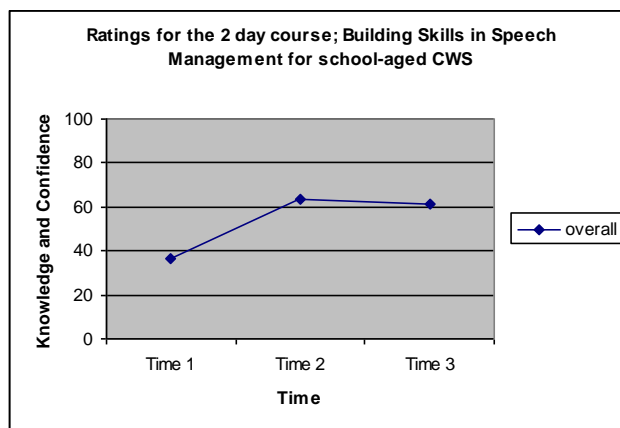
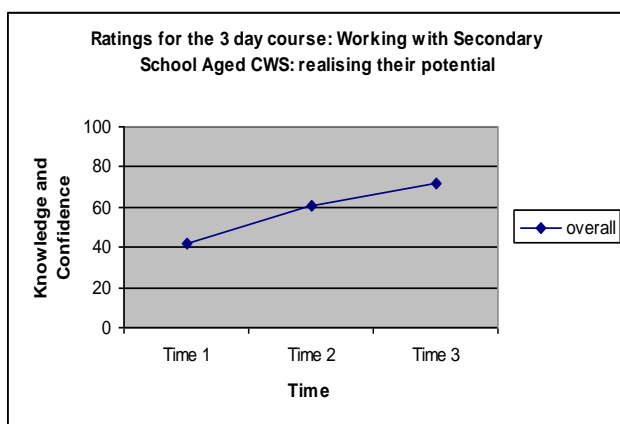
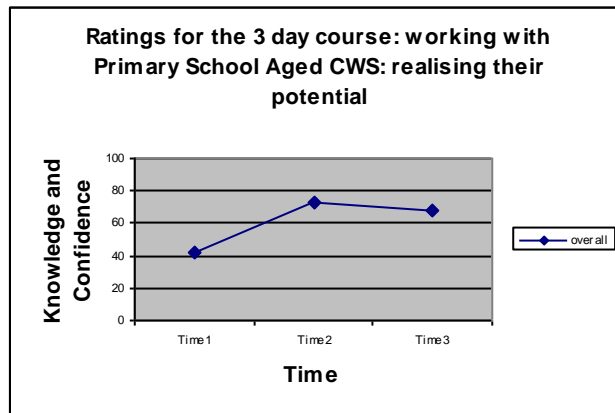
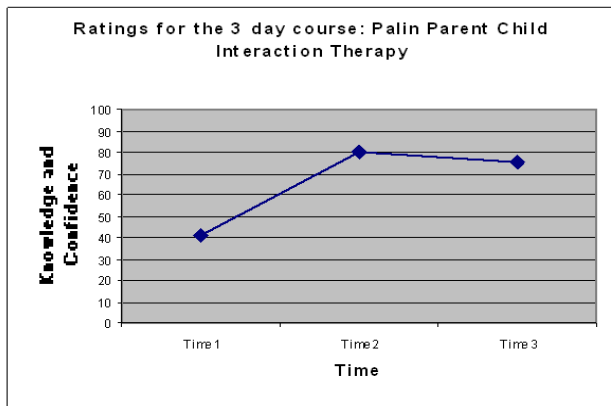


Continuing Professional Development for Stammering – does it make a difference?
(Berquez, Botterill & Cook, presentation at the RCSLT Scientific Conference, 2009)

Evaluation from four Michael Palin Centre training courses run between 2007 to 2009 demonstrated that our training increases therapists' ratings of their knowledge and confidence in working with children who stammer before (Time 1) and after (Time 2) attending an MPC course. It also demonstrates the retention of these skills six months later (Time 3).



Therapists have commented on the impact of our training on their clinical work both with CWS and with other clients groups (see below for examples).

Changes to service delivery:

- “(the training) provided me with a framework to use with school age children”
- “I have made a proposal for a care pathway for children who stammer”
- “Information about cognitive therapy and solution focused therapy was also extremely useful and can be applied across most SLT client groups”
- “I feel I am able to offer a better service to this client group (as well as other client groups)”

Changes in clinical decision making

- “I am confident in knowing what to do”
- “My rationale is clearer and this definitely appears to have a positive impact on supporting parents, nurseries and preschool staff”
- “I now have a toolkit I can use”
- “I am no longer nervous of this client group and feel competent to help make a difference to client and family”.
- “I feel like my knowledge base has increased and I have more options to think about”

Changes in therapists' skills

- “I feel more confident in what I am assessing in the child and when feeding back to parents I am confident in what I say as I feel I have a more in depth understanding of dysfluency”
- “I feel as if I listen to parents more and encourage them to come up with the targets therefore empowering them”.