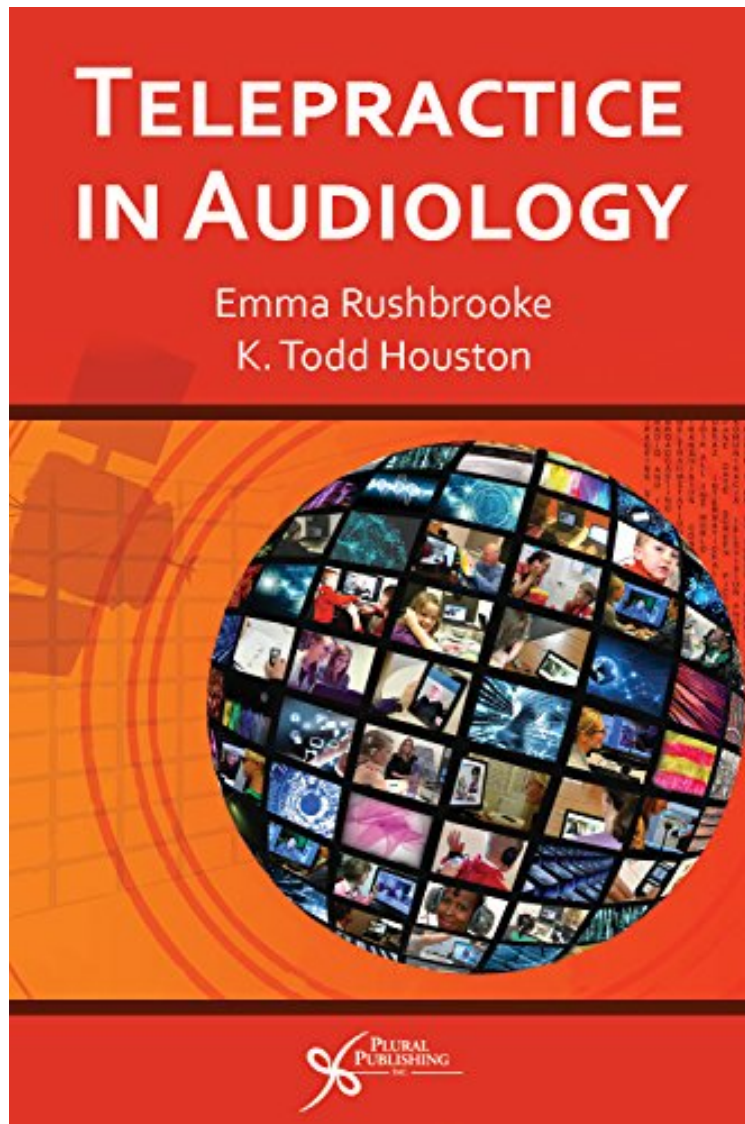


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## Telepractice in Audiology

*Emma Rushbrooke, K. Todd Houston*  
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**Emma Rushbrooke, K. Todd Houston : Telepractice in Audiology** before purchasing it in order to gauge whether or not it would be worth my time, and all praised Telepractice in Audiology:

Telepractice in Audiology provides practical information to audiologists to enable the development and delivery of a successful telepractice program. Specifically, the text discusses the technological requirements (e.g., videoconferencing equipment, remote programming software options, Internet connections, etc.), applications and

models of service delivery in audiology, policy and regulatory issues, as well as future directions in the field. The use of telepractice technology, specifically the Internet and remote programming software, has the potential to improve equity of access to services and reduce the burden placed on families. Program reports, outcomes, and publications that are emerging demonstrate the ability to offer sophisticated audiological assessments with reliable outcomes. This text provides the knowledge and skills required to implement a telepractice program that could provide a range of audiological services from diagnostics to intervention and habilitation/rehabilitation. Further, different models of service delivery are presented, thus demonstrating the flexibility of a telepractice approach. Telepractice in Audiology is a useful resource for practicing clinicians as well as students training to be audiologists. In addition, teachers of the deaf, speech-language pathologists, IT support persons, and other individuals interested in the application of, or endeavoring to implement, teleaudiology programs will also benefit from this text.

Emma Rushbrooke and K. Todd Houston and contributing chapter authors have produced an excellent book, *Telepractice in Audiology*. It includes practical information on how to develop and implement a successful telepractice program. The book's organization is easy to follow with key points and a summary section for individual chapters. The authors address technological requirements, service delivery models, regulatory issues and policy, and future directions. Chapters 1-3 focus on the history, models of service delivery and how to evaluate various teleaudiology models. Chapters 4-8 present telepractice models for audiology diagnostics and rehabilitation. These chapters include newborn hearing screenings, general diagnostic procedures, remote programming of cochlear implants, remote hearing aid fitting and follow up care, and telerehabilitation. Chapters 9-11 propose future directions for telepractice and underscores the need for continuing research to support expanded teleaudiology services to patients and clients. In conclusion, *Telepractice in Audiology* is an excellent textbook for AuD students. It is a credible and clear source of information for audiologists who might consider incorporating tele-audiology in their practice settings, as well as for experienced tele-audiologists who wish to gain additional perspectives on the range of current practice. The contents of this book will also be of interest to speech-language pathologists, policy makers, and payers. Rushbrooke and Houston have produced a book that is comprehensive, evidence-based, well written, and strong on references. --

Barbara A. Vento, PhD, Department of Communication Science and Disorders, University of Pittsburgh, in *International Journal of Telerehabilitation*, Vol. 8, No. 1, Spring 2016

About the Author Emma Rushbrooke, MPhil(AUD), BA, DipAud., MAudSA., LSL. Cert. AVT, RNC, is the clinical director of Hear and Say, one of the largest combined Auditory-Verbal early intervention and hearing implant programs in Australia. Its main center is located in Brisbane, Australia, with five additional regional centers and a dedicated telepractice program for both listening and spoken language therapy and audiology services. As clinical director, Ms. Rushbrooke oversees the listening and spoken language therapy and audiology programs, and is also actively involved in research, mentoring, training, and development. For her master's of philosophy in 2012, she conducted research on the validity of remote programming of cochlear implants in children. Ms. Rushbrooke has also contributed to a number of publications, as well as presented at national and international conferences. Her areas of interest include listening and spoken language outcomes for children with hearing loss, telepractice service delivery for both audiology and listening and spoken language therapy, implantable hearing technology, microtia and atresia, unilateral hearing loss and single sided deafness, as well as training and mentoring professionals in the field. Ms. Rushbrooke is currently the acting cochair of the Certification Committee of the AG Bell Academy for Listening and Spoken Language and is also an AG Bell Academy board member. K. Todd Houston, PhD, CCC-SLP, LSL. Cert. AVT, is a professor in the School of Speech-Language Pathology and Audiology at The University of Akron. His primary areas of research include spoken language acquisition in children with hearing loss, enhancing parent engagement in the intervention process, Auditory-Verbal Therapy, cochlear implantation in children and adults, adult aural rehabilitation, the use of social media and social networking to support clinical services, and telepractice. He directs the Telepractice and eLearning Laboratory (TeLL), an initiative to evaluate clinical practices in the area of distance service delivery in speech-language pathology and audiology. Dr. Houston also is the author/editor of "*Telepractice in Speech-Language Pathology*" (2014, Plural Publishing), one of the first texts in the field addressing the topic of telepractice as a service delivery model. Dr. Houston is a widely published author and a sought-after presenter, and he continues to deliver keynote addresses, conference presentations, and workshops on topics such as telepractice, listening and spoken language outcomes in children with hearing loss, parent engagement, and social media/networking.