TABLE OF CONTENTS

Introduction and Learning Outcomes                              i

Faculty Disclosures                                              ii

Educating Culturally Competent Clinicians: Using Multiple
Perspectives to Review Curriculum Content
by Bonnie Halvorson-Bourgeois, Lauryn Zipse, and Charles Haynes  51

Graduate Students Working With English Language Learners:
Impact on Self Efficacy and Knowledge Acquisition
by Valerie E. Boyer                                                 63

Preservice Knowledge and Training in Autism Spectrum Disorders
by Johanna R. Price                                                 71

Using Clinical and Research Activities to
Enhance the Undergraduate Experience
by Jennifer C. Friberg, John Wm. Folkins, and Colleen F. Visconti 81

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 2106 SIG 10
INTRODUCTION

This issue of Perspectives focuses on cultural and linguistic diversity, English Language Learners, Autism Spectrum Disorders and undergraduate clinical activities and research. Authors describe a three-fold approach for assessing CLD course content, changes in self-efficacy and knowledge following practicum with ELLs, student knowledge and clinical training in ASD, and undergraduate involvement in clinical and research processes.

LEARNING OUTCOMES
After completing this program, you will be able to:

- describe two benefits and two challenges of a CLD-infused curriculum
- explain the significance of self-efficacy as it relates to professionalism in clinical practicum
- list three results of a survey of undergraduate and graduate students’ knowledge and training in autism spectrum disorders
- develop a plan to integrate one research experience and one clinical experience within your program’s existing undergraduate curriculum

PROGRAM HISTORY

Original start date: October 2, 2013
Peer reviewed: October 2, 2013
Available through: July 28, 2016

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before July 28, 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, Professional area).
DISCLOSURES

Educating Culturally Competent Clinicians: Using Multiple Perspectives to Review Curriculum Content
by Bonnie Halvorson-Bourgeois, Lauryn Zipse, and Charles Haynes

Financial:
Bonnie Halvorson-Bourgeois received compensation for this project through ASHA’s 2011 Grant Program for Projects on Multicultural Activities. She is a clinical instructor at the MGH Institute of Health Professions.

Lauryn Zipse conducted this study under course release time under ASHA’s 2011 Grant Program for Projects on Multicultural Activities as well as an MGH-IHP Changing Course grant. She is an assistant professor at the MGH Institute of Health Professions.

Charles Hayes is a professor and clinical supervisor at the MGH Institute of Health Professions.

Nonfinancial:
Bonnie Halvorson-Bourgeois has published previous in this subject area.

Lauryn Zipse has no nonfinancial interests to disclose.

Charles Haynes has published previous papers in this subject area.

Graduate Students Working With English Language Learners: Impact on Self Efficacy and Knowledge Acquisition
by Valerie E. Boyer

Financial:
Valerie E. Boyer is an assistant professor and the director of the Center for Autism Spectrum Disorders at the rehabilitation institute at Southern Illinois University.

Nonfinancial:
Valerie E. Boyer is a volunteer teacher and speaker for Migrant Education, Inc. She has previously published in this subject area.

Preservice Knowledge and Training in Autism Spectrum Disorders
by Johanna R. Price

Financial:
Johanna R. Price is a professor in the department of communication sciences and disorders at Western Carolina University.

Nonfinancial:
Johanna R. Price has previously published in this subject area.
Using Clinical and Research Activities to Enhance the Undergraduate Experience
by Jennifer C. Friberg, John Wm. Folkins, and Colleen F. Visconti

Financial:
Jennifer C. Friberg is an assistant professor at Illinois State University.

John Wm. Folkins is a professor at Bowling Green State University.

Colleen F. Visconti is the chair of the department of Communications Arts and Sciences, professor of Communication Disorders, and director of the Baldwin Wallace Speech Clinic at Baldwin Wallace University.

Nonfinancial:
Jennifer C. Friberg is the coordinator for Special Interest Group 10, Issues in Higher Education. She has previously published in this subject area.

John Wm. Folkins has previously published in this subject area.

Colleen F. Visconti has previously published in this subject area.