Global Summit Plenary Session I: An Overview of Higher Education in CSD from diverse Countries and Regions

1. Australia: Lindy McAllister, The University of Sydney, Australia
2. Brazil: Fernanda-Drea M. Fernandez, Universidade de São Paulo, Brazil
3. Canada: Valerie Cucul, University of British Columbia, Canada
4. Caribbean: Kathy Ann-Drayton, The University of the West Indies, Trinidad and Tobago
5. Egypt: Wafa El-K, Missouri State University
6. Greece: Voula C. Georgopoulou, Technological Educational Institute of Patras, Greece
7. India: M. Karthikeyan, National Institute of Mental Health and Neuroscience and Indian Speech and Hearing Association, India
8. Iran: Maryam Kamal, Tehran University, Iran
9. Israel: Kishon K. Kaf, Technological Institute of Medicine, Israel
10. Korea: Yonsei University, South Korea
11. Malaysia: Thai, National University, Malaysia
12. South Africa: Claire Penn, University of the Witwatersrand, South Africa
13. Sweden: Janis Lee van Doorn, Umeå University, Sweden
14. Thailand: Kornpatra Srinakarin, Mahidol University, Thailand
15. Vietnam: Thanh Nguyen, National University, Vietnam

An overview of higher education in CSD in Australia
Lindy McAllister PhD
Life Member SPA
Professor & Associate Dean
for Work Integrated Learning
Faculty of Health Sciences
The University of Sydney
Australia

CSD Education in Australia

- Professional Entry Programs

  4 year Bachelor or Bachelor Honours degree
  OR 2 years graduate entry Master degree (GEMs)
  – Must have prior relevant degree

Program content covers:
- Foundations (linguistics, anatomy, physiology, neurosciences, psychology)
- Full Scope of Practice in SLP: adult and paeds
  - Speech, language, voice, fluency and swallowing
  - Research methods and Evidence-Based Practice
  - Professional Issues (incl. Ethics, IPE, Quality Assurance)
  - Clinical education = approx 25-30% of program hours

All graduates must demonstrate competence for independent practice (no CFY)
- at point of graduation as defined by Speech Pathology Australia’s Competency-Based Occupational Standards (CBOS)
- across the full Scope of Practice: adult and paeds
  - Speech, language, voice, fluency and swallowing

Assessment of competence
- Workplace-based with COMPASS®
- Unit of study linked assessments (assignments, exams, vivas, case studies, projects, community education and health promotion activities)
- Portfolio demonstrating competence in all 7 Units of CBOS (eg. Assessment, Intervention planning, Management)

- Approx 500 graduates in 2010 - 75% Bach: 25% GEMs
- Bachelor degrees - government subsidised
- Master degrees – mix of subsidised and full fee paying
- Some programs permit part-time enrolment
- Flexible delivery of program content and for supervision on placement using ICT
- Significant numbers of international students
- Government participation targets for low SES and Indigenous students
- Increasing number of rural students being educated in rural/regional universities
• **Post-entry Programs**
  – Graduate Diplomas and Masters by coursework
  – Masters and PhD by research thesis
• **Accreditation of Professional Entry Programs**
  – Speech Pathology Australia (every 5 years)
  – University
  – Tertiary Education Quality & Standards Agency in Australia
• Benchmarking and collaborative curriculum development across Australian and New Zealand Universities
• Mutual Recognition Agreement (SPA, RCSLT, ASHA, CASLPA, NZSTA, IAST)

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**Brazil**

35,000 SLPs and audiologists working mainly in the public and private health system

Over 100 undergraduate programs - most of them in the southeast and south regions - duration 3200 to 4700 hours

9 Masters and Doctorate programs

**USP**

Total of 4605 hours

1710 hs of supervised practice at the university’s clinics and hospitals in 15 different areas

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**Canada - Higher Education in CSD**

Valter Giocca, University of British Columbia

Chair, Canadian Council of University Programs – Communication Sciences and Disorders (CCUP-CSD)

