SLP-SS 2019

20.08.2019 – 27.08.2019

National Taipei University of Nursing and Health Sciences, Taipei, Taiwan

國立臺北護理健康大學
National Taipei University of Nursing and Health Sciences

SLP-IN Steering Committee

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University of Valladolid, Valladolid, Spain

Vives University of Applied Sciences, Bruges, Belgium

Zuyd University of Applied Sciences, Heerlen, The Netherlands

Wednesday 21.08.2019

Opening ceremony &

Professional skills

Panel leaders:
Mrs. Marjon Peek UoAS
Dr. Yvonne Van Zaalen, Fontys UoAS
Mr. Jo Verstraete, Vives UoAS
Dr. Clément Letesson, HéLdV

Participating staff:
Mr. Mark Meersman, Thomas More UoAS
Dr. Ida Lutonen, Turku University
Mrs. Marjolijn van Gelder, Fontys UoAS

8:00

| Departure to main campus NTUNHS | Lobby Westgate (staff) & lobby Ferrary (students) Transport by MRT |

9:30-10:30

Conference opening (Room B317)	Dr. Kirsten Schraeyen, SLP-IN coordinator
	Prof. Nan-Chen Hsieh, President NTUNHS
	Prof. Kuo Chung Chu, Dean of college of Health Technology, NTUNHS
	Dr. Jean Torng, Head of SLP department , NTUNHS

10:45-10:55

Introduction of 'professional skills'

10:55-11:45

| Key Note (Room B317) | Professional skills: The unique role of a SLP in interprofessional practice *Dr. Yvonne Van Zaalen, Fontys UoAS* |

11:45-12:30

| Explore Lab – part 1 (Rooms G106/G203/G204) | Cultural sensitivity, storytelling: Experience from the practice |

12:30-13:30

Lunch Break   Lunch box

13:30-15:15

Explore Lab – part 2   Street experience, Motivational Coaching, Solution Focused
(Rooms G106/G203/G204)   Practice

15:15-15:45

Plenary discussion   Room B317

16:00-17:30

Curriculum Road Show (First floor Building B)

18:00-20:00

Opening Event   Ice breaking activities by Taipei students
(Room B317)   Dinner 'Chinese Cuisine' offered by NTUNHS

20:00

Departure to hotel by MRT

Thursday 22.08.2019

Visit of IALP conference

7:20-8:00

Departure IALP venue   30' walk via Presidential Palace

- Students leave at 7:20 (Ferrary)
- Staff leave at 7:30 (Westgate)

8:00-8:30

Registration at IALP venue

9:00- 20:00

IALP   9:00-18:00   Free to attend presentations

                               18:00-20:00   Closing ceremony

At 20:10, we all meet again at the front main door of the venue (first floor) to walk back to the hotels

Friday 23.08.2019

Perspectives on communication assessment & intervention throughout the lifespan (part 1)

Panel leader:
Dr. Kirsten Schraeyen,Thomas More UoAS

Participating staff:
Dr. Pauline Sloane, Trinity College Dublin
Dr. Kevin Yuen, The Education University of Hong Kong
Mrs. Annelies Labaere, Thomas More UoAS
Mrs. Anna Agostinelli, Padova University
Mrs. Silvia Montino, Padova University
Mr. Mattia Gambalonga, Padova University
Mrs. Aafke Van der Schaaf, Hanze UoAS
Mrs. Margot Visser-Bochane, Hanze UoAS
Mr. Joakim Körner Gustafsson, Karolinska Institutet

8:45

Departure to Ximen campus	1' walk (students)
	5' walk (staff)

9:00-9:15

Introduction	Room C301

9:15-10:00

Key Note	Dysphonia and Reflux
(Room C301)	*Dr. Pauline Sloane, Trinity College Dublin*

10:15-11:00

Key Note	How to design and administer assessments to evaluate the best possible level of auditory discrimination and recognition functions for the differential diagnosis of central auditory processing disorders from other disabilities in language, literacy, attention and cognition?
(Room C301)	
	Dr. Kevin Yuen, The Education University of Hong Kong

11:00-11:30

Break	

11:30-13:00

| Morning workshops
Workshop 1: H403
Workshop 2: H402
Workshop 3: H401
Workshop 4: C301
Workshop 5: H405 | Workshop 1: Perceptual evaluation of voice using GRBAS: a practical training session *(mrs. Annelies Labaere)*

Workshop 2: Patient centered care around Peter, a 9;6 year old boy. *(mrs. Aafke van der Schaaf & mrs. Margot Visscher-Bochane)*

