



## Context

ADL = clinical course

**Problem Based Learning** methodology

Content: **developmental language disorders**

**Master 1 in Speech Therapy** (4th year) at the University of Liège

2008-2009 : **50 students.**



# DISPOSITIF A.D.L. (60 ECTS) 1 + 2 + 3

**11 PBL sessions** (1)  
 In groups of 10  
 Resolution of clinical problems with the help of an SLT tutor



- PBL session : 4 hours**
1. Role distribution
  2. Exposition of the problem
  3. Identification of relevant features
  4. Analysis of working documents
  5. Summary
  6. Formulating hypotheses
  7. Additional information
  8. Synthesizing ideas
  9. Final resolution
  10. Evaluation



**Topics discussed :**  
 Developmental disorders of oral and/or written language or arithmetical disorders.  
 Assessment and remediation

**Formative exercises** (2)  
 Individual  
 E-learning  
 Language assesment



**Creative work** (3)  
 In groups of 4  
 Creation of a remediation tool



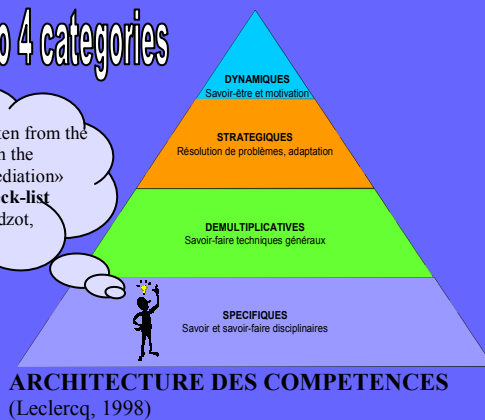
## OBJECTIVES

To improve the **clinical training skills** of SLT undergraduate students by :

- leading them to understand the **complexity** of clinical situations
- seeking to instil in them a **reflective approach**
- stimulating their **active participation**
- reinforcing the links between **theory and practise**
- stimulating **team work**

### Broken down into 4 categories

The specific skills are taken from the **resources** associated with the « assesment » and « remediation » skills from the **skills check-list** (Maillart, Grevesse et Sadzot, 2009).

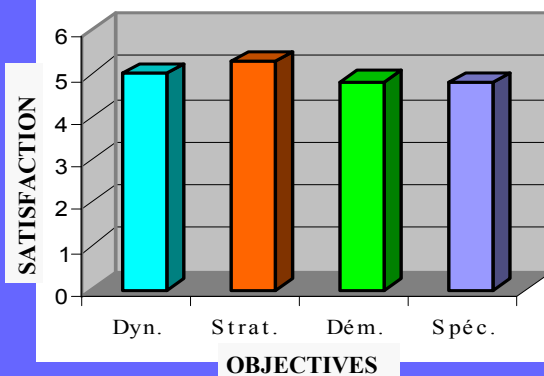


### EXAMPLES

- ◆ Motivation, desire to learning, seeking, discovering
- ◆ Problem solving abilities, self knowledge
- ◆ Critical thinking, taking initiative, synthesizing ideas, working in teams, exchanging with other professionnals
- ◆ Knowing of troubles, their evaluation and remediation
- ◆ Realisation of an anamnesis
- ◆ Mastering of different evaluation tools
- ◆ Elaboration of a diagnosis
- ◆ Writing of an assessment report
- ◆ Definition of remediation goals
- ◆ Checking a remediation's effectiveness

## RESULTS Student evaluation (May 2009)

**1. Evaluation of reaching of the 28 objectives, on a scale from 1 (« totally disagree ») to 6 (« totally agree »)**



**2. Open questions on positive and negative points**



Links between theory and practice  
 Learning of a work methodology  
 Working in small groups  
 Depth of knowledge  
 Concrete situations  
 Development of critical distance  
 Support for placements  
 Clinical tutors

Step 7 (discovery of additional information) : texts either too long or too distant from the clinical problem; uneven learning according to group

Self-assessment after each session : redundant

## CONCLUSION

Positive experience as much for the students as for the educational team, which strengthens own desire to implement an active teaching approach in SLT education at ULg. This methodology links theory and practice in an attempt to develop learner's clinical skills while leading them to become active, responsible, and critical participants in their own learning.

### Contacts

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### References

Leclercq, D. (1998). *Pour une pédagogie universitaire de qualité*. Mardaga.  
 Maillart, C., Grevesse, P. et Sadzot, A. *Référentiel de compétences en logopédie*. Document interne.