**Context**
- ADL = clinical course
- Problem Based Learning methodology
- Content: developmental language disorders
- Master 1 in Speech Therapy (4th year) at the University of Liège

**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 practice
- stimulating teamwork

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

**Architectures des compétences**
(Leclercq, 1998)

**Examples**
- Motivation, desire to learning, seeking, discovering
- Problem solving abilities, self-knowledge
- Critical thinking, taking initiative, synthesizing ideas, working in teams, exchanging with other professionals
- Knowledge 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

**Dispositif**
A.D.L. (60 ECTS) 1 + 2 + 3

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

2. 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

**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

**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.

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**References**