



NetQues

Network for Tuning Standards and Quality
of Education Programmes
in Speech and Language Therapy/Logopaedics across Europe



Lifelong Learning Programme

Project No. 177075-LLP-1-2010-1-FR-ERASMUSENWA



1. Title of the video/resource

"Portfolio" as a resource

Link: <http://www.logopedia.unimore.it>

2. Authors / contact

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3. Language

Italian

4. Abstract

The Portfolio is used as an assessment system to evaluate the acquisition of knowledge, skills and attitudes in different fields.

We think it can be used also as tool to help SLT students to organize their learning during practice periods.

During the 4weeks period of practice in the Neurological Department, students observe evaluation and treatment of both speech and language, directed to patients with stroke or with progressive neurological diseases.

They are requested to collect some type of documentation of learning activities in which they are engaged; so they have to:

- choose clinical data relevant to S&L therapy for two different patients (from records and interviews with patients and/or caregivers)
- describe the S< intervention with two patients and identify the criteria to decide on the modality of the intervention (such as objectives, intensity, duration, homework, care-givers' involvement)
- record when they address a patient directly and analyze their own language

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- describe the procedure they have follow to research information on a something they don't know (a pathology, or a technique...) or to prepare materials and exercises

Each student gathers his/her documentation in a file and discuss it with the supervisor, at the beginning, in the middle and at the end of the practice period (or whenever they both think it necessary).

5. Keywords

portfolio, reflective practice, professional development

6. Motivation letter: Please, justify why this is a good example of good practice

In SLT Education the link between knowledge and practice is crucial. To cope with the complexity of patients with language and speech problems SLT students should develop the capacity to:

- choose pertinent and relevant information from the patient's history to build individual plans;
- define and apply criteria to decide modalities of treatment, for each patient and to adjust them to his/her changes;
- constantly monitor and improve their own way to communicate with the patients, both with words and without;
- be self-direct in their present and future learning.

SLT practitioners who act as trainers and supervisors need tools to help the students to build their professional skills: Portfolio is a good one.

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