

Speech-Language Pathology

Summer School 2022

14 – 21 August

Finland



**UNIVERSITY
OF TURKU**



SLP-IN Network Partners

Network Steering Committee

Kirsten Schraeyen, Thomas More University of Applied Sciences, Antwerp, Belgium (Network Coordinator); *Stefan Heim*, RWTH Aachen University, Germany; *Cristian Leorin*, Padova University, Italy; *Marjon Peek*, Fontys University of Applied Sciences, Eindhoven, The Netherlands; *Kevin Yuen*, The Education University of Hong Kong, Hong Kong

SLP-IN Network 2022

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Monday 15 August: Opening Ceremony & Course Day 1 - The importance of eye-tracking research in SLP

09:00	<p>Conference opening <i>Prof. dr. Elina Mainela-Arnold, head of department Speech-Language Pathology and Psychology, University of Turku, Finland</i></p> <p><i>Dr. Kati Renvall & MPhil Ida Luotonen, local host team, University of Turku, Finland</i></p> <p><i>Dr. Kirsten Schraeyen, SLP-IN Coordinator, Thomas More University of Applied Sciences, Belgium</i> <i>Prof. dr. Stefan Heim, Steering Committee, RWTH Aachen University, Germany</i> <i>Dr. Kevin Yuen, Steering Committee, the Education University of Hong Kong, Hong Kong</i> <i>Mr. Cristian Leorin, Steering Committee, University of Padova, Italy</i> <i>Mrs. Marjon Peek, Steering Committee, Fontys University of Applied Sciences, the Netherlands</i></p>	<p><i>Pub1</i> <i>(Publicum building, first floor)</i></p>
10:00	<p>Introduction <i>Dr. Raymond Bertram, University of Turku</i></p>	<i>Pub1</i>
10:30	<p>Keynote 1 How eye-tracking can be used in SLP <i>Dr. Thomas Günther, Zuyd University of Applied Sciences</i></p>	<i>Pub1</i>
11:15	<p>Workshop (~Group 1) The role of visual behaviour in the development of intentional communication <i>Dr. Ann Dhondt, Vives University of Applied Sciences</i></p> <p>Eye-tracking lab (~Group 2) Turku EyeLabs <i>Turku University team & Dr. Thomas Günther, Zuyd University of Applied Sciences</i></p>	<p><i>Pub126</i></p> <p><i>Group 2A: Pub209</i></p> <p><i>Group 2B: Pub309</i></p>
12:15	Lunch break	<p><i>Restaurant Macciavelli</i></p>

13:15	Keynote 2 Communication by gaze interaction <i>Dr. Päivi Majaranta, guest from Tampere University, Finland</i>	<i>Pub1</i>
14:15	Break	
14:30	Workshop session (~Group 2) The role of visual behaviour in the development of intentional communication <i>Dr. Ann Dhondt, Vives University of Applied Sciences</i> Eye-tracking lab session (~Group 1) Turku EyeLabs <i>Turku University team & Dr. Thomas Günther, Zuyd University of Applied Sciences</i>	<i>Pub126</i> <i>Group 1A:</i> <i>Pub209</i> <i>Group 1B:</i> <i>Pub309</i>
15:30 - 16:15	Wrap-up & closing	<i>Pub1</i>
19:00	Opening event City Hall	<i>Address:</i> <i>Aurakatu 2</i> <i>(in the city centre)</i>

Tuesday 16 August:

Course Day 2 - Global perspectives on SLP: SLP after the pandemic

09:00	Introduction <i>Dr. Brian Shulman, Seton Hall University & Mr. Cristian Leorin, University of Padova</i>	<i>Pub1</i>
09:40	Keynote 1 Impact and consequences of the COVID-19 pandemic. <i>Mr. Jo Verstraete & Mrs. Ingrid Michaux, Vives University of Applied Sciences</i>	<i>Pub1</i> AND <i>Groups</i> 1-2: <i>Pub169</i> 3-4: <i>Pub269</i> 5-6: <i>Pub399</i> 7-8: <i>Pub368</i> 9-10: <i>Pub299</i> 11-12: <i>Pub469</i>
10:25	Break	
10:50	Keynote 2 The effect of the Face Mask-wearing on speech acoustic <i>Dr. Kevin Yuen, The Education University of Hong Kong</i>	<i>Pub1</i>
11:50	Explanation and preparation of the workshop sessions	<i>Pub1</i>
12:00	Lunch break	<i>Restaurant</i> <i>Macciavelli</i>
13:00	Workshops ROUND 1 1. Respiratory and laryngeal symptoms of 'long covid': new challenges for the SLP. <i>Mrs. Annelies Labaere, Thomas More University of Applied Sciences</i> 2. Case Study: the rehabilitation needs of children suffering from single-side deafness (SSD) with Cochlear Implants (CI). A telerehabilitation project <i>Mrs. Anna Agostinelli, University of Padova</i> 3. Case study: Online Speech-Language Therapy centered around Luca a 5; 2-year-old boy diagnosed with language developmental disorder <i>Mrs. Laura Haan & Mrs. Loes Venema, Hanze University of Applied Sciences</i>	1: <i>Pub126</i> 2: <i>Pub309</i> 3: <i>Pub209</i>

	<p>4. The usage of telehealth and apps in Voice and Breathing Therapy <i>Mrs. Anna Krispin & Mrs. Jessica Frembgen, Zuyd University of Applied Sciences</i></p>	4: Pub150
14:30	Break	
15:00	<p>Workshops ROUND 2</p> <ol style="list-style-type: none"> 1. Respiratory and laryngeal symptoms of 'long covid': new challenges for the SLP. <i>Mrs. Annelies Labaere, Thomas More University of Applied Sciences</i> 2. Case Study: the rehabilitation needs of children suffering from single-side deafness (SSD) with Cochlear Implants (CI). A telerehabilitation project <i>Mrs. Anna Agostinelli, University of Padova</i> 3. Case study: Online Speech-Language Therapy centered around Luca a 5; 2-year-old boy diagnosed with language developmental disorder <i>Mrs. Laura Haan & Mrs. Loes Venema, Hanze University of Applied Sciences</i> 4. The usage of telehealth and apps in Voice and Breathing Therapy <i>Mrs. Anna Krispin & Mrs. Jessica Frembgen, Zuyd University of Applied Sciences</i> 	<p>1: Pub126</p> <p>2: Pub309</p> <p>3: Pub209</p> <p>4: Pub150</p>
16:30 - 17:00	Wrap-up & closing	Pub1

Free day- Wednesday 17 August

9:30 - appr. 16:15

Outdoor trip to Heinänokka Camp Centre & BBQ

All students & staff

Two buses to Heinänokka from the hotel Caribia will leave at 9.30. One of the buses will stop to pick up staff members in front of the Hotel Julia (staff members: please be ready at the bus stop at 9:40).

Two buses to Turku (to Hotel Caribia) will leave at 15:30. One of the buses will also stop in front of the Hotel Julia.

Course Day 3 - Thursday 18 August: Child disorders

09:00	Introduction <i>Dr. Nadine Tabone, University of Malta & Dr. Diana Quigley, Trinity College & Dr. Jean Torng, National University of Nursing and Health Sciences.</i>	<i>Pub1</i>
09:15	Keynote 1 Telepractice for children ≤12 years with speech and language disorders <i>Dr. Sabine Van Eerdenbrugh, Thomas More University of Applied Sciences</i>	<i>Pub1</i>
10:15	Break	
10:45	Workshops ROUND 1 <ol style="list-style-type: none"> 1. Denman et al.'s (2021) Taxonomy for Describing Child Language Interventions: Practical Applications <i>Dr. Duana Quigley, Trinity College</i> 2. Assessment and intervention strategies for auditory processing disorder using the "Acoustic Pioneer" applications. <i>Dr. Nadine Tabone, University of Malta</i> 3. Towards (more) person-centred assessments and therapies <i>Mr. Mark Meersman, Thomas More University of Applied Sciences</i> 4. How to combine digital tools and ecological situations with supporting spatial concepts for children with developmental language impairment? <i>Mrs. Sabrina Diederich, HE Vinci</i> 	<i>1: Pub209</i> <i>2: Pub399</i> <i>3: Pub309</i> <i>4: Pub126</i>
12:15	Lunch break	<i>Restaurant Macciavelli</i>
13:15	Workshops ROUND 2 <ol style="list-style-type: none"> 1. Denman et al.'s (2021) Taxonomy for Describing Child Language Interventions: Practical Applications <i>Dr. Duana Quigley, Trinity College</i> 2. Assessment and intervention strategies for auditory processing disorder using the "Acoustic Pioneer" applications. <i>Dr. Nadine Tabone, University of Malta</i> 	<i>1: Pub209</i> <i>2: Pub399</i>

