EU membership: Croatia, Turkey and the Former Yugoslav Republic of Macedonia. CPLOL represents EU member countries at EU level and meets on a regular basis twice yearly with 2 delegates' seats per country that work in commissions and act as conduits between their associations and the European forum. They bring to the table the views and interests of their own country as appropriate. This body of people provided a good data base for establishing contacts with SLT programmes in each country and also for making contacts with colleagues in non CPLOL member countries using their networks.

The VP Education and General Secretary (who was the former VP Education) spent very many days and nights preparing an application (approx. 500 pages) which was a major logistical challenge, not ;least due to the online nature of the application form, which because of the size and complex formatting kept crashing, which was of course extremely frustrating. The EACEA in fact had to withdraw this version which then meant more work in completing it all over again in a different format. Cplol was fortunate also to have made contact with an SLT academic colleague from Belgium who had successfully run some earlier EU funded projects, was relatively au fait with Brussels bureaucracy and also put in very many long days and nights assisting CPLOL in preparation of the application.

In 2009 – this first application was unsuccessful with the feedback being that was due to the fact it was missing one EU country. CPLOL had actually established SLT contacts there but not secured a full partnership with them for particular reasons within that country which were articulated but this did not satisfy the strict EU criteria, to have partners from every EU member state. The requirement was subsequently relaxed two years later. The application was rated highly by the reviewers on most other scores and it was suggested we reapply but important we get a partner in that country and reduce the project costs and scope. Despite the setback it was agreed to treat it as a "learning curve", continue with the aspiration and therefore seek a relevant partner in the "missing country" and revise the application, taking account of all the detailed feedback and implement any suggestions made by the previous reviewers. Once again very many hours, days nights were spent in engaging with potential partners, and completing the aapplication. As in the previous year CPLOL was greatly encouraged by the enthusiasm for engaging with the project expressed by so many and in fact had to be selective and turn some potential partners down, in order to keep the project manageable and meet the EU criteria. . For the project we have thus managed to countries such as Turkey. Incidentally a spin-off bonus has been that through the contacts made by the project Romania has now successfully applied and joined CPLOL. We are also getting a fuller picture of the SLT scene across Europe and more direct contact with the academic institutions where SLT is taught. .

The new born project: Of course the success of the application far from being the end of the hard work was in fact, as all those who have been involved in multi partnered research projects will know, was really only the beginning of the challenge.

Like all new babies the project has brought with it many challenges. Teething troubles: encountered at the outset included those presented by the contracting process. Not only between EACEA and CPLOL as coordinator but significant challenges in CPLOL contracting with 65 partners where many had specific requirements imposed not necessarily by the SLT departments but by their University's management or in some cases their local legislation.

For the coordinator there are so many demands on one's time, all being made at once and therefore as with a new baby frequently night became an extended day and lack of sleep an inevitable consequence. The financial responsibility and running an opening meeting without the EU funding authorities having actually released the money and very importantly the criteria for its management and partner entitlements was indeed another factor potentially leading to anxiety.

However while sometimes it is hard to find the fun element in this type of project management, the enjoyment of sharing social time and good humour in meetings and over meals with colleagues, makes it all worthwhile and indeed brings many pleasurable moments. For SLTs who generally really enjoy opportunities for meeting people it is a real bonus to gain new colleagues and friendships –both social and professional contacts with like minded colleagues.

As in bringing up a child one always receives advice from the family and others This extended SLT family has also been a real benefit – to have a raft of expert colleagues who can share ideas, problem solve together . Of course different views are not always engage also with other SLTs such as some key contacts in Romania and accession what one wants to hear but in the best interests of the project many heads are decidedly better than just one.

As the project develops it constantly needs enrichment from partners and all need to contribute their knowledge and experience to help it become a mature "adult". The EACEA requirements demand a major review of the project at the half way point with extensive documentation on its progress and financial management. This review process despite being a huge challenge in terms of the documentation which has to be assembled and forms that require to be completed are indeed salutary reminders that introspection and audit are important elements in ensuring that the project stays on track, is following the planned activities, producing the specified outcomes and that all partners are engaged in the process and contributing to the project work as per the contract.

