

Quality assessment/satisfaction of the learning of practical discipline of the speech, language and hearing sciences course

Avaliação da qualidade/satisfação do aprendizado de discentes em disciplina prática do curso de fonoaudiologia

Evaluación de la calidad/satisfacción del aprendizaje de discentes en disciplina práctica del curso de terapia del habla

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Abstract

Objective: to evaluate the quality/satisfaction of the undergraduate students of the Speech Language and Hearing Sciences in their first practical class. **Method:** a prospective, observational/descriptive study with 24 students of Speech Language and Hearing Sciences who had taken the discipline “Trabalho de Campo em Fonoaudiologia 1”. This is a class that aims to develop skills of observation and analysis of the human communicative process. For the development of this study, participants answered a questionnaire. The data were analyzed by frequency (absolute and relative) and the Spearman Correlation was used

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A study performed at the Speech-Language and Hearing Sciences Course of the Faculdade de Ceilândia da Universidade de Brasília – FCE/UnB – Ceilândia (DF), Brazil.

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LFP, LDM: Study creation and design; collection, analysis and interpretation of data; article writing or revision; final approval of the version to be published.

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for the correlation analysis between the questions of this questionnaire. **Results:** it was verified that for a better satisfaction/learning of the class it is necessary to review and improve its functionality, mainly in relation to the workload, the day and time of event, the quality of the introductory classes and the practical activities, and of the number of activities/actions. **Conclusions:** it was possible to evaluate the quality/satisfaction of the students of Speech Language and Hearing Sciences in their first practical class. Based on the results obtained there will be possible discussions, identification of reformulations and proposition of improvements and/or implementation of new contents and actions.

Keywords: Speech, Language and Hearing Sciences; Educational Measurement; Evaluation.

Resumo

Objetivo: avaliar a qualidade/satisfação do aprendizado de discentes do curso de Fonoaudiologia em sua primeira disciplina prática do curso. **Método:** estudo prospectivo, observacional/descritivo, realizado com 24 discentes de Fonoaudiologia que cursaram a disciplina “Trabalho de Campo em Fonoaudiologia 1”. Trata-se de uma disciplina cujo objetivo é desenvolver habilidades de observação e análise no processo comunicativo humano. Para o desenvolvimento deste estudo, foram coletadas informações mediante aplicação de um questionário. Os dados foram analisados por meio da distribuição de frequência absoluta e relativa, e a Correlação de Spearman foi utilizada para a análise de correlação entre as questões. **Resultados:** verificou-se que para que ocorra uma melhor satisfação/aprendizado da disciplina faz-se necessário sua revisão e aprimoramento, principalmente em relação à carga horária, o dia e horário de sua realização, a qualidade das aulas teóricas introdutórias e das atividades práticas, e o número de atividades/ações. **Conclusões:** Foi possível avaliar a qualidade/satisfação do aprendizado de discentes do curso de Fonoaudiologia em sua primeira disciplina prática. Com base nos resultados obtidos será possível discussões, identificação de reformulações e proposição de melhorias e/ou de implantação de novos conteúdos e ações.

Palavras-chave: Fonoaudiologia; Avaliação Educacional; Avaliação.

Resumen

Objetivo: evaluar la calidad/satisfacción de los estudiantes del curso del curso de Terapia del Habla y el Lenguaje en su primera disciplina práctica del curso. **Método:** estudio prospectivo, observacional/descriptivo se realizó con 24 estudiantes de Terapia del Habla y el Lenguaje que asistieron al curso “Trabalho de Campo em Fonoaudiologia 1”. Es una disciplina cuyo objetivo es desarrollar habilidades de observación y análisis en el proceso de la comunicación humana. Para el desarrollo de este estudio, se aplicó un cuestionario a los estudiantes. Los datos fueron analizados a través de la distribución de frecuencia absoluta y relativa, y se utilizó correlación de Spearman para el análisis de correlación entre las preguntas. **Resultados:** se encontró que se produzca una mejor satisfacción/aprendizaje de la disciplina es necesaria su revisión y mejora, especialmente en relación con las horas de trabajo, día y hora de clase, la calidad de las conferencias introductorias y actividades prácticas, y el número de actividades/acciones. **Conclusion:** Se pudo evaluar la calidad/satisfacción de los alumnos que aprenden el curso de Terapia del Habla y el Lenguaje en su primera disciplina práctica. Sobre la base de los resultados obtenidos serán discusiones, identificación reformulaciones y proponer mejoras y/o el despliegue de nuevos contenidos y acciones.

Palabras clave: Terapia del Habla y el Lenguaje; Evaluación Educacional; Evaluación.

Introduction

The training of creative professionals, with social commitment and interdisciplinary practices is an increasing requirement in the job market^{1,2}. This calls for actions that can help make changes in the academic training and in the improvement of the teaching applied to train these professionals^{3,2}. Thus, it is necessary to expose undergraduate students to theoretical and practical activities that enable assessment and enrichment of their learning^{4,2}. According to the Curriculum Guidelines of Speech-language Pathology courses⁵, the speech-language pathologist's training must seek qualification for high performance and be focused on social needs. This prerogative is also defended by researchers in the field of health education in Brazil. They claim that several actions have been proposed with the aim of promoting changes in health training, teaching and training improvement of critical, reflexive and socially committed professionals aiming to achieve full awareness of health care^{6,3,2}.

Minayo (2009)⁷, Marins (2009)⁸ and Santos and collaborators (2014)⁹ have mentioned that providing a good internship during the undergraduate medicine course is a complex activity, since it depends on multiple factors. Some of them are: local infrastructure, technical and scientific resources, human resources, student's level of responsibility, opportunity to perform procedures, possibility to follow up the patient's evolution, number and diversity of patients assisted, type of assessment applied, preceptor's competence and commitment and interpersonal relationship between professor and student.

The study by Balduino and Veras (2016)¹⁰ argues that the situation of learning practices in health training courses are places of interaction between both the world of work and the world of teaching. They report that the exchange between these two "worlds" allows the reshape and transformation of these two spaces, and that this action is constantly carried out by professors, students, professionals and patients/clients.

In the face of this complex action, institutions must be attentive and able to identify positive and negative aspects of didactic activities (theoretical, practical and internship), and capable of proposing continuous improvement in this process. In this respect, assessment can be used as a tool to promote

the survey of positive and negative aspects of an action, seeking high-quality teaching^{9,11-13}.

Curricular assessment can be defined as a systematic and continuous process of collecting data on curriculum elements, followed by analysis and interpretation of these data^{9,13,14}. It should be considered an essential part of the teaching process and should focus on quality assurance, providing evidence of how learning is being accomplished, whether objectives are being achieved and whether teaching standards are being maintained^{13,15}.

The practice of speech-language pathology involves different areas of action^{16,17}, among them, Educational Speech-language Pathology, in which the focus of clinical practice was transferred to health promotion and prevention actions. This distinctive focus enabled activities that benefit a greater number of individuals, especially those who work and attend day care centers and schools. Focusing on the health/promotion axis of health, it also allowed directing the actions towards the child development process, moving away the focus from the pathology-treatment-control triad. In this context, the home and school environments became valued in professional practice, focusing on aspects of the community health¹⁸.

The performance in Educational Speech-language Pathology is recognized by the Federal Council of Speech-language Pathology, and the responsibilities of the Speech-language Pathologist within schools, enacted by Resolution number 309 of 2005¹⁹, are:

It is the speech-language pathologist's responsibility to develop actions, in partnership with educators, which contribute to the promotion, improvement, and prevention of changes related to hearing, language (oral and written), oral motor skills and voice and which favor and optimize the process of teaching and learning [...] (free translation of page 1, 5th paragraph).

