

The Profession of Speech Pathology and Audiology in Other Countries

SPEECH PATHOLOGY AND THERAPY IN SWEDEN

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Introduction

The formal university training of speech pathologists began in Sweden in 1964 at the University of Stockholm. Since then training programs have also been initiated at the University of Lund and the University of Gothenburg. The training follows a similar pattern at all three universities. As will be described below in greater detail, courses in phonetics/linguistics and in psychology are taught as separate segments of the training by the appropriate departments in the University. The clinical aspects of the speech pathologists' education are provided by the Department of Logopedics and Phoniatics at the University Hospital. In Stockholm this clinical segment is directed by the Karolinska Institute and centers at Huddinge hospital.

All Swedish universities and colleges are tuition-free apart from a fee payable to the Student's Union. It is possible to obtain financial assistance for living expenses in the form of study assistance which consists of two parts: a grant which does not have to be paid back and a loan (the larger part).

At present there are approximately 400 speech pathologists in Sweden serving a population of eight million. As is true in the United States and Canada, the great majority of speech pathologists in Sweden are women with only 6-7% of the total group being male. A fairly large percentage of the working speech pathologists have only part-time employment.

The training program

The entire program requires three years of full-time study. These three years are divided into six terms of study: one term in the Department of Psychology, two terms in Phonetics/Linguistics, and three terms in the Department of Logopedics and Phoniatics. In the Swedish higher educational system a "point system" is used with one week of full-time study in a course resulting in one point. On this basis students of Speech Pathology receive 20 points in Psychology, 40 in Phonetics/Linguistics and 60 in Logopedics. The courses, points, and contact-hours provided by each of the three departments are shown in Table 1-3. All course grades are given on a pass-fail basis. For the majority of the formal, "theory" courses there is one written or oral examination given at the conclusion of the course.

In March of 1977 the Swedish government established a national plan for the training of logopedes (speech pathologists) such that all three universities providing educational programs for logopedes now have very similar course plans. In addition, the admission requirements are the same for all three universities. Each university admits a new group of speech pathology students every third term alternating across the universities so that only one new group begins each term. At present 24 students are admitted to the programs. There is a considerable competition for the available places; it is common to have 300 applications for the 24 places.

In addition to the formal courses outlined in Tables 1-3, a number of other aspects of the training are worthy of note.

It is important to have a good knowledge of English. Most courses use some textbooks in English, and articles from journals such as JSKD, JSKR, Folia Phoniatrica, and other periodicals.

A longitudinal study of a normal child is carried out to give experience in developmental observation. Each student is "assigned" a baby from a local family whom they will study at intervals throughout the whole of their three-year course.

The Phonetics laboratory houses a number of active research and training programs. Physical facilities: Perception laboratory, Acoustic laboratory with anechoic chamber, Physiology laboratory with subject booth, Electronics laboratory, and Computer laboratory. Supervised laboratory sessions provide familiarity with measurement techniques and instrumental methods to study normal and pathological speech at the production and acoustic levels.

The students get clinical experience in both the evaluation and management of a variety of voice-speech-and language problems. They have clinical experience with both children and adults; some of the direct clinical experience is conducted with groups.

The training of the student's own speech and voice is an essential part of the training. During this training the student's qualifications in various essential fields become clear, as (for instance) the ability to assess vocal modulations (nuances), vocal qualities, and distinction of articulation as well as the ability to establish a therapist-patient relation and a meaningful therapy situation. This course of study is provided from the very start of the training. It is often continued over a long period of time, although the exact amount of hours varies according to each student's need. In general, about 40 hours of personal instruction are required. The training is provided both in group sessions and individually. The training in oral presentation is closely related to the training of the student's own speech and voice. Objective: to develop the student's abilities in oral presentation and interpretation, dramatizing, storytelling, public speaking and debate.

During the last term the students are expected to write a thesis on a topic of their own choice appropriate to the course. Generally it is in the form of an experimental investigation and the completed written report is presented orally at a seminar with opponents.

In order to successfully complete the entire three year training program a student must receive a "pass" grade in all of the course work, have a satisfactory report from their clinical supervisors, and complete the independent thesis. It is difficult to compare precisely, but this degree is roughly between the Bachelor and Masters Degrees of an American University.

Students who complete a general study program (as in speech pathology) are awarded a national certificate of higher education or a Bachelor's or a Master's degree. Programs of less than 120 points lead to a certificate; programs of between 120 and 160 points to a Bachelor's degree; and programs of 160 points or more to a Master's degree. The full title of the degree or certificate indicates the profession or field for which the education may be used e.g., University Certificate (U.C.) in Physiotherapy; Bachelor of Science (BSc) in Speech Pathology and Therapy; Master of Science (MSc) in Psychology.

