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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

This Part of Perspectives of the ASHA Special Interest Groups presented a study that compared perceptions of cluttering of undergraduate communication sciences and disorders majors with perceptions of non-majors.

LEARNING OUTCOMES
You will be able to:

- summarize current findings related to the effects of video exposure on listeners’ perceptions of persons with fluency disorders
- describe changes that occurred in the affective, behavioral, and cognitive aspects of stuttering for the individual clients from the beginning to the end of the stuttering clinic
- describe common perceptions of people who stutter, explain the need for better education about stuttering, and explain how college students describe stuttering

PROGRAM HISTORY

Start date: September 25, 2017
Available through: June 24, 2020

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before June 21, 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 0.20 ASHA CEUs (Intermediate level, Professional area).