Global Initiatives: Considerations for Best Practice
SIG 17

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Looking Through the Kaleidoscope: Stakeholder Perspectives on an
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by Bea Staley, Lynn Ellwood, David Rochus, Rachael Gibson,
Dain Hong, and Katie Kwan
INTRODUCTION

These Perspectives (SIG 17) articles discuss different aspects of international practice, including work with immigrant and refugee families. Baigorri, Crowley, and Bukari provide a service delivery model for speech-language pathologists (SLPs) and professionals working in low- and middle-income countries. Chakraborty, Schwarz, and Vaughan discuss a major consideration for ASHA to cultivate cultural sensitivity and competence in its largely female (95.30%), monolingual (93.46%) and white (92.10%) workforce. Chu et al., discuss the challenges that SLPs face when providing speech and language therapy in Malaysia and issues that need to be addressed for continued growth of this profession. Maldonado, Ashe, Bubar, and Chapman explore the experiences of monolingual, American, English-speaking SLPs and Clinical Fellows who worked with immigrant and refugee families within a preschool context. Staley et al., consider the literature on international student placements to contextualize and describe a 10-year relationship which enabled speech language pathology students in their final year of study at a Canadian university to complete a 10-week clinical placement with a non-governmental organization in Kenya.

LEARNING OUTCOMES

You will be able to:

- explain how children with disabilities in Ghana face barriers to education, rehabilitation, and support services
- describe the need to explore the specific psychosocial attributes associated with perception of non-native accent from a dynamical systems perspective
- describe the varied perspectives and perceived advantages as well as difficulties of international speech-language pathologist (SLP) clinical placements
- identify the challenges that SLPs face when providing speech and language therapy in Malaysia
- describe the experiences of monolingual, American, English-speaking SLPs and Clinical Fellows who have worked with immigrant and refugee families within a preschool context

PROGRAM HISTORY

Start date: November 25, 2019
Available through: November 23, 2022

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before November 23, 2022.

This course is offered for 0.30 ASHA CEUs (Intermediate level, Professional area).