
Let's Get Practical With Using Asynchronous Technologies

SIG 18

INTRODUCTION

The six articles included in this SIG 18 activity represent the diverse work and settings in which asynchronous telepractice methods are used and applied. In the first article, "Asynchronous Telepractice and Ethical Conduct," Cohn and Cason suggest that ethical standards are applicable across both synchronous and asynchronous telepractice. Then, the second article, "The Efficacy and Utility of Constant Therapy in Post-Stroke Aphasia Rehabilitation," by Smith and Kiran, is a tutorial describing the use of asynchronous technologies in the post-stroke aphasia rehabilitation process. The third article, "Asynchronous Telepractice in Audiology: Feasibility and Implementation" by Mahomed-Asmail and colleagues, provides readers with a three-phase model in asynchronous audiology service implementation with application in South Africa and the United States. Next, the fourth article, "Asynchronous Telehealth for Dysphagia Management: Evidence, Possibilities, & Practical Examples," by Malandraki and colleagues, describes real-world applications of asynchronous technologies used in dysphagia treatments. Then, the fifth article, "The Impact of an Asynchronous Intervention on Parents' Use of Code-Based Shared Reading Strategies: A Preliminary Exploration," by Hecker-Deel and McCarthy, presents a research study that suggests there may be no difference in the effectiveness of delivering video or audio-only asynchronous educational methods to support caregiver involvement in early literacy development. The final and sixth article, "Application of Asynchronous and Hybrid Voice Telepractice Methods" by Grillo and van Leer provides readers with a deep dive into client eligibility for telepractice and the use of mobile apps to support adherence to voice therapy. These articles create a framework for the practical use of asynchronous technologies and their impact on telepractice in the fields of audiology and speech-language pathology.

LEARNING OUTCOMES

You will be able to:

- compare and contrast synchronous, asynchronous, and hybrid telepractice
- identify one application of digital therapeutics in a teletherapy/telemedicine-based encounter
- define asynchronous telepractice and its use in audiology
- identify one specific aspect of how to integrate asynchronous telehealth into dysphagia clinical practice
- identify the five principles for successful parent involvement in reading intervention
- describe one way (e.g., example in the plan of care, strategy, or client-reported challenge to adherence) a clinician can use asynchronous mobile app technology to enhance voice therapy adherence to the plan of care

Assessment Type

Self-assessment—Think about what you learned and report on the Completion Form how you will use your new knowledge.

CONTENTS

Asynchronous Telepractice and Ethical Conduct by Ellen R. Cohn and Jana Cason

The Efficacy and Utility of Constant Therapy in Poststroke Aphasia Rehabilitation by Swathi Kiran and Zachary M. Smith

Asynchronous Telepractice in Audiology: Feasibility and Implementation by Faheema Mahomed-Asmail, Laura Coco, and Samantha Kleindienst Robler

Asynchronous Telehealth for Dysphagia Management: Evidence, Possibilities, and Practical Examples by Cagla Kantarcigil, Rebecca Frances Smith, Bonnie Martin-Harris, Loni C. Arrese, and Georgia A. Malandraki

The Impact of an Asynchronous Intervention on Parents' Use of Code-Based Shared Reading Strategies: A Preliminary Exploration by Olivia Hecker-Deel and Jillian H. McCarthy

Application of Asynchronous and Hybrid Voice Telepractice Methods by Elizabeth U. Grillo and Eva van Leer

PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: October 24, 2025

End date: October 24, 2030

To earn continuing education credit, you must complete the learning assessment on or before **October 24, 2030**.



This course is offered for 0.60 ASHA CEUs (Intermediate level, Professional area).