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

ASHA Self-Study 21703 SIG 17
INTRODUCTION

The authors showcase five concepts of international service. Randazzo and Garcia discuss sustainable practices used in an international services model describing an interprofessional services delivery model for service provision in a resource-poor, rural Cambodia. Plumb and Willis examine students’ perceptions of study abroad between Auburn University, the United Kingdom, and Ireland. Campos, Skiados, and Flynn author a discussion of the status of male speech-language pathologists in international speech-language pathology associations, including a review of male recruitment efforts. de Diego-Lazaro authors a description of measuring cultural competencies in speech and language pathology students, introducing the Cultural Awareness and Competence Scales, a new tool to assess cultural awareness. Harten, Franca, Boyer, and Pegoraro-Krook describe the international alliances developed to better equip students and professionals with skills for practicing in a changing world. Waterston, Duttine, Roman, and Caesar provide an update to The American Speech-Language-Hearing Association-Pan American Health Organization/World Health Organization (ASHA-PAHO/WHO) partnership with a description of the WHO Rehabilitation 2030 initiative in The ASHA-PAHO Partnership: Progress, Future Plans and connecting to WHO Rehabilitation 2030.

LEARNING OUTCOMES
You will be able to:

- describe the basic issues in providing speech-language pathology services in another country with limited resources
- explain, from students perspectives, important components of a study abroad program
- explain the purpose of the Rarity of Males survey specific to improving efforts to recruit more males into speech-language pathology and audiology
- describe how to develop a sustainable study abroad program
- describe strategies to promote international learning opportunities in speech-language pathology
- explain the benefits of the ASHA/PAHO model

PROGRAM HISTORY

Start date: November 26, 2018
Available through: November 24, 2021

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before November 24, 2021.

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 **0.40 ASHA CEUs** (Intermediate level, Related area).