	<p>3. Towards (more) person-centred assessments and therapies <i>Mr. Mark Meersman, Thomas More University of Applied Sciences</i></p> <p>4. How to combine digital tools and ecological situations with supporting spatial concepts for children with developmental language impairment? <i>Mrs. Sabrina Diederich, HE Vinci</i></p>	<p>3: Pub309</p> <p>4: Pub126</p>
14:45	Wrap-up & closing	<i>Pub1</i>
16:00 - 17:30	Curriculum Road Show	<i>Foyer of the Publicum, building (1st floor)</i>

Course Day 4 - Friday 19 August: Acquired disorders

09:00	Introduction <i>Dr. Dorien Vandendorre, Thomas More University of Applied Sciences & Dr. Robert Darkow, FH Joanneum</i>	<i>Pub1</i>
09:30	Interactive session Neurostimulation: get to know tDCS and discuss its evidence <i>Dr. Robert Darkow, FH Joanneum</i>	<i>Pub1</i>
10:30	Break	
11:00	Interactive session Cognitive linguistic therapy, i.e. function-based therapy focusing on written output in alphabetic and orthographic languages. <i>Mrs. Verena Stolpmann, Fontys University of Applied Sciences</i>	<i>Pub1</i>
12:00	Wrap-up	<i>Pub1</i>
12:30	Lunch break	<i>Restaurant Macciavelli</i>
13:30	Workshops ROUND 1 <ol style="list-style-type: none"> 1. Script intervention for people with aphasia <i>Dr. Lorinda Kwan, The Education University of Hong Kong (Online via ZOOM)</i> https://eduhk.zoom.us/j/92782902377?pwd=OXV6Nm96T0g1UGhZWm5Zb1N5RTBqUT09 2. Vocational rehabilitation: how to strengthen work skills and align them to work demands for someone with aphasia. <i>Dr. Dorien Vandendorre, Thomas More University of Applied Sciences</i> 3. Underlying mechanisms of language: compose a therapy session for someone with central agraphia after acquired brain injury, which parameters can influence the performance. <i>Mrs. Verena Stolpmann, Fontys University of Applied Sciences</i> 	<i>1: Pub126-online</i> <i>2: Pub209</i> <i>3: Pub309</i>
14:30	Break	

<p>15:00</p>	<p>Workshops ROUND 2</p> <ol style="list-style-type: none"> 1. Script intervention for people with aphasia <i>Dr. Lorinda Kwan, The Education University of Hong Kong (Online via ZOOM)</i> https://eduhk.zoom.us/j/92782902377?pwd=OXV6Nm96T0g1UGhZWm5Zb1NSRTBqUT09 2. Vocational rehabilitation: how to strengthen work skills and align them to work demands for someone with aphasia. <i>Dr. Dorien Vandendorre, Thomas More University of Applied Sciences</i> 3. Underlying mechanisms of language: compose a therapy session for someone with central agraphia after acquired brain injury, which parameters can influence the performance. <i>Mrs. Verena Stolpmann, Fontys University of Applied Sciences</i> 	<p>1: Pub126-online</p> <p>2: Pub209</p> <p>3: Pub309</p>
<p>16:00 - 16:30</p>	<p>Wrap-up & closing</p>	<p>Pub1</p>

<p>11 :00 - 15 :30</p>	<p>SLP-Board Meeting (Pub149) <i>Only for designated representatives</i></p>
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Course Day 5 - Saturday 20 August: Interprofessional Care (IPC) in SLP

