

Guided working session: Identifying areas of EBP deficits in your facility or career

CAREER Assessment: What I feel confident in doing; what I cannot do; what I need help to do



Voice, Swallow, Upper Airway, and Motor Speech Disorders

- GRBAS
- CAPE-V
- Standardized motor speech eval
- PROMs for voice
- PROMs for chronic cough
- PROMs for dysphagia
- PROMs for motor speech
- Patient interview
- Chart review or screen
- 3oz water swallow test
- Timed water swallow test
- ToMaSS
- RSST
- Cranial nerve exam
- Oral mechanism exam
- Recommend referrals for voice
- Recommend referrals for swallowing
- Recommend referrals for motor speech
- Recommend referrals for chronic cough



Pediatric speech and swallowing disorders

- Oral mechanism exam
- Sensory processing
- State regulation
- Autonomic stability
- Motor development
- Neurodevelopment
- Maternal History
- Birth History
- Medical Co-Morbidities
- Risk factors for malnutrition, dehydration, and /or undernutrition.
- Medical factors
- Nutritional factors
- Psychosocial factors



Adult Cognitive and Language Disorders

- Standardized cognitive eval (RBANS, CLQT, SCATBI, Burns, etc.)
- Cog screens (MOCA, SLUMS, MMSE)
- Standardized aphasia battery (WAB-R, BDAE, Brisbane, QAB, CAT, etc.)
- PROMs for aphasia
- PROMs for cognition
- Stimulability trials for therapy for aphasia
- Stimulability trials for therapy for cognition
- Dementia, delerium, or MCI
- Treatment with CBT, Environmental Modifications, External Aids
- Montessori Approach
- Space Retrieval
- Validation Therapy/ Reminisce Therapy
- AAC



Tracheostomy and Respiratory Disorders

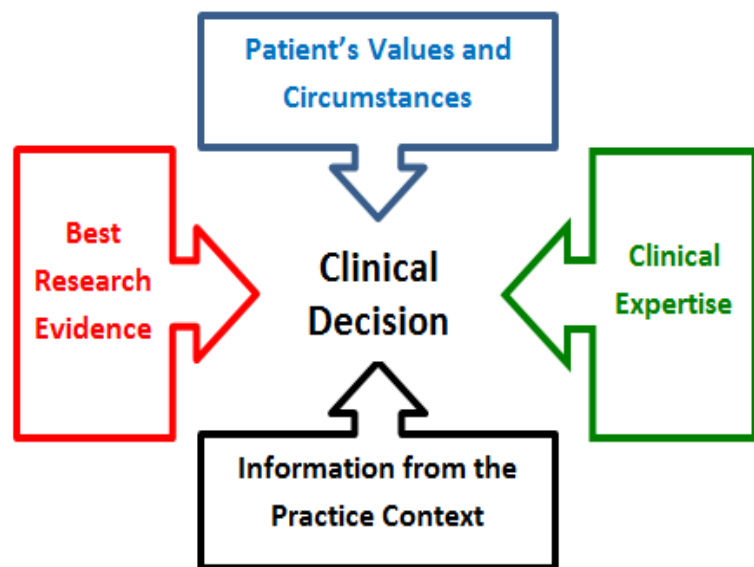
- Ventilator dependent PMV eval
- Ventilator dependent communication eval (may include AAC)
- Respiratory muscle (strength) training
- Pulmonary hygiene training
- Voice and PMV treatment
- Obtain MIP and MEP
- Assessing coordination of breathing and swallowing
- Ventilator weaning
- Recommend tracheostomy downsizing
- Collaborating with Respiratory therapy

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What is EBP?

ASHA defines Evidence-based practice (EBP) as the process of applying current, best evidence (external and internal scientific evidence), patient perspective, and clinical expertise to make decisions about the care of the individuals you treat

asha.org



Applying the best evidence is arguably the Evidenced-Based Practice (EBP) step that requires the most skill. It is at this step that you synthesize the best scientific knowledge with your clinical expertise and the patient's unique values and circumstances to reach a clinical decision:

Titler MG

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What are the things I want to accomplish in my facility and career in the next 5 to 10 years?