Despite still awaiting the documentation from EACEA to inform the partners of the regulations for claiming their expenses etc the first meeting had to go ahead as scheduled in October 2010 as it was imperative that the project began on time to be able to meet the tight timetable. It was a memorable occasion bringing speech and language therapy educators and associations together from every EU country and one which hopefully assisted in cementing the common purpose of creating a network which will collaborate in researching and producing common standards of SLT professional clinical education. It was very encouraging to have so many present who were willing to contribute their time, expertise and expereinces and who all wanted to create the conditions for the project to succeed. This was of course the ffirst opportunity to meet (nearly!) all the partners.

While there was still a long road ahead and as one colleague said at the beginning of the meeting it was rather like being part of an evolutionary process. The two days started that evolution during the meeting there were opportunities for questions, eexplanations and sharing of views. The objectives and plans for each working group, clarification of terminology, approaches to be adopted, roles and potential overlaps. Were debated.

THE PROJECT OUTLINED

Partners are divided into teams. Coordination is by Partner 1 CPLOL together with the management steering group/team (PMSG). There are six working groups, each with lead partner with work packages based on stages/lines of Tuning. Each country has one designated partner as country co-ordinator or lead, whose duties include arranging translations as required of key documents. Based on Tuning methodology and to meet the requirements of the EACEA. The six work packages (WPs) are: WP 1. MANAGEMENT + coordinator role P01 (CPLOL); WP 2. DEVELOPMENT 1 Tuning SLT Education; WP 3. DEVELOPMENT 2 Tuning 2 Analysis and Evaluation of survey; WP 4. QUALITY ASSURANCE; WP 5. DISSEMINATION; WP 6. EXPLOITATION

Figure 1: Project structure organogram
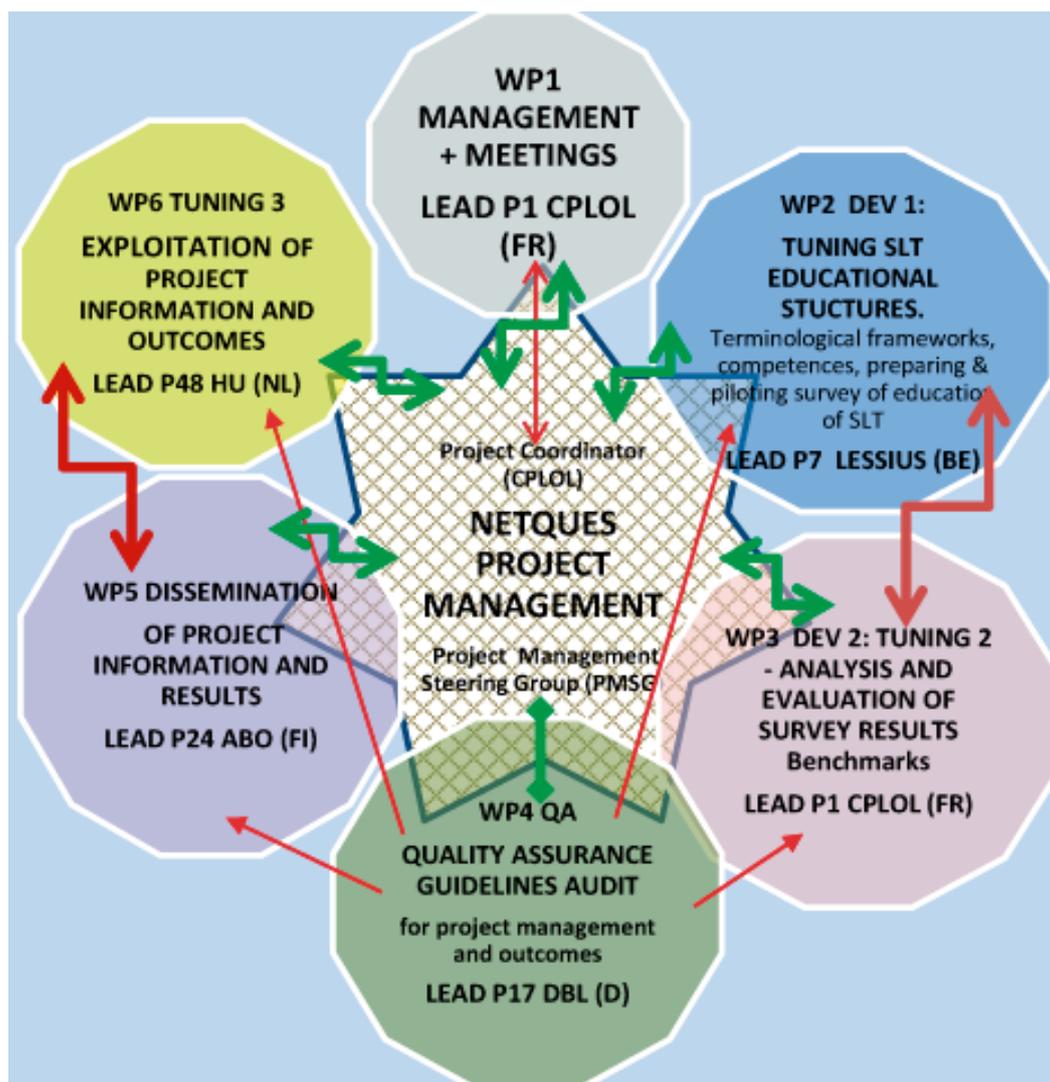
WP2 (lead P07 Lessius) comprises 8 partners + country/ translation partners. Its key tasks are the development of the Surveys to establish common competences as well as to agree terminology, compile database and set out benchmarks to be sent out for comments. Their remit was to research the topic and base their enquiry documents using existing competency frameworks such as those produced by CPLOL, HPC (UK) Ireland, Netherlands ASHA and others. They were also to take into consideration the Dublin descriptors, European Qualifications Framework for lifelong learning EQF and any others that they considered relevant. The first major important task was to compile a survey questionnaire to gather data on SLT competences /good educational practices/ programme structures /key information

