



AMERICAN  
SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION

**Ad Hoc Committee for Technical Support to  
the Universidad Nacional Autónoma de  
Honduras (UNAH)**

**December 2015**

***Final Report***

***Ad Hoc Committee for Technical Support to the Universidad Nacional  
Autónoma de Honduras (UNAH)***

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**Brooke Hollowell, CCC-SLP (IIB Liaison)**

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Autónoma de Honduras (UNAH)  
Final Report  
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Submitted by Silvia Martinez, EdD, CCC-SLP**

**COMMITTEE CHARGE:** The focus of the committee’s assistance is to help the Universidad Nacional Autónoma de Honduras (UNAH) develop a degree program in communication disorders.

**MEMBERS:** Silvia Martinez (Chair), Marlene Salas-Provence, Hortencia Kayser, Raquel Anderson, Brooke Hallowell (IIB Liaison), Lily Waterston (Ex Officio)

**BACKGROUND**

During the last two years (2013–2015), a cooperative relationship among three organizations—the Pan American Health Organization (PAHO), the American Speech-Language-Hearing Association (ASHA), and the Universidad Nacional Autónoma de Honduras (UNAH)—has been established. The main objective is to support the curricular design of the career of phonoaudiology at the bachelor’s degree level. The goal is to implement it for the first time in the UNAH as a new career proposed by the Rehabilitation Department of the Faculty of Medical Sciences of the UNAH.

**CURRENT SITUATION**

The curriculum has been approved internally at UNAH and has been reviewed by the Committee of the Honduras Council of Higher Education. The review of the Council included a series of observations that have been addressed. Presently, the Council is reviewing the responses to the observations made by UNAH. Approval is expected by the end of 2015, with the goal of implementing the program in February 2016.

**PROFILE OF FACULTY PARTICIPATING IN THE PROJECT**

The UNAH Rehabilitation Department staff directly involved with the project is composed of six professionals with different degrees and disciplines in the area of communication disorders. Such training involved specializations, approaches, and significant differences in length of time taken to obtain the degrees.

<b>Faculty</b>	<b>Degree(s)</b>	<b>Institution and Place of Study</b>
Lizeth Martinez	MD, Specialist in Audiology, Phoniatics, and Speech-Language Pathology	National Institute of Human Communication, Mexico D.F.
Sofia Cecilia Discua	MD, Specialist in Audiology, Phoniatics, and Speech-Language Pathology	Mexican Institute of Social Security, Mexico D.F.
Jessica Gertrudis Banegas	BA, Special Education  MS, Logopedics (Early Childhood)	National Pedagogical University, Honduras.  University of Barcelona, Spain
María del Rosario Enríquez Flores	BA, Language Therapy	National Institute of Pediatrics, Mexico D.F.

<b>Faculty</b>	<b>Degree(s)</b>	<b>Institution and Place of Study</b>
Kennia Reyes	MS, Speech-Language Pathology	University Carlos Albizu, San Juan, Puerto Rico
Linna Reyes	MS, Speech-Language Pathology	University Carlos Albizu, San Juan, Puerto Rico

## **PRIORITY NEEDS**

### ***1. Short-Term Need***

Considering the diversity in the training and experience of the faculty, it is necessary to develop a framework allowing the unification of approaches, criteria of diagnosis, terminology, intervention models, and other aspects that will form the basis of disciplines for the implementation of the career. This process would include identification of assessment tools.

### ***2. Medium-Term Need***

Because of the lack of teaching experiences, it is necessary to develop training opportunities in higher education teaching techniques in the formation of the phonoaudiologist career track. This program would take approximately 3 days.

### ***3. Long-Term Need***

The UNAH already has faculty with relevant competencies to develop 33 of 47 subjects included in the curriculum. To cover the 14 remaining subjects, UNAH proposes the need to reach invited faculty from the universities. Teaching will include alternative course delivery modes (i.e., semi-present, virtual). ASHA would help (a) convert courses to alternate delivery modes and (b) identify and select potential faculty candidates who would teach in person and/or via distance learning.

## **ACTIVITIES ADDRESSING THE NEEDS**

***Need # 1.*** During September 2015, a three-day workshop was held to address the stated need No. 1. Silvia Martinez, ASHA ad hoc committee chair, and the above-listed faculty participated in all activities.