Zone of Proximal Development (Vygotsky 1978): The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

[HTTPS://WWW.SCIENCEDIRECT.COM/TOPICS/PSYCHOLOGY/ZONE-OF-PROXIMAL-DEVELOPMENT](https://www.sciencedirect.com/topics/psychology/zone-of-proximal-development)

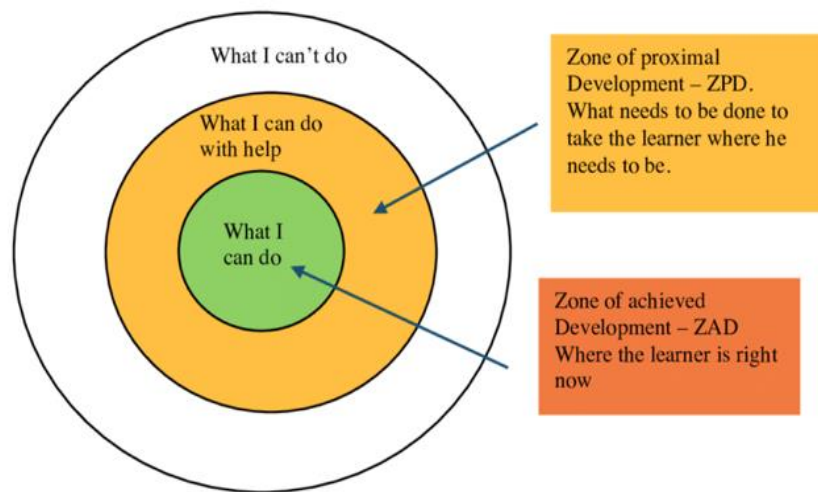
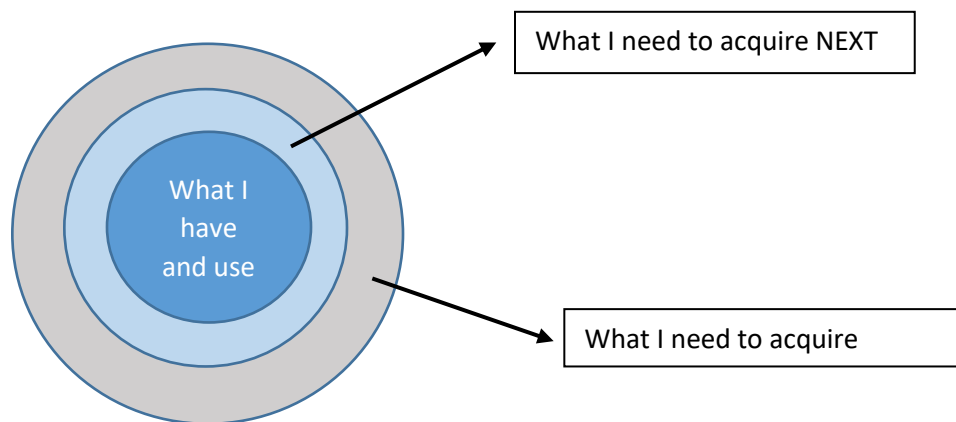


IMAGE SOURCE: <https://educationaltechnology.net/vygotskys-zone-of-proximal-development-and-scaffolding/>

Resources I can use to move from the GREEN to the YELLOW circle:

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FACILITY



Make a list of equipment, tests, and “access upon request” materials you can obtain easily for day-to-day use.

What do you think is immediately on your wish list?

What do you need to focus on obtaining NEXT?

What are the steps you need to take to acquire equipment and materials in your facility?

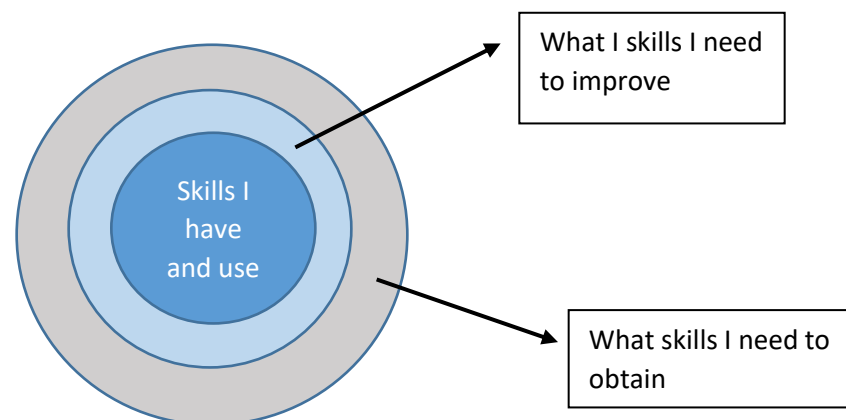
CAREER

Put a check-mark by skills you feel you have, and know very well.

Put a + sign by skills you don't have.

Put a circle around skills that are immediately on your wish list.

What are the steps you need to take to acquire that skill?



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IMPLEMENTATION INTO CLINICAL PRACTICE



Big picture..... or Small changes?



Now that I know what the evidence says, and I have a plan for what I need to do (skills and/or materials), how do I get there?

What do the regulations say?

- [LCD/MAC](#)
- [CFR/Medicare](#)
- [RAI](#)
- [State operations manual](#)
- Licensing restrictions
- Restrictions for devices, insurance?

What are the barriers to implementing EBP?