Thus, at school, the main role of the speech-language pathologist is to promote health. The realization of this activity will be possible through training and advisory actions, which must be proposed and implemented at schools. Such actions should range from simple tasks involving lectures and guidance on language use, orofacial motor skills, hearing and voice, to more elaborate tasks such as speech-language pathology programs, including the five areas of speech-language pa-

thology field: language, hearing, voice, orofacial motor skills and collective health, focusing on the collective community. Activities can also be carried out together with teachers, educators and other professionals of the school, in order to build multidisciplinary work in the school environment^{17,18}. The knowledge exchange among the school professionals should offer subsidies for the good use of the child's potential, fostering the child's satisfactory development¹⁸.

It is important to emphasize that, according to Resolution number 309-CFFa¹⁹, it is not for the speech-language pathologist to perform clinical/therapeutic care within schools. However, it does not prevent them from recommending a follow-up care for some children who show signs of alteration. The speech-language pathologist should work directly on issues related to communication, which is understood as essential to every human being, regardless of how it is established. It is an innate function for humans, allowing them to live in society, sharing experiences, interacting with different cultures and expressing their feelings. Therefore, in order for communication to take place, a language must be established by that society, the group must make use of combinative rules and linguistic signs so that the message can be transmitted¹⁶.

Studies^{20,21} point out that during language acquisition, the child develops skills of expression and social interaction by means of a language. It is by using language that the child, even before speaking, receives information about values, beliefs, rules and knowledge of their culture²⁰. With regard to language, it is necessary for the speech-language pathologist to have control over the language acquisition, how and when it begins, what may or may not be expected in each age group, and from this knowledge, to draw measures that stimulate the process of language acquisition, both written and spoken^{21,22}.

Therefore, the aim of the present study is to assess the students' learning quality/satisfaction of the Speech-language Pathology course in their first practical academic subject of it.

Method

This is a prospective, observational/descriptive, cross-sectional study carried out between June and November 2015, together with students from the Speech-language Pathology course of

Faculdade de Ceilândia da Universidade de Brasília who have taken the academic subject "Trabalho de Campo em Fonoaudiologia 1" [Fieldwork in Speech-Language Pathology 1].

The procedures for selecting and collecting data were only initiated after the relevant ethical processes: opinion of the Research Ethics Committee of the Faculty of Health Sciences (number 1,267,316) and signing of the Informed Consent Term. As it is a research involving human beings, the ethical aspects enacted by Resolution number 466/12 of the National Health Council/Ministry of Health were observed, assuring the research participants about its objectives, anonymity, informed consent term and the freedom to give up participating at any stage of the research.

Sampling

The Expansion Plan of Universidade de Brasília, as a result of the Federal University Restructuring and Expansion Plan Support Program (REUNI)²³ made it possible to create Faculdade de Ceilândia da Universidade de Brasília. This campus was established in the largest Administrative Region (RA) of the Federal District (DF) in Brazil, which has an urban area of 29.10 km² and an estimated population of 449,592 inhabitants²³, representing 16% of the total DF population.

Faculdade de Ceilândia started its activities in August 2008 with the challenge of setting up five courses in the health field (Nursing, Pharmacy, Physiotherapy, Collective Health and Occupational Therapy), in line with the mission of Universidade de Brasília. In August of 2013, the Speech-language Pathology course, the sixth course set up, welcomed its first group of students.

The undergraduate course in Speech-language Pathology at Faculdade de Ceilândia is structured to respond to the training needs of health professionals trained to work as a team and at all levels of care of the Brazilian National Health System (SUS). It is also prepared to formulate, implement, organize, monitor and assess policies, plans, programs, projects and health services within the scope of SUS and private or supplementary systems. The course has been designed to provide students with a view of health related to the individuals' quality of life. It stimulates the discussion of the concept of communication and functionality as one of the components of health and quality of life in the life cycles. It presents models of promotion and intervention

in order to identify the role of the Speech-language Pathologist at all levels of health care, ensuring the integrity of speech-language pathology care²⁵.

In the middle of 2014, the Speech-language Pathology course and the Regional Coordination of Education of Ceilândia signed a partnership linked to an academic course subject, entitled: “Trabalho

de Campo em Fonoaudiologia 1” [Fieldwork in Speech-language Pathology 1].