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**Master’s (entry-level) and PhD programs in CSD**
Canada - Higher Education in CSD

- No. of students enrolled yearly in professional Master’s program: ~350 SLP, ~80 AUD
- No. of students in non-clinical degrees:
  - 5 Master’s programs in SLP (McGill, U. of Alberta, U of Toronto, U Western Ontario, U of Montreal): ~ 5/year
  - PhD students: ~20 SLP, ~ 10 AUD
- Language of instruction: French at U. of Montreal, Laval U. and U. of Ottawa; English in all other programs
- Duration of professional Master’s programs: between 12 (1 program) and 32 months (1 program); 24 months all other programs

Canada - Higher Education in CSD

- International clinical placement opportunities (including South America, Australia and New Zealand, Europe, Africa, Asia) and placements in Aboriginal and remote communities within Canada
- In addition to required coursework and clinical practica, graduating requirements for different programs include: research projects, comprehensive exams, or thesis (research-based)
- Canadian Association of Speech-Language Pathologists and Audiologists (CASLPA) offers national certification exam for AUD and SLP graduates (not legal requirement for practice)
- All programs accredited by Council for Accreditation of Canadian University Programs in Audiology and Speech-Language Pathology (membership includes CASLPA, regulators and university programs)

Canada - Higher Education in CSD

- Yearly meeting of all program Heads/Directors (CCUP-CSD)
- New initiative: Canada-wide clinical competency profiles and development of common assessment tool, developed in collaboration with regulators and professional associations (Canadian Inter-organizational Steering Committee)
- New professional Master program at Laurentian University, ON, starting Sept. 2012 (French language; 10 students)

CSD Programmes in the Caribbean

- Focus on the Anglophone territories where English, English Creoles and French Creoles are spoken.
- The University of the West Indies (UWI) services 15 territories that support the University.
- Four Campuses: Trinidad, Barbados, Jamaica, and the Open Campus.
- 1980s-The Mona Campus in Jamaica attempted to start a BA SLP programme with funding from the Government of the Netherlands.

CSD Programmes in the Caribbean

- 2002 – Outreach workshops in Trinidad and Tobago and development of a Certificate programme in SLP.
- 2005- First intake of students to Certificate /Minor in SLP
- 2008-First intake of students to the undergraduate degree in Speech and Language Science.
- 2009- Approval of a Masters’ in SLP programme at the UWI
- At present the UWI St. Augustine is developing resources to offer the Masters’ SLP from September 2013.

Speech and Language Therapy Education in Greece

Voula C. Georgopoulos, Ph.D.
Professor and Chair
Dept. of Speech & Language Therapy
TEI Patras, Greece
Higher Education in Greece

- Two parallel equivalent paths of undergraduate education
  - Universities
    - School of Fine Arts
    - Hellenic Open University
  - Technological Educational Institutes
    - 4 yrs B.A., B.S.
    - 5 yrs Diploma in Engineering
    - 6 yrs Degree in Medicine

*Academic Programs*

- Only 3 academic programs are recognized by the Ministry of Education of Greece. First established in 1996 at TEI Patras (TEI Epirus 2000, TEI Kalamata 2009).
- Professional rights of the graduates were established in 2002
- Number of students admitted each year through national entrance exams 450.
- Total # of graduates to date ~1200

Program of TEI

- 4 years curriculum leading to Bachelor’s Degree (7 semesters of courses and clinics and 1 semester practical training and thesis)
- Background Courses in Medicine, Psychology, Linguistics and Technology
- 19 obligatory courses in Speech and Language Pathology out of total 39 + thesis + final internship
- 240 ECTS credits
- 900 clinical hours

SLT-major required courses

- Phonological Disorders
- Developmental Language Disorders
- Clinical Issues in SLP
- Diagnostic Methods in SLP
- Voice disorders
- Fluency Disorders
- Aphasia and Other Acquired Language Disorders (r/vl)
- Reconstructive Audiology
- Learning Disabilities & Speech-Language Disorders,
- Neurogenic Motor Speech Disorders
- Craniofacial Disorders
- Swallowing Disorders – Dysphagia
- Multilingualism
- Clinical Ethics and Counseling

After Graduation

- About 20% pursue advanced degrees (mostly in UK or Greece, fewer in the US)
- SLTs find work immediately
  - in the public sector (hospitals, centers for mental health, special education schools and support centers, rehabilitation centers etc.) and
  - in the private sector either individually or as members of an interdisciplinary team.