Workshop 3: Assessing voice use in daily life with wearable technology – possibilities and challenges. *(mr. Joakim Körner Gustafsson)*

Workshop 4: FOS Checklist: an assessment tool for a complete overview of child's performances. *(mrs. Anna Agostinelli & mrs. Silvia Montino)*

Workshop 5: Acoustic analysis as a means of doing a better assessment of voice disorders. *(mr. Mattia Gambalonga)* |

13:00-14:00

| Lunch Break | *Chinese pancakes & Radish cake* |

14:00-15:30

| Afternoon workshops
Workshop 1: H403
Workshop 2: H402
Workshop 3: H401
Workshop 4: C301
Workshop 5: H405 | Workshop 1: Perceptual evaluation of voice using GRBAS: a practical training session *(mrs. Annelies Labaere)*

Workshop 2: Patient centered care around Peter, a 9;6 year old boy. *(mrs. Aafke van der Schaaf & mrs. Margot Visscher-Bochane)*

Workshop 3: Assessing voice use in daily life with wearable technology – possibilities and challenges. *(mr. Joakim Körner Gustafsson)*

Workshop 4: FOS Checklist: an assessment tool for a complete overview of child's performances. *(mrs. Anna Agostinelli & mres. Silvia Montino)*

Workshop 5: Acoustic analysis as a means of doing a better assessment of voice disorders. *(mr. Mattia Gambalonga)* |

15:45-16:15

| Plenary discussion | Room C301 |

Board meeting

Chair: Dr. Kirsten Schraeyen, Thomas More UoAS

Departmental Representatives

11:30-14:30

Room 1 (Board meeting room)
Room 3 (staff resting room)

Saturday 24.08.2019

Free day students & staff

Guided outdoor tour

9:00	Meeting at Ximen campus (students & staff)
First stop	National Palace Museum
Second stop	Jinshan Old Street
Third stop	Yehliu Geopark

Remark: no lunch included (at your own charge)

Sunday 25.08.2019

Application for technology and implications for SLPs

Panel leaders:
Mr. Cristian Leorin, Padova University
Dr. Thomas Gunther, Zuyd UoAS
Dr. Voula Georgopoulos, University of Patras

Participating staff:
Dr. Jan Vanderwegen, Thomas More UoAS
Mrs. Jessie Lemmens, Zuyd UoAS
Mrs. Marjon Peek, Fontys UoAS

8:45

Departure to Ximen campus   1' walk (students); 5' walk (staff)

9:00-9:30

Introduction   Room C301

9:30-10:15

Hakaton   SLP & Tech challenges presentation

10:15-10:45

Break   Go to your challenge room

10:45-13:00

Group work – part 1   Rooms C301 / H401/ H402 / H403 / H405

13:00-14:00

Lunch break   Self – try Taiwanese Noodles

14:00-15:30

Group work – part 2   *+preparation 10' pitch* (Rooms C301 / H401/ H402 / H403 / H405)

15:30-16:30

Plenary discussion   Group presentation
        Room C301

Monday 26.08.2019

Perspectives on communication assessment & intervention throughout the lifespan (part 2)

Panel leader:
Dr. Ellika Schalling, Karolinska Institutet

Participating staff:
Dr. Duana Quigley, Trinity College Dublin
Dr. Anke Luyten, Fontys UoAS
Dr. Jan Vanderwegen, Thomas More UoAS
Dr. Katja Laakso, Gothenburg University

8:45

Departure to Ximen campus	1' walk (students)
	5' walk (staff)

9:00-9:15

Introduction	Room C301

9:15-10:00

Key Note (Room C301)	Intervention for speech and voice disorders in Parkinson's disease
	Dr. Ellika Schalling, Karolinska Institutet

10:00-10:30

Break

10:30-11:45

Morning workshops	Workshop 1: Use of apps to manage dysphagic patients: a holistic approach *(dr. Jan Vanderwegen)*
Workshop 1: C301	
Workshop 2: H403	Workshop 2: Hunting for treasure: How to evaluate research studies to ensure we choose and deliver quality language enrichment interventions for children *(dr. Duana Quigley)*
Workshop 3: H402	
Workshop 4: H401	Workshop 3: Intervention with patients with tracheostomy *(dr. Katja Laakso)*
	Workshop 4: Perceptual evaluation in patients with velofaryngeal disorders. *(dr. Anke Luyten)*