It is about an optional half-year academic subject, which proposes practical observational activities to the students of the 3rd half year of the Speech-language Pathology course. Table 1 outlines the characteristics of this academic subject.

Chart 1. Summary chart of the academic subject “Trabalho de Campo em Fonoaudiologia 1” [fieldwork in the speech-language pathology 1] (institutional record)

Academic subject “Trabalho de Campo em Fonoaudiologia 1” [Fieldwork in the Speech-language Pathology 1]	
Syllabus	“Development of observation and analysis skills in the human communicative process, with emphasis on the relationship of Linguistics and Speech-language pathology. Analysis of aspects of Linguistics within speech and language.”
Objectives	“a) observation of undergraduates in Speech-language Pathology in the school environment focusing on communicative processes; b) verification of the relationship between symbolism and language in students of early childhood education; c) analysis of essential linguistic parameters in oral language that will be applied in future written language; d) analysis of the aspects related to phonological, phonology, morphosyntax, semantics and pragmatics.”
Justification	“The Speech-language Pathology has a strong connection with Linguistics because it deals mainly with questions related to speech and language. In this sense, it is desirable an experience that enables the student of Speech-language Pathology to experience in practice the concepts learned in the academic subjects Linguistic Studies 1 and Linguistic Studies 2, linking theoretical concepts to speech-language health.”
Hours	30 hours/half year – a weekly meeting
Availability of vacancies	15 students/half year

The inclusion criteria for this study were: 1) students who took the academic subject “Trabalho de Campo em Fonoaudiologia 1” [Fieldwork in Speech-Language Pathology 1] in the second half year of 2014 or in the first half year of 2015; 2) adults (over 18 years old); 3) both genders. The exclusion criterion was: students who, for some reason, failed to fully complete the questionnaire (study material).

Twenty-four volunteer students, who completed the activities proposed by the academic subject and at the average age of 20 years, participated in this study.

Material and Procedures

For the development of this study, information was collected through the application of a questionnaire. Its overall objective was the assessment of the practical activity, with regard to the learning process of the student. The questionnaire has 13 closed questions with a field for suggestions (Appendix 1). The answers to all questions in the

questionnaire, except for the number of students observed in the classroom and “suggestions”, were transformed into a scale, giving scores of 01 (one) for the answers insufficient/unsatisfactory/inadequate/poor/no; 02 (two) for excessive/regular/partial; 03 (three) for satisfactory/good/yes; and 04 (four) for great.

The questionnaires were handed out to participants in a face-to-face meeting, at the faculty, after consent and signing of the Informed Consent Term, coordinated by a single student of the 5th half year of the course, involved in the accomplishment of this study. Participants were advised not to identify themselves and to fully complete the document. After completion, the student involved in the study collected each questionnaire randomly around the classroom, ensuring participants were not identified. In order to preserve participants’ identity, a code was used for identification (participant 1, 2, 3, 4, 5, 6 or 7 ...)

Table 1. Characterization of participants answers – close-ended questions

Score	Questions												
	1 n(%)	2 n(%)	3 n(%)	4 n(%)	6 n(%)	7 n(%)	8 n(%)	9 n(%)	10 n(%)	11 n(%)	12 n(%)	13 n(%)	
1	4(17)	5(21)	0(0)	0(0)	5(21)	0(0)	1(4)	0(0)	1(4)	0(0)	1(4)	0(0)	
2	0(0)	10(42)	6(25)	4(17)	1(4)	4(17)	4(17)	3(13)	2(8)	12(50)	6(25)	1(4)	
3	20(83)	6(25)	11(46)	14(58)	18(75)	12(50)	9(37)	7(29)	11(46)	12(50)	17(71)	14(58)	
4	0(0)	3(12)	6(25)	6(25)	0(0)	8(33)	10(42)	14(58)	10(42)	0(0)	0(0)	9(38)	
NR	0(0)	0(0)	1(4)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	

Key: n = number of participants; % = percentage of participants; 1 = insufficient/poor/unsatisfactory/deficient/bad/no; 2 = excessive/regular/partial; 3 = satisfactory/good/yes; 4 = great; NR=did not answer; **bold** = highest frequency assessment in each question.