### ***Objectives and Outcomes***

- a. Unification of vocabulary
  - After reviewing a series of textbooks, it was decided that the literature written by Jordi Peña Casanova would be used to identify any vocabulary that needed to be unified.
  - A discussion clarified the vocabulary used through the utilization of medical models and social/educational models.
  - Further discussion of classification of communication disorders by ASHA and other sources.
- b. Review of curriculum to address recommendations offered by the Council of Higher Education.
  - Eliminated practicum components of many courses to reduce number of credits
  - Reviewed flow of prerequisites
  - Decided whether the content of each course can be delivered in fifteen weeks
- c. Identification of diagnostic tools

- Reviewed for both children and adults. From the review, four tests were identified for aphasia, two tests for cognition, six tests for child language, and two tests of articulation.
- d. Clinic management
- Flow chart of client reception through treatment steps
  - Tests and assessment procedures to be used on basis of client need
  - Intervention formats to be elaborated upon
  - Identification, elaboration, and modification of documents for each of the above steps and when to use them
  - Criteria for follow-up procedures
  - Classification system to use for insurance purposes
  - Criteria for recommending treatment
  - Identification of other professional services and a process for referral
  - Establishment of a process for collecting data
- e. Outreach
- Development of a training program for health professionals regarding communication disorders and clinical services
  - Reaching out to other professionals to identify practicum sites and to start developing an association

**Need # 2.** The university will be planning workshops to train its faculty on best practices in higher education for programs in communication sciences and disorders. It will be inviting senior faculty from different countries who teach in these programs. Faculty will need to pay their way or offer an online workshop/webinar.

**Need # 3.** The university will be identifying which courses need faculty and will engage in inviting interested professionals. It will also be using ASHA resources (contacts, Special Interest Group [SIG] affiliates, caucuses) to advertise its needs. These jobs will be paid positions.

The ASHA Ad Hoc Committee for Technical Support to the Universidad Nacional Autónoma de Honduras (UNAH) officially ended on August 31, 2015.

## **OTHER ACCOMPLISHMENTS**

Apart from the stated outcomes, several other activities have been accomplished during 2015:

- Two poster sessions were presented:
  - “Education Development in Latin America Through ASHA/WHO Collaboration” (presented by S. Martinez, L. Rosa-Lugo, G. Weddington, L. Waterston, 2015 at the 9th European Standing Liaison Committee of E.U. Speech and Language Therapists and Logopedists [CPLOL], Florence, Italy)
  - “Addressing Country Priorities in Capacity Building in Central and South America” (presented by S. Martinez, L. Rosa-Lugo, G. Weddington, L. Waterston, 2015 at the 4th Annual Conference on the Coalition of Hearing, Washington, DC)
- One ASHA panel included information about the project:
  - “Challenges in Service Delivery in the Americas” (presented by Silvia Martinez as part of the 2015 ASHA Convention SIG 17 Invited Session, “Challenges in Service Delivery Spanning Five Continents”)
- One invited publication was accepted:
  - “ASHA-PAHO Collaboration: Addressing Communication Disorders Across Three Countries” (authored by L. Rosa-Lugo, S. Martinez, G. Weddington, & L. Waterston, 2015)

## **NEXT STEPS: RECOMMENDATIONS FOR SUSTAINABILITY**

As the program at UNAH starts in 2016, UNAH staff have already addressed their needs for the sustainability of a quality program. The needs were previously numbered above as:

- #2. Need to train personnel without experiences in higher education teaching to obtain skills and knowledge about higher education best practices in the areas of academics and clinic in communication sciences and disorders programs.
- #3. Need to hire experts in different areas to offer upper level courses in the forthcoming years.

ASHA's bilingual (English-Spanish) members can serve an important role in addressing the stated needs, which would be in concert with the missions of ASHA and the World Health Organization (WHO) to support the sustainability of international programs, reduce poverty health issues, and reduce health disparities globally. ASHA members can serve as volunteers to create training programs for UNAH faculty using different delivery systems. ASHA members can also serve as paid and unpaid expert faculty of higher level content material. ASHA is in the position of being able to mobilize its interested members by continuing to disseminate information about this program and its needs; sharing materials; and facilitating (a) the recruitment of interested professionals, (b) communication between UNAH and ASHA members, and (c) collaboration between UNAH and other related organizations, such as the Latino Caucus, SIG 10, SIG 14, SIG 17, CAA, and the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD).