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**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*
INTRODUCTION

This issue of Perspectives reviewed research literature on the topic of assistants in the field of speech-language pathology from an international perspective. This issue also reviewed supervisors’ responsibilities and their ability to teach supervisees to self-evaluate using video analysis and a rubric to guide self-evaluation.

LEARNING OUTCOMES

You will be able to:

- describe three international trends and practices in the use of assistants as mid-level workers in the field of speech-language pathology
- provide two benefits and two limitations of using rubrics and video analysis to evaluate student performance

PROGRAM HISTORY

Start date: October 1, 2015
Available through: September 14, 2018

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before September 14, 2018.

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 0.15 ASHA CEUs (Intermediate level, Related area).