Data analysis

The quantitative answers were classified and analyzed by means of the absolute and relative frequency distribution. The analysis of the correlation between two specific aspects of the study – the final score of the questionnaire and the overall assessment of the academic subject (question 13) – was also carried out for the other questions that compose the study instrument to check possible associations. This statistical analysis was performed in SPSS software, version 21, using the Spearman correlation coefficient (non-parametric) and data dispersion graphs. The level of significance was 5%.

Qualitative responses will be presented in full, in the next section.

Results

Quantitative analysis of results

The average number of children (Educational Network) observed by each participant (Question 5) was 21.8 students.

The participants' answers to the close-ended questions of the study are described in Table 1.

Regarding the workload (Question 1), there was a predominance of satisfactory assessment. For some participants, the workload was considered *insufficient*. As for the day and time offered for the academic subject (Question 2), the answers were heterogeneous, with predominance for *regular* assessment. As to the quality of introductory theoretical classes (Question 3) (8 lesson hours), there was a predominance for *good* characterization. The assessment of the quality of the practical activities (Question 4) showed that the majority of participants classified it as *good*. Regarding the number of activities/actions (overall) (Question 6), there was a predominance for the *satisfactory*

answer. In relation to the practical use of the academic subject by the student (Question 7), there was predominance for positive classifications (*good and great*). As to the performance of the school teachers (Educational Network teachers) (Question 8), the majority of the undergraduates put it down as *great* performance. For the professors' performance in charge of the academic subject (professors of Faculdade de Ceilândia) (Question 9), the majority of participants also assigned scores of *great* performance. Concerning the discussions on practical content (Question 10), there was predominance for *satisfactory* classification. When questioned on the achievement of the objectives of the academic subject (Question 11), half of the participants stated the objectives were achieved and the other half considered they were partially achieved. For the item: "Does the school provide conditions for the learning of Speech-language Pathology?" (Question 12), most students said yes. Regarding the overall assessment of the academic subject (Question 13), most interviewees rated it as *good*, followed by *great* and *regular*.

The correlation analysis between the final score of the questionnaire and the overall assessment of the academic subject (question 13) with the other questions that composed the study instrument is described in Table 2.

There was a positive correlation in a moderate degree between the total score of the questionnaire and the quality of the introductory theoretical classes, the quality of the practical activities, the practical use of the academic subject by the student, the professors' performance in charge of the academic subject, the discussions in relation to the practical contents, and the overall assessment of the academic subject. There was a weak degree classification between the total score of the ques-



Table 2. Analysis of correlation between the final score of the questionnaire and general assessment of the subject with the other questions

Indicative		Questions											
		1	2	3	4	6	7	8	9	10	11	12	13
General Assessment (Q 13)	C	-,34	-,07	,43	,41	-,19	,44	,02	,43	,56	,45	,14	-
	p	,09	,72	,03*	,04*	,37	,02*	,91	,03*	,00*	,02*	,48	-
Final score	C	,06	,08	,58	,53	,15	,55	,30	,59	,69	,44	,23	,57
	p	,76	,69	,00*	,00*	,45	,00*	,14	,00*	<,00*	,02*	,27	,00*

Key: C = coefficient; * = significant result
Spearman Correlation

tionnaire and the achievement of the objectives of the academic subject.

The overall assessment of the academic subject (question 13) was positively correlated in a weak degree with the quality of the introductory theoretical classes, the quality of the practical activities, the practical use of the academic subject by the student, the professors' performance in charge of the academic subject and the achievement of

objectives of the academic subject. There was a moderate correlation between the overall assessment of the subject and the discussions regarding practical content.

Qualitative analysis of results

The suggestions made by the participants are described in Chart 2.