09:00	Introduction & Keynote 1 Interprofessional collaboration: why we need it. <i>Dr. Yvonne Van Zaalen, Fontys University of Applied Sciences</i>	<i>Pub1</i>
09:30	Keynote 2 SLT and Psychiatry: A Need for Interprofessional Care <i>Dr. Stefan Heim, RWTH Aachen University</i>	<i>Pub1</i>
10:00	Keynote 3 Gender Identity and dysphoria from an interdisciplinary viewpoint. <i>M.D. Pieter-Jan Geerts & Mr. Jo Verstraete, Vives University of Applied Sciences</i>	<i>Pub1</i>
10:30	Break	
11:00	Workshops ROUND 1 1. IPC for Comprehensive Literacy Instruction <i>Dr. Anna Eva Hallin, Karolinska Institute</i> 2. Case study: SLP's role in multidisciplinary team for the management of patients with functional disorders in head and neck cancer. <i>Mr. Mattia Gambalonga, Mrs. Anna Agostinelli & Mrs. Silvia Montino, University of Padova</i>	<i>1: Pub126</i> <i>2: Pub209</i>
12:30	Lunch Break (<i>light packed lunch</i>)	
13:15	Workshops ROUND 2 1. IPC for Comprehensive Literacy Instruction <i>Dr. Anna Eva Hallin, Karolinska Institute</i> 2. Case study: SLP's role in multidisciplinary team for the management of patients with functional disorders in head and neck cancer. <i>Mr. Mattia Gambalonga, Mrs. Anna Agostinelli & Mrs. Silvia Montino, University of Padova</i>	<i>1: Pub126</i> <i>2: Pub209</i>
14:45 - 15:00	Wrap-up & closing	<i>Pub1</i>

15:00	Preparation Farewell & free time	
19:00-21:00	Closing event with farewell activities and award Ceremony - at Restaurant Elo	<i>Address: Inspektorinkatu 12 (close to the Hotel Caribia)</i>

Workshop Abstracts

Eye-tracking

The role of visual behaviour in the development of intentional communication.

Dr. Ann Dhondt

In research on children with significant cognitive and motor developmental delays (SDD) it is demonstrated that the responsivity of interaction partners is significantly related to children's attention and initiation and their overall cognitive and communicative development. However, these children are known for their idiosyncratic and limited communicative behaviours that are most often not yet intentionally communicative. Therefore, chances are very likely that partners do not recognise the communicative attempts of these children as communicative and meaningful acts making these attempts often to remain unanswered. Consequently, these children fall short in experiencing they can engage in the interaction and can operate on their environment, and are therefore hindered in the development of intentionality. Related to my research on early communicative behaviours in young children with SDD, the relevance of studying patterns of engagement will be illustrated. Particularly these children are highly dependent on their eye gaze to express their interest, their wants and their needs. The role of visual behaviour and visual attention for developing coordinated joint engagement/attention will be discussed, and how eye-tracking can be deployed to facilitate the emergence of contingency awareness and intentional communication in children with SDD.

Global perspectives on SLP: SLP after the pandemic

Respiratory and laryngeal symptoms of 'long covid': new challenges for the SLP

Mrs. Annelies Labaere

Long COVID is the collective term to denote persistence of symptoms in those who have recovered from SARS-CoV-2 infection. Dysphonia, cough and vocal tract discomfort are some of the remaining complaints for which patients consult SLP's. The symptoms could be related to organ damage, post viral syndrome, post-critical care syndrome and others.

In this session students will learn what and how to assess, to understand the pathophysiology and to select effective strategies to help their long covid patients. Several cases will be discussed.

Case Study: the rehabilitation needs of children suffering from single-side deafness (SSD) with Cochlear Implants (CI). A telerehabilitation project

Mrs. Anna Agostinelli et al.

We would like to present a project born during the first covid emergency to respond to the rehabilitation needs of children suffering from single-side deafness (SSD) with Cochlear Implants (CI). In collaboration with some students from the University of Padua, a one-month rehabilitation program has been created to enhance verbal auditory perception through a direct connection between CI and smartphone. Bluetooth® connection allow a direct stimulation of the CI, thus excluding the normal hearing ear. The programme was run independently by patients and their families and remotely controlled by speech therapists. Children were also remotely tested before and after the training by trained Speech and Language Therapists. During the workshop the training program, the first results of its application, and pre-post testing scores will be presented. Moreover, students will also be given the opportunity to create material suitable for the telerehabilitation of verbal auditory perception.

Case study: Online Speech-Language Therapy centered around Luca a 5; 2-year-old boy diagnosed with language developmental disorder.

