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

The articles presented concern current best-practice in educating future speech and hearing scientists and clinicians about dysphagia. Susan Brady led with a discussion of adult learning components that facilitate skill acquisition for dysphagia practice. Karen Ball and Dr. Luis Riquelme discussed current trends in teaching graduate level courses that strive to meet the challenges of training novel clinicians to enter the world of clinical fellowship and practice dysphagia management. Elise Wagner and Dr. Georgia Malandraki presented a prototype Dysphagia Research Clinic developed at Teachers College of Columbia University. Wendy Chase and Dr. Lucinda Soares Gonzales reviewed several strategies that encourage a successful health care practicum experience for students. In the final article, Drs. Sia, Halan, Lok, and Crary presented a unique and innovative pedagogic approach that used virtual patient simulation to train clinicians to practice in the area of dysphagia.

LEARNING OUTCOMES

You will be able to:

- discuss the key principles pertaining to adult learning
- compare the effectiveness of different teaching approaches in specific content areas in speech-language pathology
- list the steps, processes, and legal considerations for developing an in-house dysphagia research clinic in an academic setting
- discuss factors that may pose a challenge for student learners in the health care environment
- explain the key rationale for virtual patient stimulation training

PROGRAM HISTORY

Start date: July 11, 2016
Available through: July 13, 2019

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before July 13, 2019.

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 0.25 ASHA CEUs (Intermediate level, Professional area).