Participation in European/International Education Networks

- NetQues: Network for Tuning Standards and Quality of Education programmes in Speech and Language Therapy across Europe.
  - Partnership of 65 partners representing all 27 EU member states plus partners from Liechtenstein, Norway, Iceland, and Turkey.
- SLT-Intensive Program-Network
  - Partnership of 18 SLT-departments from 13 European and non-European countries which annually organizes an intensive week for students and staff consisting of lectures with hands-on seminars and interactive seminars.
- ERASMUS student and staff mobility
- NSSLHA Chapter in Greece
Overview of Higher Education in Communication Sciences and Disorders in India

M. Jayaram
Senior Professor & Chair
Dept of Speech Pathology & Audiology
NIMHANS, India

The 1st organized Speech Clinic was in 1962
All India Institute of Medical Sciences, Delhi
1st training program in Speech & Hearing was a 2 years ( + 4 months) Diploma
Started at BYL Nair Hospital, Bombay in 1966
It later became a 3-years B.Sc program in 1967

On the recommendation of
Prof. Martin F Palmer
Wichita State University

Government of India established
The All India Institute of Logopedics in 1965
It later came to be known as
All India Institute of Speech & Hearing

A 3-year M.Sc program was started at AIISH, Mysore in 1966
It was stopped in the year 1975
2-year M.Sc (Sp. & Hg.) programs were started at AIISH, Mysore in 1970

2-year M.Sc (Sp. Lang. Pathology) and 2-year M.Sc (Audiology) programs were started in the country in the year 2003
Only two institutions in the country offer these programs
All other institutes offer only the combined 2-year M.Sc (Sp. & Hg.) program

The 3-year B.Sc (Sp. & Hg.) programs became 4-year programs in the year 2002
One year of clinical internship was added.
Sometime in 1988, a 1-year Diploma in Communication Disorders was started in the hope that students so trained will move out to rural areas. The present version of this program is the 1-year Diploma in Hearing, Language and Speech. Some Diplomas are available on distance mode through teleconferencing strategy.

There are only 3 institutions in the country which offer Ph.D as a full-time program. A number of students do their Ph.D as a part-time program while on service.

At present, there are 125 programs in the country as follows:

- Diploma – 47
- Bachelor’s – 50
- Master’s (Sp. & Hg) – 21
- Masters (Sp. Lg. Path) – 2
- Masters (Aud) – 2
- PhD - 3

In addition, we have

1-year M.Ed (HI), 1-year B.Ed (HI) and 2-year DSE (HI)

1 year Diploma in Teaching Young Hearing Impaired

1 year B.Ed (HI)- Distance mode

Admission to Diploma – after 10 years of schooling

Admission to Bachelor’s program – after 12 years of schooling

Admission to Master’s program – after B.Sc (Sp. & Hg)

Medium of Instruction - English

Thank you
Four basic principles guided the program in its establishment:

1. Hearing (audiology) and speech & language are interrelated and therefore should be studied together.
2. The program provides sufficient theoretical and clinical training for transforming the BA candidate to become an independent 'thinking' clinicians.
3. The department should be affiliated with a major medical center with a well-equipped state-of-the-art speech & hearing clinical center:
   - Exposure to special programs (e.g., neonatal hearing screening including follow-up and rehabilitation after diagnosis of hearing loss, cochlear implant, swallowing disorders, geriatrics, hearing aid fitting, voice clinics, head trauma injuries, etc).
   - Exposure to cases that require care from diverse disciplines (e.g., ENT, neurology…)
4. Establishing the first program in a leading university. In addition to obtaining an academic degree, this allowed for:
   - A highly competitive and challenging academic environment.
   - New professional and social networks among and beyond the field.
   - High quality candidates (e.g., psychometric score, proficiency in English).
   - Opportunities to develop graduate programs in the field for specialization in specific areas:
     - 1970 Masters program
     - 1980 First PhD graduates
   - High quality curriculum. Being part of the Sackler Faculty of Medicine gave the program strong support in the basic sciences.
   - Establishing graduate programs (MA & PhD) for developing leadership in the field. The department provides strong support to the program.