Mrs. Laura Haan & Mrs. Loes Venema

We start with a short general introduction (5 minutes) on the topic online speech and language therapy. We discuss the importance of parental participation and the pedagogics, as well as privacy and safety measures involving online therapy.

We present the case of Luca, a 5;2 year old boy who is diagnosed with language developmental disorder. We show students an example of an online therapy session (video) and a general treatment plan set up for the upcoming six months. Afterwards there's an opportunity for the students to ask questions (15 minutes).

In small groups (each student from a different country), the students will discuss the following:
How to set up an online treatment plan for one session based on a treatment plan for a live session.
What material could you use? And how do you involve parents?

The different platforms for online therapy which are used in their country.

They will exchange their outcome with the rest of the group and we add additional ideas (50 minutes).

At the end there will be a discussion: What is the future of online speech language therapy, and how do we prepare ourselves as SLT's? How do we take privacy and safety into consideration? What are the pros and cons of online therapy? (20 minutes).

The usage of telehealth and apps in Voice and Breathing Therapy

Mrs. Anna Krispin & Mrs. Jessica Frembgen

To start the workshop, we discuss in an interactive way the usage of telehealth and apps in the different countries and schools. Then, we focus on the implementation of telehealth and apps in Voice and Breathing Therapy. Different apps will be demonstrated and the students will practice some apps in different roles (i.e. client and therapist). At the end of this workshop, we will compose a list of tips about the usage of telehealth and apps for students and future clients.

Child disorders

Denman et al.'s (2021) Taxonomy for Describing Child Language Interventions: Practical Applications, Trinity College, Dublin

Dr. Duana Quigley

Achieving a consensus on a taxonomy for describing child language interventions is a significant achievement for the discipline of speech and language therapy. This workshop will discuss the five aspects of the taxonomy for child language interventions (modality/domain, purpose, delivery, form, and teaching techniques). It will also deliver student-centred activities to help apply the taxonomy to frequently used child language interventions, highlighting the taxonomy's practical application for delivering evidence-based practice and supporting student learning and competency development.

Assessment and intervention strategies for auditory processing disorder using the "Acoustic Pioneer" applications.'

Dr. Nadine Tabone

An Auditory processing disorder (APD) is described as a mixture of unrefined listening skills which, despite normal hearing, causes poor speech perception. These difficulties have also been reported in children diagnosed with developmental language disorder, warranting the importance of an APD assessment. Throughout this workshop, students will learn about assessment of auditory processing skills, as well as navigate through an app-based assessment.

Towards (more) person-centred assessments and therapies

Mr. Mark Meersman

Very gradually, a huge paradigm shift has been taking place in the world of care: we're evolving from a predominantly biomedical perspective on assessment and therapy toward a client- or person-centered way of assessing and helping people who ask for help. Definitely, the same evolution is going on in the field of speech-language therapy, but we're not quite there yet ...

In this workshop we will explore the concept of client-centered SLT and apply it to the domain of language disorders in children. We will provide examples, and, most importantly, together we'll be looking for opportunities to emphasize client/person-oriented approaches within our assessment and therapy activities for children and their environment.

How to combine digital tools and ecological situations with supporting spatial concepts for children with developmental language impairment?

Mrs. Sylvie Radelet & Mrs. Sabrina Diederich

First, students will be exploring the « langageoral.com » platform in order to illustrate how a digital tool can support the creative work of the speech therapist in the selection of items (adapted to the patient) intended to illustrate the work of certain spatial notions (spatial connectors/spatial prepositions). Then, the reflection will open up to a broader morphosyntactic work in comprehension and production. We will consider extending this reflection to the use of connectors within sentences. Thanks to this digital tool, we will discover how to create sentences containing spatial markers (previously discussed) in the form of pictograms. Next, we will see how to combine this digital media with another media (Playmobil) in an ecological situation to further the transfer of the mobilization of these topological markers in a three-dimensional play device. Finally, we will consider extending the care device to the PACE (P.A.C.E. Promoting Aphasia Communication effectiveness). This method of speech therapy, based on referential communication, was proposed in 1981 by G. Albyn Davis and M. Jeanne Wilcox. Illustration based on photos and Playmobil.