on education of SLTs in EU while alongside this preparing a glossary of key terminology to enable each country to understand the terminology being used in the survey and help avoid any possible misunderstandings when translating into each language. Once prepared the survey was to be piloted & distributed to all lead partners for completion by targeted groups in each country to include samples from SLT academics; clinicians; employers and recent graduates populations. The precise methodology was to be agreed with the work package 3 team.

WP3 (lead: P01 CPLOL) has 11 Ps in 2 subgroups. Its key tasks: relate to agreeing survey methodology, analysis and preparing the benchmark document. And related other documents for internal and external validation.

WP4 – Quality Assurance lead P17 DBL has 7 partners: divided into 2 subgroups. There are two arms to their work. Firstly WP4 must rreview internal mechanisms (audit PMSG and workgroups) and secondly it needs to arrange to obtain validation/ external approval of work by sending benchmarks and other relevant products or consultations to experts using SLT and other relevant networks and other professionals.

WP5 – Dissemination lead: P24 ABO Finland 7 partners. Disseminating information throughout the life time of the project is important and one work package team,

WP5 is tasked with setting up and developing the project website in conjunction with the webmaster, they are responsible for disseminating all activities as widely as possible e.g. through distribution of leaflets, web links, posters, encouraging presentations at congresses and organising a closing event at the end of the project.

The final work group WP6's role is exploitation. There are 7 partners. This group has devised the exploitation plan and strategy for ongoing project outcomes/sustainability They are collating web/paper based resources for educational institutions +practitioners re SLT education and will also ddevise strategy for and exploit inter-professional links; with external agencies; government departments, regulators, been other stakeholders etc

As the project has progressed while the diversity of the profession continues to challenge, the value of the range of partners has many found to have advantages. The challenges are seen more clearly while the opportunities include sharing information across cultures. Healthy debate on terms and concepts has made all involved think more metalinguistically, to think carefully about denotative and annotative meanings of terms used by them as well as debate interpretations of others. Much of this has emanated form the process of devising the competences and their subsequent translation. Translation into each European language.

Other opportunities have arisen such as learning the strengths of partners; ssolving problems together; developing negotiation skills especially with people from different cultures while most certainly opening minds to alternative approaches and developing greater understanding of each other's backgrounds and knowledge base. All of which are crucial to meet the need for a dynamic profession within changing demands of society and knowledge.

