Neurophysiology and Neurogenic Speech and Language Disorders

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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 20202 (SIG 2)
INTRODUCTION

This issue of Perspectives honored the contributions of Mark Ylvisaker to the field of cognitive-communicative rehabilitation for individuals with traumatic brain injury. The four articles highlighted his influence on interprofessional learning for speech-language pathology students and professionals, and his groundbreaking role in promoting a paradigm shift in rehabilitation techniques for traumatic brain injury.

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

• describe principals of person centered intervention
• explain the purpose of metaphor in treatment of self-regulation for clients with TBI
• describe how clinical work and research inform each other in the pursuit of evidence
• explain reasons why speech-language pathology students could benefit from more interprofessional education experience

PROGRAM HISTORY

Original start date: March 14, 2014
Available through: January 8, 2017

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before January 8, 2017.

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 .15 ASHA CEUs (Intermediate level, Professional area).
DISCLOSURES

Breaking with Tradition: A Paradigm Shift in Cognitive Rehabilitation
by Adam Politis

Financial:
Adam Politis is a doctoral student at the University of Wisconsin-Madison.

Nonfinancial:
Adam Politis has no nonfinancial interests related to the content of this article.

Fundamentally Innovative: The Continuing Contributions of Mark Ylvisaker
by Katy H. O'Brien and Miriam O. Krause

Financial:
Katy H. O'Brien is a PhD student and research assistant at the University of Minnesota. Miriam O. Krause is an Assistant Professor at Bowling Green State University.

Nonfinancial:
Katy H. O'Brien has previously published in the subject area. Miriam O. Krause has previously published in the subject area.

Mark Ylvisaker's Influence on Interprofessional Learning for Speech-Language Pathology Graduate Students
by Emma Coulter, Scott Palasik, and James A. Grand

Financial:
Emma Coulter is a graduate student clinician at the University of Akron. Scott Palasik is an assistant Professor at the University of Akron. James A. Grand is a visiting assistant professor at the University of Akron.

Nonfinancial:
Emma Coulter has previously published in the subject area. Scott Palasik has previously published in the subject area. James A. Grand has no nonfinancial interests related to the content of this article.

Thinking Outside the Box: A Modern Approach Treatment
by Lindsay Riegler

Financial:
Lindsay Riegler is a speech-language pathologist at Cincinnati Veterans Affairs Medical Center.

Nonfinancial:
Lindsay Riegler has previously published in the subject area.