Acquired disorders

Script intervention for people with aphasia

Dr. Lorinda Kwan

Script therapy/intervention is a kind of aphasia therapy that helps individuals to produce language beyond single words or sentences. Script therapy has a great therapy value because of its relevance to daily communication. Research evidence have shown script therapy has been helping people with aphasia to improve their function of speech, language and communication, and the treatment effect can be maintained up to two years after therapy is completed.

Vocational rehabilitation: how to strengthen work skills and align them to work demands for someone with aphasia

Dr. Dorien Vandenborre

From a client perspective, there is, in rehabilitation, a shift from problem-oriented to goal-oriented care. Feeling relevant for society augments people's level of self-esteem and quality of live. From a societal perspective, the labour market is eagerly looking for suitable employees. Therefore during rehabilitation focus should be on identifying work-related needs/aims, strengthening work skills and aligning those to realistic, feasible work demands. To augment active and sustainable labour (re)integration, it is important to determine and reduce the gap to work. During the workshop students reflect, based on case studies, how they can determine and strengthen work skills, how they can identify job demands and which stakeholders should actively be involved.

Underlying mechanisms of language: compose a therapy session for someone with central agraphia after acquired brain injury, which parameters can influence the performance

Mrs. Verena Stolpmann

We will start with a short definition of terms: What is central agraphia? Which different types of agraphia are there? In small groups we will compose a therapy session for a selected subtype of agraphia taking into consideration the linguistic parameters that influence the performance. In order to complete the session we discuss the coaching role of SLP's in aphasiatherapy, as cognitive linguistic therapy and participation based therapy are interdependent and contribute to participation goals of people with aphasia. Finally we will discuss the way SLP can stimulate the selfmanagement of persons with central agraphia.

Interprofessional Care (IPC) in SLP

IPC for Comprehensive Literacy Instruction

Dr. Anna Eva Hallin

“Teaching literacy skills is the single most empowering thing that we can do for individuals who require [AAC].” (Lindsay, 1989). But there are many intrinsic and extrinsic factors contributing to that up to 90% of adults who rely on AAC do not have functional literacy skills (Light & McNaughton, 2021). In this workshop we will discuss and explore how interprofessional collaboration inside and outside the classroom may provide adequate learning opportunities and better literacy outcomes for students with severe disabilities. With a starting point in case studies, components of high-quality literacy instruction will be highlighted and the SLPs role in the IPC team related to literacy instruction will be discussed.

Case study: SLP's role in multidisciplinary team for the management of patients with functional disorders in head and neck cancer.

Mr. Mattia Gambalonga, Mrs. Anna Agostinelli & Mrs. Silvia Montino

We would like to present an activity based on a real clinical need in the management of patients with head and neck cancer. The main therapies for the treatment of cancer are chemotherapy, radiotherapy, and surgery. All these treatments in this area can lead to functional disorders that can involve one or more functions between swallowing, phonation, and articulation during the treatment and after the therapies. SLP's intervention is essential to manage these disorders that can occur due to improving the patient's general condition to take on therapies first and to improve the quality of life after the treatments. Interprofessional Care is essential in these cases in which only the cooperation between every health professional can lead to the success of the treatment.

During the workshop, one real case will be submitted to students that, divided into groups, will be asked to discuss different phases of the evolution of the patient and decide who of the multidisciplinary team involve and how to cooperate with them to make SLP's intervention effective.