Meeting practical project management challenges and finding solutions is the role of the Project Management Steering group. These mainly have related to establishing and maintaining communication with /between partners and groups, who at the outset were mainly strangers to each other. Inevitably with

65 partners there are those who are consistently more active and accessible than others. Also partner institutions may change personnel – this is a real logistical problem for continuity of work. Establishing and running a website within a low cost budget and being able to keep in contact, find sways and means to share information quickly has meant partners have developed various technologies and increased their usage of communication methods such as Skype, web based data storage such as Dropbox,. Google docs, and online meetings calendars and schedulers. Challenges presented and learning outcomes for the management team and partners have also included developing multifaceted Organograms, timelines and QA documents. Many lessons were learned from what might have seemed relatively simple tasks such as agreeing a Logo and information

LEAFLETS

On a very serious note Risk management procedures have been out in place. Financial matters relating to budget, revisions to the planned procedures, partner difficulties resulting in a drop out which had to be replaced have required detailed amendments, and documentation that EACEA demands.

To date the main thrust of the actual project work has revolved round the Survey planning and implementation on which much of the later aspects of the project and its success depends. This presented many problems and challenges not least by the sudden illness and extended absence of the work team lead person just as the work got underway. The coordinator and project management steering group therefore had to become more closely involved to ensure measures were implemented as quickly as possible, Fortunately it was able to be steered back on track and within the overall timeline but nevertheless such unforeseen events create some time pressures and many challenges for the project even if the partner institution is able to find a substitute person to take on the role assigned to them as a partner. Fortunately thanks to partner enthusiasm, ppartner motivation, partner professionalism, devotion especially by some; amazingly dedicated SLTs with colleague support; and SLT spirit of innovativeness, ingenuity and hard work the project is still on track.

.At the outset it was important to not only decide we need to examine standards but to acknowledge for whom standards matter and what/who are the drivers for change and for influencing standards which after all may be dynamic rather than static and needs to be responsive to meet changing needs i.e. How do we make sure standards are relevant and up to date? Who sets/moves the goal posts?

INFLUENCES ON PROFESSIONAL STANDARDS

Fig 2 Factors influencing standards
Fig 2 shows some of the influencing factors on Professional standards, all of which must be taken into account within the project.

Next it was important to establish how to describe the education of SLTs. Some would see this as the focus being ion what teaching is required such as outlining the curriculum. Other would argue it is more important to focus on the learning and knowledge transfer. However a general consensus was obtained that it is most expedient for the comparison of programmes to focus in what the SLT graduate/new entrant to the professional must be able to do. Competence was recognised and defined in this context, as it is in others, to encompass not only being able to do something but to do so with understanding, flexibility, using higher order cognitive skills such as analysis and synthesis and b eing able to seek, select and appropriately use information i.e. critical thinking - doing the right thing, at the right time, in the right way, for the right reasons.

Professional competence is more than just being able to do something and involves the cognitive domain – intellectual skills; psychomotor domain – physical skills plus the affective domain - attitudes, feelings, emotions.

Thus the project seeks to describe the specific integration of knowledge, understanding, subject specific skills and abilities used by the SLT to function according to the demands that are put upon him/her in the specific speech and language therapy context (health/education/social sector).

KEY CONCEPTS THEREFORE AGREED AND GOALS OUTLINED.

To document minimum standards that make the new SLT fit for purpose by describing g the Competences (ability to perform activities to standards required, with appropriate mix of knowledge, skill and attitude) and describing the learning outcomes that an SLT student should be able to demonstrate to show required knowledge , understanding ,and skills.

KEY QUESTIONS RAISED AND WHICH THE PROJECT SEEKS TO ANSWER.

What makes a competent SLT? What is the "end product" to be? What knowledge is essential'? What is desirable but perhaps not essential? What are SLT Therapeutic Skills? How do we teach Critical thinking? What are SLT Clinical thinking/ decision making skills? What makes a Reflective practitioner who pays critical attention to the practical values and theories which inform everyday actions and learns from experience?
And of course - How do we know when the student has acquired these competences?
How do we assess them? Who should assess them – and when?

The Starting point for NetQues survey: describing the end point of the initial education process/learning outcomes or perhas more accurately ...what is needed at .the starting point of the newly qualified SLT's professional journey. Agreement was reqached that an SLT must be Ethical; an Expert on complexity of human communication & its disorders; Scientific in approach to problem solving; Reflective in and on practice.and must seek to use Evidence based therapy and research. It was also commonly agreed that a newly qualified SLT must have had a substantial element of clinical practicum and should have an awareness of & respect for social & cultural differences.

