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 2184 SIG 18
INTRODUCTION

Telepractice enables a range of services to be offered at a distance through telecommunication and distance technology. There are numerous professional issues one must consider when engaging in this mode of service delivery. This issue of Perspectives on Telepractice incorporated a compilation of essential and useful information a practitioner might need to address some of the challenges encountered in the delivery of telepractice. Regardless of your setting, you will glean information from several authors who share strategies, approaches, and techniques the reader will find useful. Topics included the current status of reimbursement, safety precautions for remote clients, roles/responsibilities for school-based facilitators, and one program's method for developing clinician competence for telepractice engagement.

LEARNING OUTCOMES

After completing this program, you will be able to:

- describe specific examples in which telepractice might be utilized for the care of voice patients
- compare the major funding sources for telehealth as it applies to communication sciences and disorders
- describe ways to set up a safe environment for conducting telepractice and ways to be prepared for emergent situations with a telepractice client
- describe roles and responsibilities of a facilitator (eHelper) in delivering services via telepractice in a school-based setting
- describe a training module that employed the ASHA Practice Portal (telepractice) for the development of telepractice skills

PROGRAM HISTORY

Original start date: December 5, 2013
Available through: November 7, 2016

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before December 5, 2013.

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, Related area).
DISCLOSURES

**Reimbursement and Telepractice**
by Carol Dudding

**Financial:**
Carol Dudding is director of the Speech-Language Pathology Graduate Program and an associate professor at James Madison University.

**Nonfinancial:**
Carol Dudding has previously published in the subject area.

**Client Safety and Telepractice**
by Lyn Tindall

**Financial:**
Lyn Tindall is a speech pathologist at the Veterans Affairs Medical Center, Lexington, Kentucky.

**Nonfinancial:**
Lyn Tindall has previously published in the subject area.

**Working With Facilitators to Provide School-Based Speech and Language Intervention via Telepractice**
by Robin Alvares

**Financial:**
Robin Alvares is project coordinator for the OMNIE Telepractice in Speech-Language Pathology Project at Kent State School of Speech Pathology and Audiology.

**Nonfinancial:**
Robin Alvares has previously published in the subject area.

**The RIDBC Telepractice Training Protocol: A Model for Meeting ASHA Roles and Responsibilities**
by Melissa McCarthy

**Financial:**
Melissa McCarthy is director of Educational Services at the Royal Institute for Deaf and Blind Children.

**Nonfinancial:**
Melissa McCarthy has previously published in the subject area.