Evidence-Based Practice Tools for Practicing Clinicians

Introduction

What does evidence-based practice (EBP) mean to a speech-language pathologist or audiologist? This webinar, provided by ASHA’s National Center for Evidence-Based Practice in Communication Disorders (N-CEP), will guide the clinician in the first steps of implementing evidence-based practice into the clinical decision-making process. The course will review the definition and components of EBP, describe the steps of the EBP process, and provide timesaving tools and clinical scenarios to help integrate evidence into a clinician’s clinical practice.

Learning Outcomes

After completing this self-study, you will be able to:

- define and identify components of evidence-based practice
- describe the four steps of evidence-based practice
- define and create a PICO question
- identify factors that may influence study quality
- use ASHA resources to enhance evidence-based practice

Program History

Original air date: March 15, 2018
Peer reviewed: February 1, 2018
Available through: March 15, 2021

Important Information

To earn continuing education credit, you must complete the learning assessment on or before March 15, 2021.

To see if this program has been renewed after this date, please search by title on www.asha.org.
This course is offered for 0.05 ASHA CEUs (Introductory level, Related area)

EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006