The SLT must be able to make clinical decisions and professional judgements e.g. re optimising impact of SLT; Using the WHO model that reflects when to be working at the level of impairment (aassessment and diagnosis); When to be /working at the level of activity i.e. working to address the impact of the impairment on individual's activities and when to be working at the level of participation? i.e. working to ensure that individual's opportunities

NETQUES ACHIEVEMENTS SO FAR

Survey 1 – agreed competences which should be included collated (see appendices fro English and Spanish versions) and survey devised, translated into 24 languages and sent to all countries with responses from all from academics, recent graduates and employers of SLTs. . Results being analysed.

Survey 2 – departmental information (in English) distributed and approximately 100 responses received to date.

Survey 3 – being distributed to gather education statistics re national numbers of students/types of programmes etc

The following is a synopsis of the competences included in the survey to determine those considered essential and those desirable and also compare the relative importance to each given by the three groups of respondents. .

SLT Specific Competences sections include questions related to

A. Scope of Practice

B. Assessment and identification of communication and eating, drinking and swallowing disorders.

C. Planning and implementation of intervention

D. Planning, maintaining and evaluating Services

E. Prevention

F. Quality assurance

G. Research

H. Professional development, continuing education and specific ethical responsibilities.

A. Scope of Practice

A newly qualified SLT can

A.1 Assess, diagnose and intervene in speech and language disorders.

A.2 assesses, diagnose and intervene in eating, drinking and swallowing disorders (EDS)

Other exemplars

B. Assessment and identification of communication and eating, drinking and swallowing disorders.e.g

B. 1 Establishes rapport and facilitates participation in the assessment and differential diagnosis process

B 2.Can apply and synthesizes knowledge of communication disorders, linguistics, phonetics, psychology and biomedical sciences in order to – identify, assess and diagnose communication and EDS disorders

B 3. Masters phonetic transcription

B 4. Masters linguistic and psycholinguïstic analysis

B 5. Can administer, record, score and interpret a range of published and/or informal assessment tools appropriately

B 6. Can administer, record and interpret the following instrumental measurements:

• audiometry

• acoustic analysis

• lanryngography

• nasometry

• stroboscopy

• nasendoscopy

• videofluorouscopy

B 7. Understands implications of findings of clinical neurological investigations such as CT, PET, MRI, or radiological investigations such as chest X rays, for speech, language, communication and EDS functions.

B 8. Analyses, and interprets assessment results accurately and integrates information from case history and other relevant sources into findings.

B 9. Makes a clinical judgment /diagnosis of the nature and extent of disorders + proposes possible prognoses.

B.10.Identifies gaps in information needed to understand the client's disorders, and seeks information to fill those gaps

B. 11. Can produce oral and written reports of assessment results, including analysis and interpretation of assessment information

.B.12. Provides appropriate feedback on interpretation of assessment results to the client and significant others, in a way they can understand easily

B.13. Identifies the influence of different situations, environments or contexts on clients' problems

B. 14. Recognises the effect of the disorders on the psychosocial wellbeing, social and medical status of the client and significant others

B. 15. When necessary, refers client to other professionals in a timely and appropriate manner

The generic competences include three sections

A. Instrumental Competences

A.1.Capacity for analysis and synthesis

A1.1. Synthesize information from diverse sources to select an appropriate course of action or to answer question.

A.2.2. Analyze information to draw appropriate conclusions and recognize the implications of these conclusions

A.2. Capacity for organization and planning

A 2.1. Divide tasks into concrete steps and set time schedules with realistic aims, taking into account all other demands

A 2.2 Meet goals or deliver products of work on schedule

A.3. Oral and written communication

A.4. Elementary IT skills:

A.5. Information management skills

B. Interpersonal and intrapersonal competences

C. Systemic competences for example

C.1. Capacity to learn, generate new ideas and adapt to new situations

C.2. Capacity for leadership

C.3. Ability to work autonomously

C.4. Initiative/ entrepreneurial spirit

C.5. Educating and developing others

C.6. Active representative in society and towards decision makers

The journey so far...has been interesting, rewarding (at times!); frustrating (frequently!) but in the relatively short space of 18 months achievements include a Common terminology established - glossary translated in all EU languages (see www.NetQues.eu) ; List of all competences to be included agreed Surveys 1 and 2 completed Survey 3 is underway underway and some findings being prepared for publication.

