Balancing Certainty and Uncertainty in Clinical Practice

TABLE OF CONTENTS

Introduction and Learning Outcomes ................................................................................. i
Author Disclosures ............................................................................................................. ii
Prologue: Balancing Certainty and Uncertainty in Clinical Practice ............................ CE-1
Science Is an Attitude: A Response to Kamhi ............................................................. CE-7
Critical Thinking: Knowledge and Skills for Evidence-Based Practice ...................... CE-11
Rational Thinking in School-Based Practice ............................................................. CE-15
Some Pragmatic Tips for Dealing With Clinical Uncertainty ................................. CE-19
Questions About Certainty and Uncertainty in Clinical Practice ............................. CE-23
Epilogue: Balancing Certainty and Uncertainty in Clinical Practice ......................... CE-30

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
INTRODUCTION

How certain are you that your clinical decisions and practices are the most optimal ones for your clients? How receptive are you to new ideas, new clinical procedures, or techniques? The role that certainty and uncertainty play in clinical practice is often overlooked in considering how to provide optimal services for clients. This program presents numerous ideas on how to balance certainty and uncertainty in evidence-based practice (EBP).

LEARNING OUTCOMES

You will be able to:

- discuss the principles and guidelines provided by evidence-based models, as well as their limits in clinical practice
- discuss how the field of communication sciences and disorders might encourage scientific thinking about clinical practices in researchers and clinicians
- explain how critical thinking is relevant to EBP, summarize the relevant skills, and indicate the importance of thinking dispositions
- list the conditions that are required for rational thinking, and discuss how rational team dialogue confronts uncertainties and leads to improved student outcomes in school-based services
- list pragmatic solutions that can enable practicing clinicians to either obtain or keep the open mindset required of informed and timely decision-making
- discuss ways to work with other key stakeholders in your practice setting to make points of certainty and uncertainty explicit

PROGRAM HISTORY

Articles originally published in Language, Speech, and Hearing Services in Schools

Original start date: January 1, 2011

Peer reviewed: February 1, 2013, and July 6, 2015

Available through: July 6, 2018

IMPORTANT INFORMATION

To earn continuing education credit, you must complete and pass the exam on or before July 6, 2018.

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 0.5 ASHA CEUs (Intermediate level, Professional area).