Exposure to cases that require care from diverse disciplines:

- Hearing (audiology) and speech & language are interrelated and therefore should be studied together.
- Many of the speech and language disorders are thought to be attributed to deficits related to the auditory system.
- Oral/aural speech and language cannot be developed without hearing.
- Auditory processing disorders and developmental disorders, genetic, learning disabilities, auditory processing disorders, developmental disorders, geriatrics, hearing aid fitting, voice clinics, head trauma injuries, etc.
- Exposure to cases that require care from diverse disciplines.
Communication Disorders Dept
Sackler Faculty of Medicine
Tel-Aviv University

Our BA graduate receives:
- 3.5 yrs and 220 semester hours (3080 clock hours) of academic courses of which a 1/3 are assigned for clinical teaching and practicum.

- 680 hrs of the clinical practicum hours are dedicated to working with patients during the third and fourth years of the program.
- Basic knowledge and proficiency for diagnosing and habilitating speech, language and hearing disorders in infants, children, adults and elderly. This provides him/her with integrative abilities in the assessment of the patient.
- Basic knowledge to develop prevention programs.
- Tools and skills that will enable the clinician to continue acquiring knowledge after graduation.

Communication Disorders in Israel

Does the program meet the goals?
- Graduates of the program hold key positions in the field in Israel:
  - Heads of Communication Disorders departments or institutes
  - For higher education
  - Heads of Communication Disorders clinics at hospitals, rehabilitation centers, HMO, etc.
- Chief clinicians at the Ministry of Health, Ministry of Education
- Graduates of the program function as professionals in prominent academic institutes abroad:
  - Prof Paul Killey, University of Michigan
- Graduates of the program are international known researchers in the areas of cochlear implants, electrophysiology, speech science, audiology, stuttering, language etc.
- High quality of services provided to the population:
  - e.g., Neonatal Hearing Screening, Cochlear Implants, Telematics, habilitation of deaf patients, learning disabilities.

The graduate prefers it because as students they don’t know which field to choose.

Communication Disorders in Israel

A Glimpse at the Republic of Korea (South Korea)
- Population: 50,000,000
- Land Size: that of the state of “Indiana”, USA
- Fastest greying population

Increasing demand for SLPs
- The number of clients in following CSD fields continues to grow:
  - diverse speech-language disorders
  - hearing impairment
  - multicultural & multilingual background

Percent of Korean population with CSD, 2000 - 2020

2000: 28.7%
2010: 29.8%
2020: 30.4%

The number of SLPs in Korea is low
- But, Korea has a relatively low number of SLPs compared to many other OECD countries when the population size was considered.

Comparison of SLP numbers, 2013

<table>
<thead>
<tr>
<th>Country</th>
<th>No of SLPs</th>
<th>Population</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA</td>
<td>106,997</td>
<td>297,600,000</td>
<td>1: 2.888</td>
</tr>
<tr>
<td>France</td>
<td>14,500</td>
<td>60,000,000</td>
<td>1: 4.137</td>
</tr>
<tr>
<td>Germany</td>
<td>11,400</td>
<td>81,800,000</td>
<td>1: 7.175</td>
</tr>
<tr>
<td>Japan</td>
<td>5,100</td>
<td>126,000,000</td>
<td>1: 24.706</td>
</tr>
<tr>
<td>Korea</td>
<td>3,368</td>
<td>48,400,000</td>
<td>1: 14.371</td>
</tr>
</tbody>
</table>