11:45-12:00

Break

12:00-13:15

Afternoon workshops Workshop 1: C301 Workshop 2: H403 Workshop 3: H402 Workshop 4: H401	Workshop 1: Use of apps to manage dysphagic patients: a holistic approach *(dr. Jan Vanderwegen)* Workshop 2: Hunting for treasure: How to evaluate research studies to ensure we choose and deliver quality language enrichment interventions for children *(dr. Duana Quigley)* Workshop 3: Intervention with patients with tracheostomy *(dr. Katja Laakso)* Workshop 4: Perceptual evaluation in patients with velofaryngeal disorders. *(dr. Anke Luyten)*

13:15-13:30

Plenary discussion	Room C 301

13:30-18:45

Free afternoon

18:45

Departure to Ximen campus	1' walk (students) 5' walk (staff)

19:00

Closing event (Room C301)	Dinner and farewell speeches (students/staff)

Workshop abstract

Perceptual evaluation of voice using GRBAS: a practical training session (mrs. Annelies Labaere)

Despite an increasing knowledge and implementation of objective voice quality measurements in the last decades, auditory-perceptual voice evaluation is still considered an essential part of voice analyses. The quality of perceptual ratings depends heavily on the training level and experience of the evaluator. The use of rater scales with predetermined parameters and scales (e.g. GRBAS, Hirano 1981;CAPE-V, ASHA 2006) reduces variability in evaluation. Greater intra- and interrater reliability can be obtained through training, but requires a representative sample set. As a result of a research project a new online training tool for perceptual evaluation of voice with GRBAS has been developed. Participants of this session will have a practical training on perceptual voice evaluation, with access to the training tool.

Patient centered care around Peter, a 9;6 year old boy. (mrs. Aafke van der Schaaf & mrs. Margot Visscher-Bochane)

Peter, is the 9;6 year old boy in our case. Peter is suffering from communication disorders and is also diagnosed in the autism spectrum disorder. In this workshop students start (in small groups, each student from another country) with a short discussion about the case Peter. We want to talk about the vision on diagnostics and treatment for Peter based on their knowledge and how SLT is applied in their own country. How do you handle a complex case like this one? What do you need from other professionals? What do you as SLT need from other disciplines?
Off course one of the central topics will be the social emotional development in relation to communication and communication disorders. After that the students will make a (SLT) plan to treat Peter. Central topic will be his communication disorder acknowledging his autism spectrum disorder. The following options can be used as a framework: Indirect therapy versus direct therapy, individual versus group, communication versus training. What kind of material would you use in this difficult treatment situation for Peter: concrete versus abstract material. And what will be the role of his parents and the school/teacher?

Assessing voice use in daily life with wearable technology – possibilities and challenges. (mr. Joakim Körner Gustafsson)

Assessment and analysis of speech and voice function is traditionally based on standardized clinical assessment tools and audio recordings of specific speech tasks made in controlled environments. Standardized recordings in controlled environments are used to ensure a reliable and replicable assessment, important factors both for research conditions but also when comparing function before and after treatment. Voice use during controlled tasks may however differ greatly from voice use during habitual speech in daily life. There are many factors that can affect the speaker during daily activities, and the requirements and challenges imposed on the voice increases. Environmental noise, stress, physical movement, emotional state as well as the cognitive load of participating in a conversation, which increases with topic complexity, introduces challenges that are not comparable to the requirements during controlled recordings. A more ecologically valid approach could be to study voice use outside a clinical setting objectively through the use of wearable devices with the ability to register important speech and voice parameters. This training session will include an overview of available options for registering voice use in daily life, each with their own possibilities and challenges, and an opportunity to test and use the portable voice accumulator VoxLog.

FOS Checklist: an assessment tool for a complete overview of child's performances. (mrs. Anna Agostinelli)

FOS Checklist (Montino et al, 2017) is an assessment tool developed in the ENT Clinic of Padua in order to assess the performances of children affected by Congenital Aural Atresia (CAA).
CAA is a deformity of the external ear and it is commonly associated with malformations of middle and inner ear and, in some cases, with other facial deformities. FOS aims to guide SLTs to observe a child and to provide a profile of his/her performance in comparison to hearing peers. Moreover, it allows the clinicians to identify areas of difficulties in children of different ages. Purpose of the contribution is to describe the assessment checklist

and to let the student try the FOS Checklist. Although it was meant to describe the performances of CAA children, the checklist can be useful to guide the clinical observation, since it covers the main SLT domains (feeding abilities (F), oralmotor skills (O), speech perception and language (S)).