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Natalia Jimeno Bulnes (1)
Rosa Belén Santiago Pardo (1)
Natividad García Atarés (1)
Alicia Peñalba Acítores (1)
(1) Titulación de Logopedia. Facultad de Medicina. Universidad de Valladolid
C/ Ramón y Cajal 7, 47005 Valladolid, España.
Contacto: najimeno@med.uva.es

INTRODUCCIÓN

Se expone el origen de la participación de la Universidad de Valladolid en el proyecto Netques. La existencia de convenios bilaterales con diversas instituciones europeas y la colaboración regular en los programas intensivos de Logopedia han desempeñado un papel relevante.

Resultados: se describen las actividades desarrolladas hasta la fecha, tanto de carácter general como específico, correspondiente al paquete de trabajo II: desarrollo, consistente en la traducción de diversa documentación: la presentación breve del proyecto, el contenido de la encuesta y el perfil de los participantes (empleadores, egresados recientes y estudiantes). Se comentan algunos aspectos subjetivos de la experiencia, se identifican puntos fuertes de la misma y se establecen algunas propuestas de desarrollo.

Conclusiones: La participación en el proyecto Netques constituye una experiencia positiva y útil para la titulación, que puede favorecer la futura contribución de universidades españolas en proyectos internacionales de innovación y desarrollo, formación continua e investigación en Logopedia.

Palabras clave: Europa, Logopedia, traducción, Universidad.

Natalia Jimeno Bulnes (1)
Rosa Belén Santiago Pardo (1)
Natividad García Atarés (1)
Alicia Peñalba Acítores (1)
(1) Degree of Speech and Language Therapy. School of Medicine.
University of Valladolid. C/ Ramón y Cajal 7. 47005 Valladolid, Spain.
Contact: najimeno@med.uva.es

INTRODUCTION

The origin of the participation of the University of Valladolid in the Netques project is exposed. Presence of bilateral agreements with different European institutions and regular collaboration in intensive programmes of speech and language therapy has played a significant role.

RESULTS

The activities carried out to date are described. They are both general and specific, the last ones corresponding to the work package II: development, consisting in translation of documentation: brief presentation of the project, the content of the survey, and participants' profile (employers, recent graduates and students). Some subjective aspects of experience, identified strengths and some proposals for further development are also presented.

CONCLUSIONS

The participation in the Netques project is a positive and useful experience for the Degree of Speech and Language Therapy at the University of Valladolid. It can promote future contribution of Spanish universities in international projects in speech and language therapy for innovation and development, lifelong learning and research.

KEY WORDS

Europe, Speech Therapy, translation, University.

1. INTRODUCCIÓN

Desde 1997 la titulación de Logopedia de la Universidad de Valladolid (UVa) pertenece a la red europea "Speech and Language Therapy", coordinada por la Lessius Hogeschool de Amberes (Bélgica). En virtud de ello se han desarrollado diversos programas y actividades de carácter internacional, durante el periodo comprendido entre los cursos 1998-99 y 2011-2012, cuyos resultados se han expuesto en algunas publicaciones (García, Jimeno, Peñalba, & Eiros, 2011; Jimeno, 2002). Estos programas son fundamentalmente:

1. Programa Sócrates-Erasmus

Consiste en el intercambio de estudiantes o profesores entre distintas universidades e instituciones europeas. Algunas experiencias son las estancias de estudiantes de Valladolid en Aquisgrán, Bruselas, Glasgow y Malta, así como las de alumnos extranjeros (procedentes de Alemania, Bélgica, Italia,...) en Valladolid. También se han recibido estudiantes de Canadá, que han contado con ayudas de movilidad de su país. El número de estudiantes de la UVa que han participado en este periodo ha sido de 17, mientras que se han recibido 27 estudiantes extranjeros. Las cifras de movilidad de profesores son, respectivamente, 4 y 37 (34 de ellos en el marco del Programa Intensivo celebrado en Valladolid en 2003).