But the number of SLP is rising fast
• The number of SLPs rose to 5,771 at the end of 2011.
• By 2018, more than 12,000 SLPs are expected to be practicing in Korea

The number of SLPs, 2007, 2011, 2018

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of SLPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>3,368</td>
</tr>
<tr>
<td>2011</td>
<td>5,771</td>
</tr>
<tr>
<td>2018</td>
<td>12,600</td>
</tr>
</tbody>
</table>

Where the SLPs work
• The largest number of Korean SLPs work in the kindergarten/special education settings followed by ‘not specified’ and ‘private practice’ (as surveyed in 2007)

The number of SLP programs at Higher Education in Korea

<table>
<thead>
<tr>
<th>Level</th>
<th>Number of Programs</th>
<th>Number of Faculty</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>34</td>
<td>112</td>
<td>4,315</td>
</tr>
<tr>
<td>Master’s</td>
<td>25</td>
<td>89</td>
<td>673</td>
</tr>
<tr>
<td>Doctoral</td>
<td>9</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>67</td>
<td>205</td>
<td>4,972</td>
</tr>
</tbody>
</table>

Notes:
1. 15 graduate-only programs included
2. 12 programs with both undergraduate and graduate programs included
3. Duplication in undergraduate & graduate faculty
4. 403 students on a leave of absence were excluded

Programs to meet the rising demand for SLPs professionals
• There have been increased number of programs to foster the growth of CSD professionals to meet the demand in Korea

Distribution of the SLP programs throughout the nation

The National Certification

Entry Requirement
• Undergraduate degree, or
• Graduate degree

Externship
• On-the-job training
  + 3 years after undergraduate degree, or
  + 1 year after graduate degree

National Examination
• Written exam only
Addressing Issues to Raise Quality of SLPs in Korea

- Set-up standards for educational program in speech-language pathology
  - administrative structure & governance
  - faculty
  - curriculum (academic & clinical)
  - students
  - assessment
  - program resources
- Diversity of continuing education programs
  - 20 hrs, 2 yrs.
  - Integration of theories and practices (EBP)

Source: http://www.asha.org/academic/accreditation/accredmanual/sec4/

Thank you!

• 감사합니다!

SLP DEVELOPMENT IN MALAYSIA

Dr. Kartini Ahmad

History of SLP in Malaysia

- 1960-70s – few services
  - foreign volunteers, employed by NGOs
  - No local infrastructure – training/service
- 1988 initiation by medical faculty UKM
  - Need to supplement ENT services
  - UKM expansion plan Faculty of Health Sciences formed in 1992
- Invited consultant: Prof Ann Zubrick (Univ Hong Kong)
- Development of curriculum
  - grants from Visiting Professor grant UKM
  - 6 yr British Council grant for International Cooperation in Higher Learning (CIHE)

The UKM program

- First intake 1995 - 9 students
  - Graduated 12 cohorts since (total 150)
  - 2011/12 intake 16 students
- Undergraduate 4-year degree program
  - Entry level qualification
  - Admission from Advance level High School Certificate (A-Level equivalent) or
  - 2 year matriculation
  - Univ entry requirement: Total of 12 years of formal schooling

Growth

- Faculty
  - Started with 3 core faculties in speech path and audiology
  - medical, basic sciences and humanities of UKM
  - UK visiting faculties from Univ of London, Birmingham, Cardiff, Reading and City
  - Australian universities - provide training for local clinical supervisors
- 2011 - 90 % local faculties teaching core SLP subjects
  - Active: 9 PhDs, 3 MSc
  - Occasional Visiting professors for selected topics
  - External examiners
Focus

• Curriculum focus for local multi lingual/ethnic
  – Initial focus: hearing impairment, children’s language
  – Later development to include all areas of SLP
    • At least one local faculty in voice, fluency, cleft lip & palate, child language, bilingualism, clinical linguistics, hearing impairment
    • Returning faculty in telepractice, pediatric neurogenics, swallowing, adult neurogenics

