STEP 1: INITIAL APPLICATION

The first step in becoming a European Fluency Specialist is sending in your application. To do so, please click the 'Becoming a Fluency Specialist' button. You will need to provide the following information:

1. Applicant identification
Name; address; street; city/zip; country; phone; email; website

2. Eligibility criteria
2.1 Provide proof of national recognition to be able to work as an SLT, i.e., the license to practice. If no license to practice system is available, professional qualifications (degree) need to be provided, including contact details of recognizing body.

2.2 I graduated from the ECSF specialization course:

      0   YES: year of graduation

      0   NO: provide documentation/proof (including transcript of records and hours) of

      I. Equivalent training (in the last 5years) to the ECSF specialization program, i.e.

            - A minimum of 120h clinical work in fluency disorders

- By uploading a Screenshot of 120 hours of clinical activity
- **AND/OR** by using Appendix A: Verification of Clinical Activity Form for 120 hours of clinical activity

            - A minimum of 300h (12 ECTS) continued professional development courses relevant to fluency disorders, including all of the following elements:

            A. Phenomenology+ Causal & maintaining variables

            B. Assessment, evaluation & diagnosis

            C. Intervention

      II. Having acquired the ECSF-specific competencies (see below), e.g. portfolio-based.

Non ECSF graduates pay an initial application fee of 50 EUR (non-refundable) to check if they meet the eligibility criteria. For ECSF-graduates this is free.

The European Fluency Specialists Board will notify applicants within a period of 2 months after initial application.

ECSF-specific competencies

Preamble: The Fluency specialist will acquire the following competencies within the context of a person and a person's interaction with his/her environment, including (but not limited to) cultural, linguistic, gender and age related perspectives.

The graduate must demonstrate enhanced proficiency in:

Prevention

1. Detecting high risk in an early stage, by means of screening.
2. Carrying out, processing, interpreting appropriate detection instruments.
3. Giving relevant information concerning speech-language development and disorders.
4. Coaching, training or advising individuals or groups.
5. Increasing public awareness on stuttering.

Assessment
6. Planning, executing, evaluating and adjusting various assessments of the client and client system using standardized procedures where possible.
7. Processing, analyzing and interpreting qualitative and quantitative information.
8. Formulating, adjusting and reporting on the (differential) diagnosis and referral to appropriate services.
9. Assessing complex cases.
10. Acting as a consultant on assessment to other speech-language therapists and other professionals.

Intervention
11. Developing an intervention plan, adapted to the needs of the client and client system.
12. Applying appropriate interventions, based on available evidence, in a systematic way, following methodological procedures, evaluating and adjusting appropriately.
13. Reporting on the intervention outcomes, future management and prognosis.
14. Intervening therapeutically in complex cases.
15. Working with groups.
16. Acting as a consultant on intervention to other speech-language therapists and other professionals.

The graduate must also demonstrate enhanced proficiency in:

17. Self-evaluation and discussion of one's own professional acts.
18. Participation on a regular basis in professional development opportunities.
19. Cooperating with colleagues and working in a multidisciplinary context.
20. Scientific reading of clinical and research literature.
21. Contributing systematically to knowledge enhancement and knowledge translation.
22. Keeping updated on current information (Life Long Learning) and related interdisciplinary developments.

The graduate will also have proficiency in:

23. Teaching (workshops) and supervising students.
24. Incorporating clinical research in practice.