2. Programa Intensivo

Programa financiado en años anteriores por la Unión Europea y coordinado de forma continuada por la Lessius Hogeschool de Amberes (Bélgica). Consiste en la impartición de un curso de logopedia con una duración entre 7 y 10 días, habitualmente a finales del mes de agosto. Los estudiantes y el profesorado proceden de instituciones en su mayoría europeas, pero también en la actualidad americanas y asiáticas; el idioma oficial es el inglés. El curso para el año 2012 se celebrará próximamente en Graz (Austria). Durante los cursos académicos señalados han asistido 55 estudiantes y 16 profesores.

3. Un tercer programa desarrollado en cursos pasados permitió elaborar el Banco Terminológico Multilingüe de Logopedia (Speech Therapy Terminological Database). Consiste en un glosario de 1.022 términos de Logopedia, en soporte informático, que se presenta en 9 idiomas europeos diferentes y en cuya elaboración participó la Titulación de Logopedia de la Universidad de Valladolid. Esta base de datos contribuye a facilitar diversas actividades de información, movilidad e intercambio, para ampliar información puede consultarse: www.med.uva.es/logopedia. Fruto de este trabajo se ha publicado en el 2010 el Glosario Internacional de Logopedia: versión española (Jimeno & Santiago, 2010). Esta publicación en formato CD está disponible de forma gratuita para los interesados hasta acabar existencias.

Indudablemente, la existencia de convenios bilaterales con diversas instituciones europeas y la colaboración regular en los programas intensivos de Logopedia han desempeñado un papel relevante en nuestra participación en el proyecto; así como nuestro entusiasmo en la incorporación a la correspondiente solicitud ya en marcha. No obstante, la experiencia refleja también las dificultades y demoras en la tramitación de la formalización de dicha solicitud, por parte de nuestra propia Universidad.

2. RESULTADOS

Las actividades que hemos desarrollado hasta la fecha son tanto de carácter general como específico. Se han coordinado a nivel internacional por medio del comité directivo del proyecto, fundamentalmente a través de la reunión general de inauguración, celebrada en París en octubre de 2010, y a nivel nacional gracias al contacto regular con los representantes de las Universidades Complutense de Madrid y Castilla La Mancha, José Periáñez y Lidia Rodríguez, respectivamente.

Respecto a las actividades generales, hemos participado en:

1. Proporcionar en inglés información de nuestro centro, estructurada según los puntos solicitados: institución, programa de Logopedia, prerrequisitos de estudio e incorporación anual de nuevos estudiantes.

Tabla 1. Información suministrada al proyecto de la titulación de Logopedia de la Universidad de Valladolid.

University of Valladolid

It was founded at the end of the XIII century and is structured in four different campuses: Valladolid, Palencia, Soria and Segovia. It has about 28.000 students and 25 academic centres. The University offers over 100 degrees and a wide range of postgraduate courses. It counts with a long and broad experience on International Affairs.

Faculty and Speech Therapy Programme

The Speech Therapy Programme started in 1992 and is in charge of the Faculty of Medicine in Valladolid. It shows a multidisciplinary approach, including contents of biomedicine, Spanish language, psychology and pedagogy. Staff members belong to the Faculties of Medicine, Education, and Philosophy and Arts. In 2010 the old three-year programme changed into a four-year programme covering 240 ECTS credits. The programme is structured in the following modules:

- Module I. Basic education in Health Sciences. 66 ECTS credits.
- Module II. Alterations and disorders. 36 ECTS credits.
- Module III. Assessment and diagnosis in Speech Therapy. 57 ECTS credits.
- Module IV. Speech Therapy intervention. 54 ECTS credits.
- Module V. Practice, professional skills and final work. 48 ECTS credits.

International activities of the Speech Therapy Department include staff and student mobility at both national and international levels, integrated language courses and intensive programmes.

Prerequisites to study in the programme and yearly intake

Applicants usually have to perform a national access exam and to reach a certain level depending on the number of applicants. Since 2010 the intake is 40 new students per year.

For more information
- http://www.uva.es
- http://www.relint.uva.es
- http://www.med.uva.es/logopedia

2. Difusión del proyecto: se ha incorporado el enlace del Netques a nuestra página web, además de informar sobre el mismo a miembros de la comunidad universitaria (profesores, estudiantes y personal de administración y servicios).