Network Participants

Institution	Students	Staff
	<ol style="list-style-type: none"> Nina Hildebrandt Selina Saskia Höllinger Mara Kühle Anne-Katrin Mahlke Isabel Plehn Maxi Sasso-Sant Clara Scheiff Vera Wolfrum 	Stefan Heim
	<ol style="list-style-type: none"> Inge Jochems Katrijn Schuermans 	Annelies Labaere Mark Meersman Inge Pincket Kirsten Schraeyen Dorien Vandenborre Sabine Van Eerdenbrugh Marleen Van Remoortere
	<ol style="list-style-type: none"> Justine Baldewijns Kjenta Barremaecker 	Ann Dhondt Pieter-Jan Geerts Ingrid Michaux Jo Verstraete
	<ol style="list-style-type: none"> Sarah Guillerand Laduron Romane Jade Taton 	Margot Antoine Gertrude Croé Sabrina Diederich
 <p>Trinity College Dublin Coláiste na Tríonóide, Baile Átha Cliath The University of Dublin</p>	<ol style="list-style-type: none"> Orla Conroy Alea Finlay Katie Geraghty Thalia Glavin Jessica Henihan Katie Irwin-Crosby Éabha McFall Susan O'Hara Aoife Staunton 	Duana Quigley
	<ol style="list-style-type: none"> Gijs van Eester Luca Westhoek 	(Marjon Peek) Verena Stolpmann Yvonne Van Zaalen
 <p>UNIVERSITY OF GOTHENBURG</p>		(Katja Laakso)
	<ol style="list-style-type: none"> Katharina Bergthaler Sarah Gaischek Clara Hochreiter Stephanie Kernbichler Verena Mairhofer Viktoria Stelzl 	Robert Darkow
	<ol style="list-style-type: none"> Thirsa Dingshoff Iris Holtrigter Martine Kuipers 	Laura Haan Aafke Van der Schaaf Loes Venema
	<ol style="list-style-type: none"> Meike Merel Groeneweg Eva Veenendaal 	Jessica Frembgen Thomas Gunther Anna Krispin

 <p>香港教育大學 The Education University of Hong Kong</p>	<ol style="list-style-type: none"> 1. Michael Pong Yin Cheng 2. Phrixus Ip Yun Hong 3. Emmy Ching Yee Lam 4. Joanne Wu Wing Sum 5. Isis Leong Ka Yan 6. Rita Tai Wing Ying 	<p>Lorinda Kwan-Chen Kevin Yuen</p>
 <p>SETON HALL UNIVERSITY</p>	<ol style="list-style-type: none"> 1. Jacqueline Dowd 2. Jessica Lore 	<p>Brian Shulman</p>
 <p>UNIVERSITÀ DEGLI STUDI DI PADOVA</p>	<ol style="list-style-type: none"> 1. Angel Andronache 2. Francesca Di Salvio 3. Eleonora Selvestrel 4. Sara Tognato 5. Eleonora Vendramini 	<p>Anna Agostinelli Mattia Gambalunga Cristian Leorin Silvia Montino</p>
 <p>KAROLINSKA INSTITUTET Karolinska Institutet</p>	<ol style="list-style-type: none"> 1. Wilma Ahlberg 2. Diana Rhawi Geuriya 3. Bozidarka Stojkovic 	<p>Anna Eva Hallin</p>
 <p>Turun yliopisto University of Turku</p>	<ol style="list-style-type: none"> 1. Ellareeta Alatalo 2. Senni Kaasalainen 3. Maija Karstinen 4. Nea Klasila 5. Venla Koskelainen 6. Salla Kuusisto 7. Pauliina Leino 8. Linnea Leipälä 9. Tuuve Nyfors 10. Elli Peromaa 11. Inka Saari 12. Elviira Tanninen 13. Sirkka Uutela-Lynd 	<p>Raymond Bertram Ida Luotonen Kati Renvall Maija Vänninen</p>
 <p>ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΑΤΡΩΝ UNIVERSITY OF PATRAS</p>	<ol style="list-style-type: none"> 1. Marianna Mygiaki 2. Alexandra Neti 3. Maria Sifaki 4. Joanna Zogopoulou 	<p>Voula Georgopoulou</p>
 <p>UNIVERSITY OF MALTA L-Università ta' Malta</p>		<p>Nadine Tabone</p>
 <p>國立臺北護理健康大學 National Taipei University of Nursing and Health Sciences</p>	<ol style="list-style-type: none"> 1. Ying-Hsuan Chen 2. Yalun Cheng 3. Kuan-Lun Chu 4. Shu-Yuan Lin 5. Pei-Yi Lu 6. Chen Yan-Jing 7. Chih-Yin Kuo 8. Fu Yu Yang 	<p>Jean Torng Cindy Lin</p>
 <p>Universidad de Valladolid</p>	<ol style="list-style-type: none"> 1. Paula Carrascosa Pérez 2. Isabel Del Barco Blanco 3. Inés Gargallo Ariño 4. María Gala Velilla 5. Elsa Manrique 6. Laura Muñoz Fernández 7. Andrea Velicia Herrero 	<p>(Alba Ayuso)</p>
<p>Guests</p>		<p>Päivi Majaranta</p>



*One's destination is never a place but a new way
of seeing things*

- Henry Miller-

