INTRODUCTION

The first article discusses a feasibility study to determine whether brief, recorded teaching modules would increase the use of evidence-based vocabulary instruction by undergraduate clinicians. The second article consists of a study designed to develop a method for assessing speech-language pathology author impact as a function of institution and comparing the results to recent college rankings of speech-language pathology graduate programs. The final article describes the development of an elective course on electroencephalographic research methods designed to encourage Master of Science students to pursue academic and research careers in Communication Sciences and Disorders.

LEARNING OUTCOMES
You will be able to:

- summarize key strategies in evidence-based practice in vocabulary instruction for preschool children
- explain how author impact metrics correlate with college program rankings
- list two benefits of offering a methodology-specific research course to clinical students at the master’s level

PROGRAM HISTORY
Start date: November 20, 2018
Available through: November 18, 2021

IMPORTANT INFORMATION
To earn continuing education credit, you must complete the test with a passing score on or before November 18, 2021.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop

This course is offered for 0.25 ASHA CEUs (Intermediate level, Professional area).
Teaching Evidence-Based Vocabulary Instruction to Undergraduate Clinicians: A Feasibility Study of Recorded Teaching Modules
Elizabeth Kelley
Greta Hull
Madison Abell

Disclosures
Financial: Elizabeth Kelley has no relevant financial interests to disclose.
Greta Hull has no relevant financial interests to disclose.
Madison Abell has no relevant financial interests to disclose.
Nonfinancial: Elizabeth Kelley has no relevant nonfinancial interests to disclose.
Greta Hull has no relevant nonfinancial interests to disclose.
Madison Abell has no relevant nonfinancial interests to disclose.

Speech-Language Pathology Faculty Author Impact Metrics as a Function of Institution
Andrew Stuart

Disclosures
Financial: Andrew Stuart has no relevant financial interests to disclose.
Nonfinancial: Andrew Stuart has no relevant nonfinancial interests to disclose.

Development of a Neuroimaging Course to Increase Research Engagement in Master's Degree Students
Melissa Randazzo
Reem Khamis-Dakwar

Disclosures
Financial: Melissa Randazzo has no financial interests to disclose.
Reem Khamis-Dakwar has no financial interests to disclose.
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Reem Khamis-Dakwar has no relevant nonfinancial interests to disclose.