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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

ASHA Self-Study 2105, SIG 10
INTRODUCTION

This issue of Perspectives focuses on the topics of clinical instruction, instructor social networking practices and community service learning projects. Duthie and Robbins investigate the efficacy of the Clinical Directed Hierarchy, which is a systematic approach to clinical instruction aimed at developing clinical techniques and promoting independent decision-making in students. Plumb describes the results of a national survey investigating the social networking practices of university faculty in communication disorders to determine their perspectives on the use of social networking as a tool for assisting student learning. Kosky and Schlisselberg discuss a community service learning model that promotes senior citizens’ oral discussion skills in group settings such as community-based and residential facilities. Lastly, Allman describes a community service learning project that provides literacy tutoring in a community afterschool program as a piece of an undergraduate literacy course.

LEARNING OUTCOMES

After completing this program, you will be able to:

- list the five levels of the intervention process comprising the Clinician Directed Hierarchy
- state the primary reason why faculty are reluctant to use social networking sites as an educational tool for student learning in academic courses
- list three challenges facing student facilitators of community-based discussion groups for senior citizens
- list the four components that comprise the weekly lesson plan for literacy tutoring at an afterschool program

PROGRAM HISTORY

Start date: June 1, 2013
Available through: March 27, 2016

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before March 27, 2016.

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 2 ASHA CEUs (Intermediate level, Related area).
DISCLOSURES

The Clinician-Directed Hierarchy: Effective Clinical Instruction Across University Settings
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Desirae Robbins

Financial Disclosures:
None

Nonfinancial Disclosures:
None

Use of Social Networking Sites in the Communication Disorders Classroom
Allison M. Plumb

Financial Disclosures:
None

Nonfinancial Disclosures:
None

Oral Communication Skills in Senior Citizens: A Community Service Model
Christine Kosky
Gloria Schlisselberg

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Nonfinancial Disclosures:
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None