Phase of development

<table>
<thead>
<tr>
<th>Initial 5 years</th>
<th>Second 5 years</th>
<th>Third (Fourth 5 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing Impairment</td>
<td>Documentation of children’s local language development</td>
<td>Voice/ Swallowing research</td>
</tr>
<tr>
<td>Hearing awareness, public education</td>
<td>Development of language assessment tools</td>
<td>Adult Neurogenics Pediatric Neurogenics</td>
</tr>
<tr>
<td>Hearing aids in schools</td>
<td></td>
<td>B/Multilingualism Child language tools</td>
</tr>
<tr>
<td>UKM Cochlear Implant program</td>
<td></td>
<td>Resonance, fluency</td>
</tr>
<tr>
<td>National Cochlear Implant program</td>
<td></td>
<td>Clinical Teaching</td>
</tr>
</tbody>
</table>

Key to success

• Education up to PhD
  – Since 1995 – 16 sent to Australia, UK and US
  – 8 completed PhD (1 more to complete 2012)
  – 3 completed Masters
    – 2 drop outs

Successful projects

• Initiated first cochlear implant program in 1994
• Successful international student linkages with Flinders University, Australia since 2008
• Speech camps with Monash University, Australia since 2009
• Community projects
  – To promote awareness, provide service and make friends
• 2012 Institute HEARS – grants & public endowments

Sustainability

• UKM program accredited by Ministry of Higher Education
• 60% SLPS work in health settings, public and private
• 30% in private centers and NGOs
• Gazetted positions in government hospitals, schools, early intervention programs, social services
• Active involvement to formulate professional ethics and form Allied Health Council

Sustainability

• Current ratio 1: 100,000
• Services concentrated in urban and state capitals
• Only 20% of government positions filled
  – Attractive private services
  – Salary in government positions equivalent to pharmacists, occupational therapists, physical therapists
  – Rural /Community services still under developed
  – Number not adequate
New Zealand Speech-Language Pathology Programs

- 3 Programs:
  - University of Auckland (2003)
  - Massey University (2003)
  - University of Canterbury (1945)
- The Degree:
  - 4-year Bachelors (BSLP)
- Accredited by NZSTA (MRA)
- No Licensure

New Zealand Audiology Programs

- 2 Programs:
  - University of Auckland (1995)
  - University of Canterbury (2005)
- The Degree:
  - 2-year Masters (MAud)
- Endorsed by NZAS
- No Licensure

Clinical training in South Africa

Claire Penn
CAPCSD Global Summit 2012

Doctors Working in the World
HIV Prevalence

Communication challenges

- 11 official languages
- Diversity of cultures and traditions
- Majority of health care interactions take place across cultural and linguistic boundaries
- Bilingualism or multilingualism is the norm
- Issues of poverty, access, poor literacy and historical inequity

Some new features of our society

- Child-headed households
- Grandparent headed households
- Orphanages and residential care
- Resurgence of other diseases – TB
- High incidence of violence, TBI, Stroke

Training

- 4 training programs
- 4 year professional degree, Masters and doctoral programs
- 100 graduates a year
- Dual qualification option at 2 universities
- Introduction of community service for ST/A since 2003
- Public vs. private health care service

Number of speech-language pathologists & audiologists in South Africa (HPCSA, 2010)

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP &amp; Audio</td>
<td>440</td>
<td>1334</td>
</tr>
<tr>
<td>Audiologist</td>
<td>211</td>
<td>225</td>
</tr>
<tr>
<td>SLPs</td>
<td>444</td>
<td>403</td>
</tr>
</tbody>
</table>
Challenges

- Lack of appropriate assessment tools & materials
- Alternative models of causation and treatment seeking paths
- Large gap between private and public sector
- Ethical distress
- Emigration

Solutions

- Community service
- Expanded role of professional in training other health care workers
- Community based models for rehabilitation and narrative centered approaches
- Universal coverage for health care
Roles of interpreter

- Linguist
- Cultural broker
- Patient advocate
- Co-therapist
- Team member
- Institutional gatekeeper

