



- Regular advising to ensure clinical practicum experiences fit within the course of study.
- The academic and clinical curricula are jointly developed by academic and clinical faculty.
- The academic and clinical curricula reflect adequate depth of study of clinical research methods and their application to clinical practice.
- The academic and clinical curricula reflect the appropriate sequencing of course work with clinical practicum experiences.

**Course Work** *These quality indicators reflect ways that academic and clinical courses/practica integrate information related to EBP as documented in course syllabi by outcome statements/activities/readings*

- Course outlines reflect an application and integration of clinical research to clinical practice through readings and class assignments
- Course outlines include analysis of the research and its application to current questions about prevention, assessment, and treatment using case studies.
- Class assignments require students to have hands-on experience finding, appraising, and applying clinical research to relevant clinical questions.
- Academic and clinical faculty will use formative and summative assessments to determine student learning as related to EBP concepts presented in the respective courses and/or practica.
- Syllabi will be reviewed by curriculum committees (undergraduate and graduate) to determine that current EBP concepts are being presented to students as specified by department goals/outcomes.

**Faculty Preparation** *These quality indicators demonstrate that academic and clinical faculty has adequate training, experience, and background in current research methods and their applications to clinical populations and questions.*

- Faculty has access and training in the use of the electronic tools necessary for efficiently finding appropriate research.

- Academic and clinical faculty preserve time to participate in training and collaborative projects.
- Academic and clinical faculty participate in regularly scheduled group discussions covering selected topics related to EBP.
- Academic and clinical faculty who teach courses or supervise clinical practicum related to the same clinical disorder area or clinical populations regularly communicate.
- The clinical faculty is aware of the research, theory, and literature presented in academic courses.
- The academic faculty is aware of clinical and student learning issues that arise in clinical practica.
- Academic and clinical faculty has regular communication (formal and/or informal) about curricular issues.
- Academic and clinical faculty model positive collaborative relationships through collaborative teaching and research activities.
- Academic and clinical faculty share activities and information presented in their courses/practica during at least one group discussion per semester or quarter.
- Academic and clinical faculty develop and/or participate in at least one joint research project during a 2-year period.
- Academic and clinical faculty include at least one student in a joint research project during a 2-year period.
- Academic and clinical faculty use a common vocabulary about applications of research to clinical practice.
- Academic and clinical faculty is provided with opportunities to attend continuing education courses/workshops focused on concepts related to EBP (at least one professional development opportunity in a 2-year period).

**Students** *These quality indicators show how students demonstrate knowledge of concepts related to EBP as demonstrated by completion of formative assessments presented by academic and clinical faculty.*

- Students demonstrate awareness of a culture of EBP within the department/clinic environments as documented by completing student surveys about principles of EBP created and distributed by the communication sciences and disorders (CSD) department.
- Students demonstrate satisfaction with a culture of EBP within the department/clinic environments as documented by student surveys about principles of EBP created and distributed by the CSD department.
- Students have access to and training in the use of the electronic tools necessary for efficiently finding appropriate research.
- Students demonstrate the ability to find and appraise clinical research and apply it appropriately to various clinical situations involving clinical decisions for the prevention, evaluation, and treatment of a range of communication disorders.
- Students participate in at least one research project with a faculty member (of their choice) during their graduate course work.
- Students' research projects are presented and or published at a local, state, and/or national workshop/convention/publication.

**Clinical Practicum** *These quality indicators reflect student learning outcomes that are developed for each of the clinical competencies listed in the 2005 Standards for Certification in Speech-Language Pathology (Standard IV-G).*

- Students demonstrate knowledge of current theoretical models about typical communication development across the life span.
- Students demonstrate knowledge of current theoretical models about communication development across culturally and/or linguistically diverse populations and are prepared to ask relevant clinical questions about individuals with communication disorders.
- Clinical practicum experiences require students to ask appropriate clinical questions about their clients that lead to finding, appraising, and applying quality research prior to treating and evaluating those clients.

- Clinical practicum experiences require students to ask appropriate non-clinical questions about their clients that lead to finding, appraising, and applying the patient's goals and values as part of evidence based practice
- Clinical practicum experiences require students to find, appraise, and apply relevant clinical research in the process of treating and evaluating their clients.
- Assessment and treatment plans contain references to research, and the quality of the available research, as part of the rationale.