Graduate/Doctoral studies in Speech Pathology

Only very recently has a formal course plan for doctoral studies in speech pathology been developed in Sweden. Although ten or fifteen students are working part-time in this program no one has, as yet, completed it so that its success or quality is still difficult to assess. Four or five speech pathologists in Sweden hold a doctoral degree in Phonetics.

In general a doctoral degree taken from a Swedish University requires at least four years of full-time study. The doctoral training consists of seminars, some formal courses, and rather extensive literature reviews over which oral examinations are given. In addition, demonstration of ability to design and conduct independent research is required in the form of a Doctoral Thesis which must be published and defended in public debate.

Employment opportunities

The great majority of Speech Pathologists are employed in Departments of Otolaryngology or in Departments of Logopedics and Phoniatics in hospitals. Some also work in rehabilitation clinics or special schools for the mentally and/or physically handicapped, at drama schools or in nursery schools. At present there are very few speech pathologists working in private practice but this form of employment appears to be on the increase.

A distinction should be made between "logoped" and "talpedagog". The logoped is a speech pathologist dealing primarily with pre-school children, adults, and others with medically oriented voice-speech or language disorders. The talpedagog deals with school-age children and is not so well trained in the medically oriented disorders. The talpedagog is a classroom teacher who has taken a special one-year course in phonetics-logopedics.

At rehabilitation centers the speech pathologist works in close cooperation with other professionals such as physiotherapists, occupational therapists and psychologists. At hospital clinics the speech pathologist often co-operates with the phoniatician or otorhinolaryngologist.

In Sweden, the phoniatician and the speech pathologist are neither responsible for nor fully competent to take care of people with hearing disorders.

Continuing education - Research

Universities and colleges arrange a large number of separate courses. Separate courses are offered in traditional subjects, both on a basic level and on an advanced undergraduate/graduate level. There are also many interdisciplinary and/or vocation-oriented courses. Admission to all these courses is restricted. Priority is often given to applicants with a certain kind of work experience or education or with a particular need of the course.

The Swedish professional association of speech pathologists (SLOF) sometimes arranges short courses or workshops on a special theme.

Logopedics covers a broad spectrum of research interests with the emphasis on areas dealing with problems in aphasia, voice disorders and children's speech and language.

Survey of points and amount of contact hours of lectures, seminars, and supervised clinical practicum.

TABLE I	Points	Amount of contact hours	
		Lect./Sem.	Cl. pract.
<u>Psychology</u>			
General Psychology	5	50	
Methodology	6	54	
Personality psychology	6	60	
Social psychology	3	26	
Total	20 p	190 h	

TABLE II			
<u>Phonetics-Linguistics</u>			
Articulatory, Acoustic and Perceptual Phonetics I	6	54	
The Structure and Function of Language	7	45	
Experimental Phonetics for speech pathologists	5	30	
Current Issues in Speech Research	2	22	
Articulatory, Acoustic and Perceptual Phonetics II	7	40	
Applied Phonology, including Linguistics	5	51	
Research Methodology for speech pathologists	3	21	
Seminar. Experimental Phonetics	5	21	
Research Problems in Logopedics			
Total	40 p	284 h	

TABLE III			
<u>Logopedics</u>			
General and specific medicine	15		
Anatomy		24	
Physiology		22	
General pathology & medicine		26	
Otorhinolaryngology		22	
Audiology		20	
Odontology		12	
Plastic surgery		10	
Pediatrics		12	
Psychiatry and psychotherapy		30	
Child psychiatry		16	
Mental retardation		10	
Neurology & neurological rehabilitation		30	
Neuropediatrics & cerebral palsy		24	
Social medicine		6	
Pharmacology		4	

	Points	Amount of contact hours	
		Lect./Sem.	Cl. pract.
<u>Voice, speech, and language disorders, 45 points</u>			
Neurological speech and language disorders	8		
in adults (aphasia, dysarthria)		24	100
in children (cp)		18	20
Delayed speech & language development, articulation disorders	7	26	114
Dyslexia			
Nasality and orofacial clefts	2	8	24
Speech and language of the mentally retarded	2	14	20
Speech, language, and voice disorders of hearing impaired and deaf	1		
Training of the logopedic student's own voice, speech and oral presentation. Voice disorders	10		
Training of the student's own speech and voice			60
Voice disorders		30	144
Rehabilitation of the laryngectomee		8	24
Stuttering and cluttering	3	16	42
Phoniatric examination techniques and diagnosis	2		
Technical phoniatrics		20	
Clinical phoniatrics		4	12
Thesis	<u>10</u>	<u>24</u>	<u> </u>
Total	60 p	460 h	560 h

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