“Education is the most powerful weapon which you can use to change the world”
• Nelson Mandela

Speech and language pathology education in Sweden

Swedish SLP education
General features

- First degree:
  - 4 year “advanced level” program
  - professional degree (logopedexamn)
  - Required for registration

- Postgraduate degrees
  - 5th year Master programs available
  - PhD programs (4 years)

claire.penn@wits.ac.za

University of the Witwatersrand
Johannesburg, South Africa
Tel +2711 717 4585

Thanks to Caitlin Longman
Professional degree (logopedexamen)

- Advanced level program (minimum 25% advanced level courses)
- Approx 50% base knowledge courses: medical and biological science, linguistics, psychology
- Clinical practice requirements based on competencies
- Compulsory research project (one semester)

National government stipulations:
- Graduate competencies
- Entry requirements, including high levels of English competency
- Requirement of a student thesis project
- Evaluation of graduate competencies, including thesis
- University’s right to award the degree

Universities with the right to award the degree

Registration as SLP in Sweden

International cooperation
Windows of opportunity

- Block teaching
- Courses at all levels can be given in English
- Academic staff highly competent in English
- Student research project supervision
- Clinical practice

An Overview of Higher Education in Communication Disorders in Thailand

Lertsukprasert K.
Dechongkit S.
Dept. of Communication Sciences & Disorders
Faculty of Medicine, Ramathibodi Hospital,
MAHIDOL UNIVERSITY
THAI Education of Communication Disorders was FOUNDED in 1976

Prof. Dr. Poonpit Amatayakul
&
Assoc. Prof. Dr. Rochana Dardarananda

The FIRST & ONLY School in Thailand

Master of Arts (Communication Disorders) (1976-2000)
Master of Science (Communication Disorders)
(AUDIOLOGY & SPEECH-LANGUAGE PATHOLOGY)

Current educational programs

• Bachelor Degree
  • Entrance examination
  • 4 yrs. Study (130 cr.)
  • 350 practice hours.
  • Number of students:
    ~15 Au. students
    ~15 Sp. Students

• Master Degree
  • Entrance examination
  • 2 yrs. Study (39 cr.)
  • English thesis.
  • Number of students:
    – 4-6 Au. students
    – 4-6 Sp. students

Number of instructors

• Bachelor program
  – 5 SLP
  – 4 AU

• Graduate program
  – 3 SLP
  – 1 AU
  – 1 Sp. Ed.
  – 1 Otoneuro + SLP

Professional Services

<table>
<thead>
<tr>
<th>Professional Degree</th>
<th>Audiology</th>
<th>Speech Pathology</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Sc.</td>
<td>Audiology (adults)</td>
<td>Articulation defects</td>
</tr>
<tr>
<td></td>
<td>Intermittence measurement</td>
<td>Delayed speech &amp; language</td>
</tr>
<tr>
<td></td>
<td>Hearing aid fitting (adults)</td>
<td>Aural rehabilitation</td>
</tr>
<tr>
<td></td>
<td>Newborn screening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aural rehabilitation</td>
<td></td>
</tr>
<tr>
<td>M.Sc.</td>
<td>Evoked potentials</td>
<td>Cleft palate</td>
</tr>
<tr>
<td></td>
<td>Hearing test for children</td>
<td>Voice disorders</td>
</tr>
<tr>
<td></td>
<td>Hearing aid fitting in children</td>
<td>Stuttering</td>
</tr>
<tr>
<td></td>
<td>Cochlear implant</td>
<td>Neurogentic speech disorders</td>
</tr>
<tr>
<td></td>
<td>Vestibular disorders</td>
<td>Swallowing disorders</td>
</tr>
</tbody>
</table>
**Forecast Demand for CD Professionals**