EBP mentality <i>What would it take to implement this practice, and how will it change patient treatment?</i>	Corporate Mentality <i>What is it going to cost me, and what is it going to do to my outcomes?</i>
Outcomes? Reality of implementation? What's the next best thing? Remaining Challenges?	Admin mentality? DON mentality? DOR mentality? Insurance issues?

Internet activity (some of this you'll need to do on your own!)

State practice act / Local Coverage LCD	Create a ResearchGate account	State SLP-AuD association	ICU Recovery Network Lit List
Who is your MAC?	Download the Read by QxMD app	ASHA Practice portal	ASHA NCCI Edits
State Medicaid Rehab providers manual	Download the ASHA Medical Review	Bookmark your go-to Med SLP journals + at least 1 new source	

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Up-Leveling your skills

ASHA: Dysphagia Competency Verification Tool- <https://www.asha.org/siteassets/uploadedfiles/dysphagia-competency-verification-tool-users-guide.pdf>

Education/Mentorship
Content/Objective
Present paper or poster at a state or national association meeting
Serve as supervisor for clinicians/students
Initiate/maintain journal group
Develop and provide education to professionals within facility/region about swallowing/swallowing disorders
Provide education to community-based groups regarding swallowing and swallowing disorders
Provide guest lectures in university courses
Serve as professor or instructor for undergraduate or graduate course on swallowing and swallowing disorders in ASHA CAA-accredited university program
Develop course syllabus for undergraduate/graduate course on swallowing and swallowing disorders
Provide educational presentations at major regional, state, national, or international conferences and/or postgraduate workshops on swallowing and/or swallowing disorders
Develop facility-specific patient and staff educational materials on swallowing and swallowing disorders
Develop/publish clinical educational programs and/or materials on swallowing and swallowing disorders
Serve as primary advisor to a master's degree or doctoral student to guide research for thesis or dissertation

Scholarship/Research
Content/Objective
Submit and publish peer-reviewed research article as primary or secondary author
Submit and publish a chapter related to swallowing and swallowing disorders in a peer-reviewed textbook
Present a peer-reviewed research paper or poster at a scientific meeting
Actively participate in research pertaining to swallowing and swallowing disorders with institutional research board approval, including research projects and protocols, surveys

Leadership
Content/Objective
Serve on interdisciplinary team or committee related to dysphagia
Serve as chair of committee within home institution or organization
Serve in a leadership position on an ASHA committee or other professional organization pertaining to swallowing and swallowing disorders
Serve as participant during the development of ASHA or state association position papers or guidelines on swallowing and swallowing disorders
Serve on major regional, state, or national organization committees pertaining to swallowing and swallowing disorders
Serve in official supervisory position in a swallowing and swallowing disorders program, with responsibilities that include training and supervision of clinicians providing dysphagia services
Develop formal swallowing program within an institution, with involvement of multiple disciplines
Demonstrate accountability in ongoing monitoring and quality improvement of swallowing and swallowing disorders program
Demonstrate ability to expand dysphagia program aspects, addition of new programs, services

Career Goals
1.
2.
3.

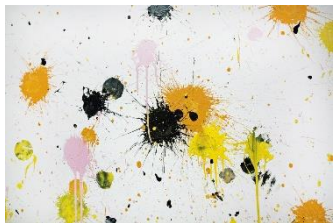
Facility Goals
1.
2.
3.

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ACTION PLAN

No, not that kind of action plan. An action plan for you.

SKILL	Assessment of current level	TIMELINE TO OBTAIN	RESOURCES TO USE	NEXT STEPS



Start with no more than 3 skills.

If you want to achieve a really rich clinical practice, but start by throwing all kinds of things on the wall, nothing will happen in an efficient way and you'll end up frustrated.

Organize a plan based on "now-next-later", and you will help yourself grow!



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Sources for Evidence-Based Programs*

Websites for Health care Research & Programs	Internet Sources	Organizations	Journals for Evaluating Evidence based Programs
<u>Health and Human Services</u>	<u>Google Scholar</u>	<u>ASHA</u>	<u>The Journal of Aging and Social Policy</u>
<u>Centers for Medicare and Medicaid</u>	<u>Cochrane Reviews</u>	<u>Home and Community Based Services</u>	<u>The Journal of Aging and Health</u>
<u>Centers for Disease Control</u>	<u>Research Gate</u>	<u>National Association of States United for Aging and Disabilities</u>	<u>Research on Aging</u>
<u>Agency for Healthcare Research and Quality</u>	<u>Shirley Ryan Ability Lab</u>	<u>Medicare Advocacy</u>	<u>The Gerontologist</u>
<u>Administration for Community Living</u>	<u>PubMed Central (PMC)</u>	<u>National Institute of Health</u>	<u>Health Affairs</u>
<u>LeadingAge LTSS Center@UMassBoston</u>			<u>The Journal of Gerontology</u>

*Not an all inclusive list