Finding the Right Data to Improve Practice and Demonstrate Your Value

INTRODUCTION

SLPs face increasing pressure from administrators and payers to demonstrate that their services result in measurable changes for their students or clients. Clinicians are faced with daily challenges to prove the value of their services and justify their workload and productivity. We know why our services are critical, but how do we prove it to other professionals, administrators, and clients? We prove it with numbers! This session will show how to find the right data to improve your practice and convince internal and external stakeholders of the value of your services.

LEARNING OUTCOMES

After completing this session, you will be able to:

- state the difference in outcomes and efficacy data
- describe ways each type of data can be used to answer questions from internal and external customers
- obtain relevant data from ASHA

PROGRAM HISTORY and IMPORTANT INFORMATION

Original recording date: November 18, 2016
End date: November 18, 2020

To earn continuing education credit, you must complete and submit the learning assessment on or before November 18, 2020.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop.

This course is offered for 0.05 ASHA CEUs (Intermediate level, Professional area).
STATEMENT ON EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006