Acoustic analysis as a means of doing a better assessment of voice disorders. (mr. Mattia Gambalonga)

An exhaustive assessment of the verbal production disorders requires, as well as the different methods that provide an objective framework for the functioning of the pneumo-phono-resonance system (see for example the videolaringostroboscopy), also the study of the physical-acoustic characteristics of the product of this system. By means of acoustic analysis it is possible to draw conclusions on the functioning of the generator system of the vocal product. In this workshop the main techniques of acoustic analysis of the vocal signal will be explained and tested for the purpose of the assessment of voice disorders. Students will be asked to bring a PC with the open source software Praat (http://www.fon.hum.uva.nl/praat/) to learn how to extract the main voice parameters to conduct a good acoustic analysis for the purpose of voice assessment.

Use of apps to manage dysphagic patients: a holistic approach (dr. Jan Vanderwegen)

The inability to safely eat and drink results in a major deterioration of a person's quality of life and health. These patients also have to deal with all the symptoms originating from the underlying disease, resulting in complex and challenging clinical cases. The SLP of today has the possibility to use apps at every step of the clinical pathway: correctly screening for symptoms, a pathophysiological approach to assessment to allow for correct and efficient management options tailored to the client, reporting actions and plans to management and insurance bodies, allowing home-based therapy and tele-practice, etc. Students will learn to identify quality apps at the lowest cost possible but still based on quality research and guidelines; they will learn how to use them on their personal hardware so they can implement this knowledge the day after to promote quality healthcare for our patients in every aspect.

Hunting for treasure: How to evaluate research studies to ensure we choose and deliver quality language enrichment interventions for children (dr. Duana Quigley)

Language enrichment interventions aim to enhance aspects of language that a child is struggling with. As a result, children may be supported to achieve their potential linguistically, academically, emotionally, and in their participation in society. In a survey of Speech and Language Therapists who work with children, 158 different types of interventions were identified, confirming the existence of a large diversity of practices (Lindsay et al., 2010). It is imperative that the interventions we choose to deliver from the large selection that exists are founded on principles that have demonstrated effectiveness to help children reach their potential (Law et al., 2012). One reliable way to explore and extract evidence-based language enrichment interventions for school aged children that are grounded in scientific evidence is through an appraisal of the quality, rigour and strength of a study.This hands-on skill training session will guide students in applying the evaluative method described by Reichow et al. (2008) to a selection of vocabulary interventions for school-aged children. The evaluative method includes three instruments: (i) rubric for evaluating research report rigour; (ii) guidelines for evaluating research report strength; and (iii) criteria for determining evidence-based practice (Reichow et al., 2008). Therefore, we will be able to rate the studies from strong to adequate to weak. In addition, we will be able to synthesize our findings to determine whether an intervention has accumulated sufficient empirical support to be deemed 'established evidence-based practice' or 'promising evidence-based practice'.

Intervention with patients with tracheostomy (dr. Katja Laakso)

A person who needs assistance with breathing might need a tracheostomy or also to be mechanically ventilated, which for all patients leads to problems with communication at some stage in their care. During this workshop we will discuss the consequences a tracheostomy and/or ventilator (respirator) dependency can have on speech and communication, and also the speech and language pathologists role in the treatment of this very heterogeneous patient group. You will be presented patient cases to work with and we will discuss communication intervention strategies for both vocal and non-vocal patients, for instance how speech can be optimized and relevant alternative and augmentative communication options.

Perceptual evaluation in patients with velofaryngeal disorders. (dr. Anke Luyten)

Patients with velofaryngeal disorders (e.g. caused by cleft palate) have problems with closing the velofaryngeal valve. As a consequence, air and acoustic energy escapes through the nose, what results in speech problems such as resonance disorders, articulation errors and deviations of the nasal airflow. These speech problems most often influence the way patients participate in the community. Many speech therapists find it hard to name and accurately describe the speech disorders in this patient population. However, adequate diagnostic evaluation is required for optimal treatment results. In this workshop, students will learn to recognize the different speech disorders in patients with velofaryngeal disorders. Moreover, an informal SLP assessment protocol for perceptual evaluation of speech developed by a cooperation of various European cleft centers (i.e. the cleft audit protocol for speech, John et al., 2006), will be provided. The added value of this informal assessment will be discussed in comparison with the use of technical devices such as the Nasometer.

Participants

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RWTH AACHEN UNIVERSITY	Viola Krause Lena Mehlem Henrike Wenger Judith Baltes	
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vives	Fleur Verroonen Lieselot Depraetere Jozefien Gaeremynck Celeste Sissau	Jo Verstraete
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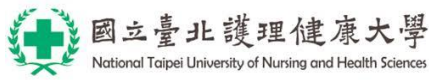
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UNIVERSITY OF MALTA L-Università ta' Malta		Helen Grech
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