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

The first three articles of this Perspectives focused on skills involved in formulating and documenting the execution of a dysphagia plan of care. These topics will not only serve as a best practice update to practicing speech-language pathologists (SLPs), but will also be of significant value to students learning dysphagia best practice. Patrick Henley leads the discussion on the SLPs skills in utilizing both behavioral and physiological frameworks in the formulation and documentation of a dysphagia plan of care. Nancy Swigert elaborated on the professionalism and skill that clinicians must practice when documenting their sessions with patients so that their notes can provide justice to the excellent, high-quality of care that they strive to provide to their patients. Advocating for, addressing, and treating feeding and swallowing disorders in a school setting can be supported significantly by the approach clinicians take to document services provided. Emily Homer and Christine Faust described this viewpoint in the second article. Finally, Carly Barbon, Dr. Andrew Hope, and Dr. Catriona Steele kept us abreast of the most updated synopsis on the utilization of radiation therapy and its characteristics as it relates to the treatment of head and neck cancers and guided clinicians on how to best utilize this knowledge and understanding in managing dysphagia, specific to each patient.

LEARNING OUTCOMES

You will be able to:
- develop measurable goals based on physiological principles
- list types of toxicities that occur with various radiation therapies
- describe object and professional documentation strategies
- integrate advocacy into dysphagia plans for school-based services

PROGRAM HISTORY

Start date: April 10, 2017
Available through: March 20, 2020

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before March 20, 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 0.10 ASHA CEUs (Intermediate level, Professional area).