La propia participación requiere sin duda dos actividades adicionales:

3. Seguimiento del proyecto: fundamentalmente por medio de correos electrónicos y consulta de la página web, y su difusión al resto de participantes.

4. Gestión del presupuesto. Nos ha resultado compleja la formalización y presentación de la justificación de gastos, tanto por la falta de experiencia en el manejo del concepto de la justificación –gastos de personal–, como por el carácter del proyecto –de aprendizaje a lo largo de la vida, gestionado inicialmente por el Servicio de Relaciones Internacionales– y los servicios administrativos del centro.
Las actividades específicas que hemos llevado a cabo corresponden al paquete de trabajo II: desarrollo (development). Han consistido básicamente en la traducción de la documentación requerida y la difusión de la encuesta para su cumplimentación por titulados recientes.

1. La documentación traducida trata de la presentación y contenido de la encuesta, el perfil de los participantes (empleadores, egresados recientes y estudiantes) y un glosario. Dada la necesidad de que dicha traducción fuera llevada a cabo por logopedas recientes, tanto de forma directa (inglés-español) como inversa (español-inglés) –para corroborar el correcto sentido del texto en diferentes idiomas– hemos ofrecido la colaboración en esta tarea a un amplio número de antiguos estudiantes de la titulación, habiendo obtenido una respuesta positiva por parte de unos 10 logopedas y distribuido las tareas entre ellos. Adicionalmente se ha traducido y adaptado el resumen de la memoria de solicitud y el folleto de presentación del proyecto.

2. Contribución a la difusión de la encuesta para su cumplimentación. Se ofreció la colaboración en la respuesta a dicha encuesta a un total de 300 personas. Se atendieron las dudas formuladas por las personas interesadas.

Como aspectos subjetivos de la experiencia, cabe destacar entre los puntos fuertes los siguientes:
1. El apoyo constante recibido por la coordinadora del proyecto, Aileen Patterson, y el resto del comité directivo.

2. El interés y la elevada calidad de la participación de egresados, tanto en las tareas desarrolladas como en los momentos de discusión sobre aspectos terminológicos y de reflexión sobre su actividad profesional; nos ha sorprendido la variabilidad de ámbitos y métodos de trabajo utilizados en los distintos países participantes.

3. La oportunidad de retomar el contacto con antiguos titulados ha sido valorado de forma muy positiva tanto por ellos mismos como por los profesores.

En contraposición, consideramos que también han existido aspectos a mejorar. De esta manera como puntos débiles cabe resaltar:
1. El esfuerzo que puede suponer no tanto la realización de las actividades acordadas sino la gestión global del proyecto, tanto respecto a la solicitud como a su debida justificación.

2. No poder contar con la cumplimentación de la encuesta por personas tituladas desde hace más de 5 años. Entendemos que ello ha podido deberse al interés de centrarse en este tipo de titulados, o bien a la necesidad de homogeneizar la muestra de personas que contestan la encuesta en los distintos países.

Como propuestas de desarrollo creemos oportuno mencionar tres puntos:

1. Contribuir a difundir el papel y los recursos de asociaciones (como la CPLOL) y proyectos internacionales a los estudiantes de logopedia.

2. Promover la investigación sobre aspectos formativos y académicos sobre la logopedia en el ámbito de la Unión Europea. De hecho actualmente, gracias a nuestra participación en este proyecto, nos ha animado a realizar un estudio comparativo sobre los estudios de logopedia en Europa, antes y después de la implantación del EEES.

3. La necesidad de que todas las instituciones de formación de logopedas incluyan en su página web información sobre la titulación también en inglés. Sería ideal disponer de unos contenidos básicos, estructurados de forma homogénea, que faciliten la obtención de datos concretos y comparables.
Hoy más que nunca, es necesario concienciar al estudiante español de logopedia sobre la importancia de tener una mirada internacional.

Conclusiones

La participación en el proyecto Netques constituye una experiencia positiva y útil para la titulación, que puede favorecer la futura contribución de universidades españolas en proyectos internacionales de innovación y desarrollo, formación continua e investigación en Logopedia.

3. REFERENCIAS BIBLIOGRÁFICAS

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