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
<th>Forecast demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>67,774,000</td>
<td>968</td>
</tr>
<tr>
<td>2010</td>
<td>68,559,000</td>
<td>979</td>
</tr>
<tr>
<td>2011</td>
<td>69,135,000</td>
<td>988</td>
</tr>
<tr>
<td>2012</td>
<td>69,617,000</td>
<td>995</td>
</tr>
<tr>
<td>2013</td>
<td>69,999,000</td>
<td>1000</td>
</tr>
<tr>
<td>2014</td>
<td>70,311,000</td>
<td>1004</td>
</tr>
</tbody>
</table>

**Number of Licensed Audiologists & Speech Language Pathologists (March, 2012)**

<table>
<thead>
<tr>
<th>Professionals</th>
<th>B.Sc.</th>
<th>M.Sc.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audiologist</td>
<td>31</td>
<td>52</td>
<td>83</td>
</tr>
<tr>
<td>Speech Language Pathologist</td>
<td>41</td>
<td>67</td>
<td>108</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>119</strong></td>
<td><strong>191</strong></td>
</tr>
</tbody>
</table>

**Distribution of Au. & SLP in Thailand (March, 2012)**

- **SLP (108)**
- **Au. (83)**

**Distribution of professionals & population ratios (2012)**

<table>
<thead>
<tr>
<th>Place</th>
<th>Population</th>
<th>Professionals</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangkok</td>
<td>10,326,093</td>
<td>132</td>
<td>1 : 78,227</td>
</tr>
<tr>
<td>North</td>
<td>11,720,600</td>
<td>12</td>
<td>1 : 976,716</td>
</tr>
<tr>
<td>Middle</td>
<td>15,300,900</td>
<td>27</td>
<td>1 : 568,700</td>
</tr>
<tr>
<td>North east</td>
<td>21,230,300</td>
<td>12</td>
<td>1 : 1,769,191</td>
</tr>
<tr>
<td>South</td>
<td>8,424,300</td>
<td>6</td>
<td>1 : 1,404,050</td>
</tr>
<tr>
<td>Whole country</td>
<td>63,395,700</td>
<td>191</td>
<td>1 : 331,914</td>
</tr>
</tbody>
</table>

**BREAKING CYCLE OF OBSTACLES**

- **Establish international network connections**
  - Better productivity
- **Increase innovations and the number of research studies**
  - Better professional recognition
- **Increase motivation**
  - More positions in government setting
  - Promotion of professional advancement opportunities

**Institute of population and social research, MU.**
HIGHER EDUCATION IN COMMUNICATION SCIENCE AND DISORDER IN VIET NAM

PHAN THIEU XUAN GIANG, MD
Santa Maria Clinic
Lecturer in neuropsychiatry and developmental disabilities
Pham Ngoc Thach’s University of Medicine
University of Social Sciences and Humanities, HCM City

Communication science and disorder education is not available as a formal training degree in Universities in Viet Nam
The need for multidisciplinary team in rehabilitation is high, we have doctor, nurse, physical therapist, special educator, but we don’t have speech-language therapist, occupational therapist....

-Speech-language therapy has been practiced in developmental disabilities and neurogenic disorders treatments such as: autism, communication disorders, learning disability, CP, stroke...in different clinics/hospitals/orphanages in Ha Noi, HCM City and Hue since 2002 but the therapists are just trained in short course in order to help the patients

-The first University-based speech therapy training program commenced with 18 students enrolled at Pham Ngoc Thach University of Medicine, (PNTU) HCMC in September 2010. Its structure is equivalent to a Post Graduate Diploma as we know of in Australia.
- The students are doctors, physical therapist, nurses from different hospitals in HCM City
- Prior to this program commencing, Trinh Foundation Association, in conjunction with the HCMC ENT Hospital, conducted a Short Course in Speech Therapy in 2008.

-The Speech Therapy Training Program at PNTU runs for 2 years
- Theoretical and clinical education blocks of 3 months duration each
- Alternating between studying full time at PNTU for 3 months, then returning to the workplaces for 3 months, where the students resume their jobs and put into practice what they have learned when at PNTU

-During the time in working places, they also receive clinical education and clinical supervision from volunteer speech pathologists who travel from Australia and other countries.
- The second course will commence in September, 2012