Addressing Auditory Access in Schools: Models of Effective Collaboration

INTRODUCTION

Audiologists and SLPs routinely work with other professionals and stakeholders to provide services. Finding a place on the team and working effectively and efficiently on that team is often easier said than done. This course will utilize case examples that explore how to overcome common challenges to working on interprofessional teams, hindrances to effective teams, and why high-functioning teams are critical to successful outcomes, as well as provide practical strategies to improve auditory access to classroom learning for students who are deaf or hard-of-hearing.

LEARNING OUTCOMES
After completing this session, you will be able to:
- describe strategies that are known to improve auditory access to learning
- overcome common challenges and pitfalls faced by audiologists and SLPs when trying to collaborate on an interprofessional team
- argue the practical advantages of interprofessional collaborative practice

PROGRAM HISTORY and IMPORTANT INFORMATION

Original recording date: November 16, 2016
End date: November 16, 2020

To earn continuing education credit, you must complete and submit the learning assessment on or before November 16, 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*