



# 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-ERASMUSNWA



## 1. Title of the video/resource

European Specialization on Fluency Disorders  
[www.ecsf.eu](http://www.ecsf.eu)

## 2. Authors / contact

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## 3. Language

English

## 4. Abstract (English)

The 'European Clinical Specialization in Fluency Disorders (ECSF) is a one-year program, providing both the knowledge and the clinical skills, to assist speech-language therapists in becoming European Fluency Specialists. The program is run by a consortium consisting of 13 partners (universities and colleges) and 2 associate partners (centres of expertise) from 9 European countries. The program will start its sixth course cycle in 2013. Approximately 100 fluency therapists coming from over 20 EU and nonEU countries have participated in the course.

Graduates of this course distinguish themselves by their outstanding ability, in-depth knowledge and expertise in the field of fluency disorders. The program is a well-designed combination of lectures, clinical practice and home assignments.

For people already working as an SLT, this specialization course is compatible with their current workload.

Lectures are provided during two intensive weeks, scheduled during the academic year. These modules are combined with lectures and follow up sessions in the home country of the participant. The local sessions take place outside the intensive weeks. Preparatory reading and home assignments form an integral part of the course. The specialized clinical training, under supervision of a fluency specialist, can begin after the first intensive week. Since this program leads to certification, the different course units will be evaluated. Evaluation is based on permanent evaluation, portfolio, and specific evaluation moments.

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EACEA  
Education, Audiovisual & Culture  
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The different lecturers, all staff members of the participating European institutes, were selected based on their expertise. All have numerous years of experience in the field of fluency disorders. In addition, world experts are invited as guest lecturers. The program is organized by thirteen different universities or colleges in eight European countries. The partners are Arteveldehogeschool Gent (A. Breda, C. Hylebos, & V. Waelkens), Göteborg Universitet (T. Johannisson), Hogeschool Utrecht (M. Pertijs), Fontys Hogeschool (Y. Van Zaalen), Katholieke Hogeschool Brugge-Oostende (M. Meersman), Katholieke Universiteit Leuven (L. De Nil), L-Università ta' Malta (J. Agius), Oulun Yliopisto & Turku Yliopisto (E. Jansson-Verkasalo), Trinity College Dublin (M. Leahy), Rheinisch Westfälische Technische Hochschule & Universitätsklinikum Aachen (P. Schneider & H. Zuckner), Escola Superior de Saude do Alcoitao (D. Tavares); co-ordinating institute is Lessius Antwerpen (K. Eggers). Associate partners are the

Michael Palin Centre London (F. Cook & W. Botteril) and the Stammering Support Centre Leeds (T. Stewart).

This program provides specialist knowledge and skills, that can be recognized by local professional bodies as important criteria leading to clinical specialization. The target group are graduates of Bachelors or Masters programs in Speech and Language Pathology.

More information (e.g., enrolment) is available at [www.ecsf.eu](http://www.ecsf.eu).

## 5. Keywords

Specialization; fluency disorders; stuttering; cluttering; ECSF

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

The course is a collaborative effort of 13 European universities/colleges of 8 different countries and 2 centers of excellence; this means that the expertise of all is brought together in this one-year specialization program.

The course has been evaluated several times over the last years by the EU commission, overseas fluency specialists and graduates of the course. All of their comments have been very positive, e.g., "a very well performed and managed project where all planned outcomes are being fulfilled" (EU commission), "a very suitable pedagogical approach; ... Overall... it is simply a miracle to see the level of organization, content and commitment that has gone into this effort." (ASHA fluency specialists). Graduates scored very good to excellent for all of the evaluated

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components: overall session formats, practical &  
useful information, lecturers' ability to present information, overall course evaluation.

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