Chart 2. Answers of participants in the item "suggestion" of the applied questionnaire

Participant	Suggestion
6	"Changing day and time of the academic subject. Having a meeting with school teachers before starting the observations so that they meet the undergraduates of UnB and know what will be done there, besides already breaking the ice and facilitating communication and coexistence between the undergraduate and teacher at the Regional school."
17	"Bad schedule because I already had another academic subject after this, and I arrived just in time for classes. More theoretical discussion about the aspects of language that would be observed in school was lacked. I suggest that this academic subject would be offered in the fourth half year, because that is the time when, we, students have minimal knowledge about the main objective of the academic subject, which is to observe the aspects of the language. Also, we would have more knowledge to give a feedback to the teachers. Today, in the fourth half year, I have more confidence of approaching and observing aspects of language and behavior."
18	"The theoretical classes should provide things related to what we are supposed to do in practice."
20	"Change day and time of the academic subject. Organize better the meetings with the teachers of the school in such a way that it enables better suitability, as well as breaking the ice between the undergraduates UnB and teachers of the school."
22	"Change day and time of the academic subject."
23	"Better organization of activities."

Note: the Federal District is divided into Administrative Regions. Each of the Regionals has a specific administration. In this case, the participant refers to teachers of the Educational Network of the Administrative Region of Ceilândia.

Discussion

Focusing on the learning process and student satisfaction, the purpose of this study was to assess the evidences on how the learning of undergraduate students in Speech-language Pathology course of Faculdade de Ceilândia is taking place in their first practical subject course.

Based on the results obtained, it was possible to begin discussions, to identify possible reformulations and propose improvements and/or to implement new contents and actions.

As shown¹⁵, “student satisfaction is considered an important aspect, not only in lifelong learning, but also in any form of learning, even in undergraduate courses” (page 159). This study proposed to analyze the judgment formulated by the student from the perceived reality.

The data obtained during this study allowed us to verify that, in order for a better approach to the contents proposed by the academic subject, a revision and improvement of the content is necessary. According to the information collected, the timetable of the academic subject should be reviewed, and longer time should be offered for it. The day and time must also be modified. The quality of introductory theoretical classes and practical activities, as well as the number of activities/actions should also be reformulated by the team of professors involved in the academic subject.

It was noticed that achieving the objectives during observations also showed intermediate results, which agrees with the need for the reformulations mentioned above. The general assessment of the academic subject, as well as the questioning about the school space as a learning environment, point to positive results, with the possibility of improvement and refinement.

Using the correlation analysis, it can be verified that better levels of assessment of the academic subject are related in general to aspects such as the quality of theoretical classes and practical activities, better degrees of students’ self-assessment/achievement in the academic subject, as well as better performance of the professors in charge of the academic subject.

The suggestions listed by participants (qualitative data) confirmed the quantitative findings, inducing day/time modification; better interaction between teachers/professors (school and college) and university students; improvement of the quality

of introductory theoretical classes and the organization of activities/actions.

The literature^{4,11,12} points out that the assessment process is a fundamental instrument in any organization or relationship. However, it is mentioned that it is not a simple or easy task, being interpreted by some as threatening. It is connected to reflection, construction and reconstruction of knowledge, and should not be used as a source of reward or punishment. The final product should promote change, overcoming, growth and evolution, and it is the responsibility of both the professor and the student.

A study² points out that the use of formal instruments that induce reflection and promote self-assessment are important in the training of a student. Their actual participation makes them share the responsibility for their learning process.

In order to achieve the desired professional profile in the building of health/education areas, it is suggested⁸ to work with methodologies that include an internal and external view of institutions, as well as the presence of all involved – students, managers and healthcare professionals. Balduino and Veras (2016)¹⁰, also defend the inclusion of patients/clients in this group of builders who have better knowledge and interaction between ways of training and assistance. In their study, they present data on activities integrating teaching-service health courses.

