COVID-19: A Global Perspective
SIG 17

INTRODUCTION

These SIG 17 Perspectives articles focus on the impact of the COVID-19 global pandemic on service provision and student training in four global contexts: Cyprus, South Africa, the United Kingdom, and the United States. Topics include the rise of telesupervision, telepractice in speech-language pathology (SLP), and distance learning in Cyprus during COVID-19; the effectiveness of SLP and related service treatment of patients with COVID-19 in an inpatient rehabilitation setting in the United States; the impact and transformation of an SLP university program in South Africa due to COVID-19; and the perspectives of parents/caregivers on SLP service provision during COVID-19 for children born with cleft palates in the United Kingdom.

LEARNING OUTCOMES

You will be able to:

- describe the impact of global pandemic (COVID-19) on the field of communication sciences and disorders and related disorders on clinical practice and student training in Cyprus
- discuss treatment approaches and strategies for patients recovering from COVID-19 in the United States context with implications for global practice
- describe parent experiences and perspectives of SLP service provision during the first few months of the COVID-19 pandemic restrictions in the United Kingdom with implications for global practice with implications for global practice
- identify factors that hindered or improved SLP student training at a university in South Africa with implications for global practice

CONTENTS

Speech-Language Therapy Clinical Services, Student Education, and Practical Training in the Time of COVID-19: The Rise of Telepractice, Telesupervision, and Distance Learning in Cyprus by Louiza Voniati, Margarita Kilili-Lesta, and Maria C. Christopoulou

The Impact of COVID-19 on Transformation in a Speech-Language Pathology University Program in South Africa by Jaishika Seedat, Skye Nandi Adams, Kim Coutts, Kelly-Ann Kater, Jenna Sher, and Cynthia Sawasawa

Speech-Language Pathology Provision During the COVID-19 Pandemic for Children Born With Cleft Palate in the United Kingdom—Parent/Caregiver Perspectives and Experiences by Lucy Southby, Sam Harding, Amy Davies, Matthew Fell, and Yvonne Wren
The Effectiveness of Physical, Occupational, and Speech Therapy in the Treatment of Patients With COVID-19 in the Inpatient Rehabilitation Setting by Leah Bellinger, Nelle Hannah Ouellette, and Julie Leonard Robertson

PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: November 29, 2021
End date: November 29, 2026

To earn continuing education credit, you must complete the learning assessment on or before November 29, 2026.

This course is offered for 0.35 ASHA CEUs (Intermediate level, Professional area).