Interprofessional Practice in an International World: 2020 SIG 17

INTRODUCTION

First, Krishnan, Sundaram, Sreekumar, Thammaiah, and Mitra describe the development and execution of the Speech, Language, and Hearing Sciences in India service learning study abroad program. It includes the perspectives of the faculty leader from the United States and of the faculty and staff from the community partner organizations in India. In the next article, Ramkissoon and Pillay discuss service learning and audiology services in Africa. They highlight health professions engaging in service learning via international humanitarian health care or study abroad programs toward an improved sense of civic responsibility, an aspect that has been inadequately analyzed in hearing health care. Then, Gill, Peele, and Wainscott review the progress made in the treatment and education of persons with disabilities in Zambia, identifying barriers that have hindered change, initiatives that have facilitated positive changes, and initial steps toward the establishment of the profession of speech-language pathology. Despite the challenges of limited resources, understanding of disabilities, and cultural and social barriers, many policies have been adopted and laws passed to protect the rights of those with disabilities. Finally, ASHA Past President Elise Davis-McFarland concludes with a pivotal article, “Ethics in International Practice.” The author states that there is a lack of credible information on the number of people in Majority World countries who have communication and swallowing disorders, but there is evidence of a need for communication therapy services in those countries. She discusses the requirements for the exercise of autonomy, beneficence, nonmaleficence, and justice in international practices as well as considering the relationship between cultural authenticity and ethically provided services. The author also reviews the codes of ethics of several Majority World and Minority World speech-language therapy associations and their requirements for the ethical practices that must be adhered to beyond their members’ national borders.

LEARNING OUTCOMES

You will be able to:

- list the steps of a service-learning program that occurred with students from a U.S. program in India
- state which health professions typically engage in service learning via international humanitarian health-care ventures
- explain the potential benefit of providing speech and language services in Zambia, highlighting the need for the country to develop speech and language training programs
- list the differences between cultural authenticity and ethically provided services in a global community
CONTENTS

Preparing, Planning, and Executing a Successful Short-Term Study Abroad Program: A Case Study—Speech, Language, and Hearing Sciences in India by Lata A. Krishnan, Saumya Sundaram, Sita Sreekumar, Spoorthi Thammaiah, and Gita Mitra (https://doi.org/10.1044/2020_PERSP-19-00119)


Ethics in International Practice by Elise Davis-McFarland (https://doi.org/10.1044/2020_PERSP-20-00132)

PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: November 15, 2020
End date: November 15, 2023

To earn continuing education credit, you must complete the learning assessment on or before November 15, 2023.

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