The literature also points out that Health Education in Higher Education is currently the subject of discussions, mainly in what concerns the uses of new teaching methodologies. It is necessary to train the professional not only with technical-scientific skills, but also with critical, evaluative and resolute capacity^{26,27}.

In this study, data regarding student’s assessment were presented. This already indicates the need for reformulations and also for assessment of other aspects proposed in the literature^{8,15}, among them: learning environment, pedagogical approach; assessment of the teaching-learning process; teacher profile and training; management of the educational process; programs and application of institutional research under development; inter-institutional connection, physical space and equipment.

Other authors¹⁵ mention that “Infrastructure” is the cause of most cited dissatisfaction, and that

this aspect is mainly due to the administration of the course.

Another aspect that can be raised in this study concerns the quality of the assessment instrument, in which it is argued that the indicators used in studies should be parameters that can quantify or give qualities, also that they provide detail if the objectives of a proposal are well conducted (assessment of process) or if they have been achieved (results assessment) ⁷.

Studies propose ^{7,13} a series of care that should be considered in relation to the instruments for assessment actions, some of which have not been assessed in this study. It is necessary to assess the internal consistency of the questionnaire, in order to analyze the reliability of the questionnaire, as well as the possibility to validate the results of the questionnaire comparing it to the student's performance obtained in the academic subject. However, this latter action would imply ethical issues, which should be discussed and considered by the authors.

Conclusion

It was possible to assess the quality/satisfaction of the learning students of the Speech-language Pathology course in its first practical academic subject. Based on the results, it will be possible to begin discussions, to identify reformulations, and propose improvement of new contents and actions and/or to implant them.

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APPENDIX. QUESTIONNAIRE

ASSESSMENT OF PRACTICAL ACTIVITY	QUESTIONNAIRE Nº _____
<p>Age: _____ years</p> <p>1. The theoretical load of the practical academic subject was: <input type="checkbox"/> insufficient <input type="checkbox"/> satisfactory <input type="checkbox"/> excessive</p> <p>2. The day of the week and time of the academic subject was: <input type="checkbox"/> bad <input type="checkbox"/> regular <input type="checkbox"/> good <input type="checkbox"/> great</p> <p>3. The quality of theoretical classes during the academic subject was: <input type="checkbox"/> bad <input type="checkbox"/> regular <input type="checkbox"/> good <input type="checkbox"/> great</p> <p>4. The quality of practices during the academic subject was: <input type="checkbox"/> bad <input type="checkbox"/> regular <input type="checkbox"/> good <input type="checkbox"/> great</p> <p>5. Approximately, how many elementary school students of middle school did you observe during the practical academic subject? _____</p> <p>6. The number of activities/actions during the practical academic subject was: <input type="checkbox"/> insufficient <input type="checkbox"/> regular <input type="checkbox"/> excessive</p> <p>7. How would you score/rate your achievement in the academic subject: <input type="checkbox"/> poor <input type="checkbox"/> regular <input type="checkbox"/> good <input type="checkbox"/> great</p> <p>8. The performance of the school teacher during the academic practical subject was: <input type="checkbox"/> poor <input type="checkbox"/> regular <input type="checkbox"/> good <input type="checkbox"/> great</p> <p>9. The performance of your professor (XXXX) during the practical academic subject was: <input type="checkbox"/> unsatisfactory <input type="checkbox"/> regular <input type="checkbox"/> good <input type="checkbox"/> great</p> <p>10. The discussions carried out by your professor (XXXX) in the practical academic subject were: <input type="checkbox"/> poor <input type="checkbox"/> regular <input type="checkbox"/> good <input type="checkbox"/> great</p> <p>11. Has the aim of observing the development of communication been achieved? <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> partially</p> <p>12. In your opinion, does the school provide conditions for learning? <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> partially</p> <p>13. In your opinion, the practical academic subject was: <input type="checkbox"/> bad <input type="checkbox"/> regular <input type="checkbox"/> good <input type="checkbox"/> excellent</p> <p>Suggestions:</p> <hr/> <hr/> <hr/>	

