

GUIDE: Evaluation of the decision and implementation of evidence-based assessment

Topic Purpose:

The purpose of this topic is to consider more realistic clinical situations in which the ideal assessment practices discussed in prior topics may not be feasible due to the complexities of real-life, daily clinical practice. This topic provides suggestions and strategies for optimizing evidence-based assessment even when alternate assessment methods or plans may need to be used to accommodate common constraints experienced in clinical settings.

Video and Slides:

Length of video: 19 minutes

Content:

This video starts from the perspective of the decision-making tree presented in the decision-making topic. This topic then goes on to address the complexity of many real-life clinical situations where application of evidence-based assessment decisions such as those provided in the decision-making tree may not be straightforward or feasible. This video uses a series of case scenarios to explore the following questions:

- What if an appropriate evaluation tool does not exist?
- What if I as the clinician do not have access to a relevant assessment instrument?
- What if an assessment tool does not exist in the language my client uses?
- What if assessment time is limited and you do not have the time you would desire for assessment?
- What if a client has new, acute communication difficulties layered on top of pre-existing communication difficulties?
- What if an evaluation tool does not capture everything noted in clinical observations of the client, or does not explain why?
- What if the client's reported difficulties are not captured in available standardized assessment tools?

Activity:

The activity presents a grid to promote brainstorming and problem solving for complex clinical situations. Each line in the grid presents a question parallel to those discussed in the video (e.g. what if an assessment is not available?). The next columns provide opportunities to identify a specific clinical setting and population for which that question would be considered, and then the final column provides space to identify possible strategies and solutions. While learners could be encouraged to create their own scenarios for this exercise, creating such scenarios might be difficult for very new learners who do not have exposure to a wide variety or many nuances of clinical assessment situations. Thus, the instructor may want to consider filling in the second and third columns creating mini vignettes that define the clinical setting and population, and then ask learners to complete the final column with potential strategies and solutions. Note that an answer guide is provided, but the answers will vary based on the clinical setting and population used in the exercise.

Resource

The resource presents the decision tree presented in the decision-making topic and then lists additional ASHA-based resources that would be helpful for implementing evidence-based assessment.