

SPHSC 500
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Clinical Methods
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“Introduction”

What is the role of the speech-
language pathologist?

- What do you do?
- How confident are you in what you do?
- How do you make decisions?

Course Content

- **Clinical Process – Evidence Based Practice**
 - Fundamental concepts for assessing and treating individuals with communication disorders
 - Use of data for making informed decisions
- **Pairing concepts and data collection tools to provide students with a framework for making informed-clinical decisions about planning and implementing treatment**

Course Approach Teaching Strategies

- **Learn through application**
 - Problems in class
 - Problems via assignments
 - Problems via test
- **NO ONE ANSWER – Prepare for many possible solutions to clinical questions and issues**
 - Some answers better than others
 - Logic will prevail
- **Clarity in thinking as demonstrated through writing**

Course Organization

- Weeks 1-2: Introduction, overview of clinical process -- fundamental concepts and data collection tools
- Weeks 2-10: Working through the details
- Weeks 10-11: Summary/review

SPHSC 500 Web Site

- <http://faculty.washington.edu/lolswang/>

Evidence-Based Practice

What does it mean in a general sense?

- » Basing decisions on evidence, not opinions, not past practice, not even what the “experts” say
- » Making decisions based on data – documenting change
 - Translating these decisions explicitly to “consumers”
 - Making our work accountable, answerable to inquiry

Defining EBP

ASHA’s perspective:

“The goal of EBP is the integration of: (a) clinical expertise, (b) best current evidence, and (c) client/patient values to provide high-quality services reflecting the interests, values, needs, and choices of the individuals we serve.

(<http://www.asha.org/members/ebp/>)

ASHA's Model of EBP

Current best evidence: External Evidence
"...[high quality] clinically relevant research...from)
patient-centered clinical research..." (Sackett, 2000, p. 1)

Current Best Evidence

EBP

Clinical Expertise

Client/Patient Values

Clinical Expertise: Internal Evidence
"...clinical skills [to] identify each patient's
unique...state...diagnosis...risks...benefits...
values...expectations." (Sackett, 2000, p. 1)

Patient Values:
"...preferences, concerns and expectations."
(Sackett, 2000, p. 1)

Why EBP is important?

To our field:

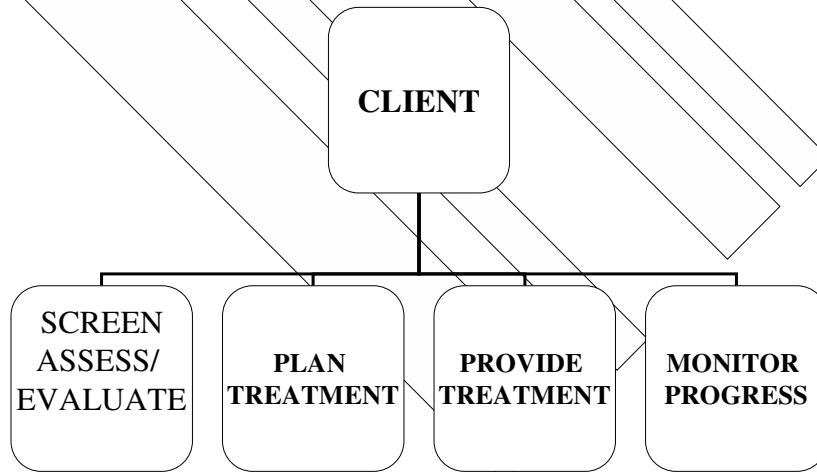
- Improving the evidence base in SLP and audiology is critical to the long-term health of the profession

In your practice:

- Making informed clinical decisions regarding diagnosis, recommendations, planning treatment and monitoring progress

Slide courtesy of Chris Dollaghan, UT-Dallas

Clinical Process (Concepts - Decisions)



Screen - Decision

For the purpose of screening, determine

- Is there possibly a problem or definitely not

Assess/Evaluate - Decisions

For the purpose of diagnosis, determine

- If there is a disorder
- Its nature/ classification
- Etiology
- Maturation or recovery over the last 6-12 months

For the purpose of considering recommendations/treatment – pre treatment status, determine

- Level of performance
- Factors that influence performance
- Stimulability
- Client/family expectations
- Existing evidence

Plan Treatment - Decisions

For the purpose of planning treatment, determine

- Who and what behaviors to treat
- Specific goals (long term) & objectives (short term) for treatment
- Data collection procedures - baseline
- Modifiability and response to teaching for planning sequential teaching program
- Existing evidence for treatment

Provide Treatment - Decisions

For the purposes of providing treatment, determine

- Client/family involvement
- Sequential teaching program - Appropriate variety of activities to work on target behaviors
- Lesson plans for each session
- Performance/success of each session treatment data/notes

Monitor Progress - Decisions

For the purposes of monitoring progress, determine

- Progress as measured at regular intervals
- Amount and nature of change
- Benefits of treatment
- Whether treatment needs to be modified
- Ongoing needs of family/client
- Final disposition and recommendations (re: these or other targets)

Data Collection – Tools

- What do you know about data collection?
What tools are available for making informed decisions
 - Initial assessment to dismissal
 - Quantitative – Qualitative

Assess/Evaluate - Tools

Diagnose

- Static Assessment
 - Standardized (norm-referenced) Tests
 - Nonstandardized/Formal (criterion-referenced) Instruments
 - Behavioral Observation (Structured ... Naturalistic)
 - Interview

Make Recommendations (above plus)

- Dynamic Assessment
- Existing Evidence

Plan Treatment - Tools

- Dynamic Assessment (elaborated)
- Behavioral Observation
 - Naturalistic
 - Structured - Probe Measures
- Interview
- Existing data

Provide Treatment - Tools

- Behavioral Observation
 - Treatment Measures
 - Notes

Monitor Progress - Tools

- Standardized and nonstandardized tests/procedures
- Behavioral Observation
 - Naturalistic
 - Structured - Probe measures
- Interview

In SPHSC 500

- Framework for providing clinical services, comprised of
- Fundamental concepts of the clinical process and the tools/measures to address

