AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

Date:_____

Completed for:

☐ Speech-Language Pathology Program

☐ Audiology Program

☐ Both Programs

Completed by:

☐ Individual

      ☐ Administrator
      ☐ Faculty
      ☐ Student

☐ Group

      ☐ Administrator
      ☐ Faculty
      ☐ Student

Academic Program Self-Assessment: Quality Indicators for Integrating Research and Clinical Practice in Communication Sciences and Disorders (CSD) Programs

This self-assessment is designed to help your academic and clinical programs develop a shared understanding and vision for successful integration of research and clinical practice. The Quality Indicators are not standards, and this self-assessment is not designed to rank programs. Rather, its purpose is to stimulate discussion between and across faculty and students.

The integration of research and clinical practice is a reciprocal relationship where programs (a) infuse research into clinical practice education and (b) infuse clinical practice examples, models, and opportunities into curricula and course work. This integration provides a foundation for future clinicians to successfully engage in evidence-based practice (EBP). EBP is defined as clinical decision-making that is based on clinical expertise/expert opinion, external scientific evidence, and client/patient/caregiver values.

Ways to Complete the Self-Assessment:
University programs are not all the same, and your program should determine the best way to use this tool to meet your needs. Academic and clinical faculty members as well as students are encouraged to complete the program self-assessment. It takes approximately 1 hour to complete.

- You may want to complete the self-assessment independently and e-mail the results to the point-person, who will arrange a meeting to discuss the results as a group.
- You may want to take the first part of a group meeting for individuals to complete the self-assessment. During the second half of the meeting, discuss the results as a group.
- Another option is to complete the self-assessment as a group or in small groups.
- Audiology and speech-language pathology programs may choose to complete this tool separately or together to identify profession-specific strengths and needs.
- The self-assessment may include input from faculty and students from other disciplines to reflect interdisciplinary and interprofessional education and research.

After completion of the QI tool, you can use the results to develop an action plan for enhancing the integration of research and clinical practice in your program. The QI tool can be completed on a periodic basis to monitor progress and determine outcomes.

Sample Timeline:

Time	Activity
Month 1	Complete Self-Assessment and Identify Goals
Month 2	Complete Action Plan With Assignments and Deadlines
Month 3-6	Implement Action Plan Activities
Month 6-9	Monitor Ongoing Progress
Month 10-12	Determine Attainment of Goals, Modify Action Plan as Needed
Month 12-24	Continue to Implement Revised Action Plan and Monitor Progress
Year 2	Repeat Self-Assessment

Instructions

The self-assessment contains five sections: Curriculum and Departmental Goals, Course Work, Faculty, Students, and Clinical Practica.

- For each item, first check Yes, No, N/A, or Do Not Know and then rate program strengths and needs using the 5-point scale below. (If not applicable, or if you have no basis for rating, select "NA".)
    - Both ratings can be helpful in developing your priorities and action plan. For example, you may answer *Yes* to an item and rate that item as a program need, because you want to modify or improve it. Conversely, you may answer *No*, but not rate the item as a program need.
- Each section has space for open-ended comments.
- After completing the self-assessment, identify your top priorities for use in developing an Action Plan for Integrating Research and Clinical Practice.

Please use the following scale to identify program strengths and needs. Major Program Strength means the program is strong in this area and no major actions are necessary at this time, and Major Program Need means the program is not strong in this area and there is a need for action.

Major Program Need	Program Need	Neither Program Need nor Strength	Program Strength	Major Program Strength
1	2	3	4	5

Curriculum and Department Goals

Rating

_____ 1. The department's written mission and vision statements reflect integration of theory and research and clinical practice.

☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 2. The department has measurable outcomes that assess the extent to which theory, research, and evidence-based clinical decision-making are incorporated into academic and clinical curricula.

☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 3. Faculty and clinical educators jointly develop and review academic and clinical curricula to determine appropriate courses and practica for EBP concepts.

☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 4. The academic and clinical curricula cover clinical research methods, critical appraisal of research, and application of research to clinical practice.

☐ Yes ☐ No ☐ N/A ☐ Do Not Know

Comments:

Major Program Need	Program Need	Neither Program Need nor Strength	Program Strength	Major Program Strength
1	2	3	4	5

Course Work

Rating

_____ 5. There are course outlines/syllabi that reflect specific principles of EBP: integration of clinical expertise/expert opinion, external scientific evidence, and client/patient/caregiver values.

☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 6. There are course outlines/syllabi that reflect in-depth study and application of research and clinical practice through readings and class assignments.

☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 7. There are class assignments that include use of case studies or problem-based learning that demonstrates the application of research to clinical practice (i.e., prevention, assessment, treatment, counseling).

☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 8. There are class assignments that include hands-on experience finding, appraising, and applying research to relevant clinical questions.

☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 9. Academic and clinical faculty use formative and summative assessments to determine student knowledge and application of EBP concepts.

☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 10. Curriculum committees (undergraduate and graduate) have a schedule for conducting reviews to ensure that EBP concepts are included in outlines/syllabi in accordance with the department mission and vision.

☐ Yes ☐ No ☐ N/A ☐ Do Not Know

Comments:

Major Program Need	Program Need	Neither Program Need nor Strength	Program Strength	Major Program Strength
1	2	3	4	5

Faculty
Rating

_____ 11. Academic and clinical faculty have in-depth education and knowledge of EBP principles and their application to clinical populations.
☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 12. Academic and clinical faculty have access to and training in use of current technological resources and tools for research, collaboration, and instruction (e.g., statistical software, online journal subscriptions, reference management software, learning management systems, collaboration sites, scheduling software).
☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 13. Academic and clinical faculty communicate regularly about shared areas of instruction and clinical practice.
☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 14. Academic and clinical faculty have the opportunity to participate in joint research and clinical activities within and across programs/disciplines.
☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 15. Academic and clinical faculty have the opportunity to participate in regularly scheduled presentations and discussions on contemporary research and clinical topics.
☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 16. Clinical faculty are knowledgeable about the literature, theory, and research that are regularly covered in academic courses.
☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 17. Academic faculty are knowledgeable about clinical and student learning issues that arise in clinical practica.
☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 18. Academic faculty have the opportunity to participate in clinical practica such as through observation or consultation.
☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 19. Academic and clinical faculty regularly invite students to participate in research activities.
☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 20. Academic and clinical faculty are provided with regular opportunities to participate in professional development activities related to EBP.
☐ Yes ☐ No ☐ N/A ☐ Do Not Know

Comments:

Major Program Need	Program Need	Neither Program Need nor Strength	Program Strength	Major Program Strength
1	2	3	4	5

Students

Rating

_____ 21. Students have access to and training in use of current technological resources and tools (e.g., statistical software, online journal subscriptions, reference management software, learning management systems, collaboration sites, laboratory equipment) to facilitate the integration of research and clinical practice.

☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 22. Students have multiple opportunities to enhance skills as consumers of research (e.g., participation in journal clubs, discussion groups outside the classroom, student-professional organizations).

☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 23. Students demonstrate the ability to access, evaluate, and apply research to relevant clinical questions.

☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 24. Students have the opportunity to participate in research activities related to their programs of study.

☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 25. Students are encouraged to submit research projects for publication and/or presentations at professional meetings.

☐ Yes ☐ No ☐ N/A ☐ Do Not Know

Comments:

Major Program Need	Program Need	Neither Program Need nor Strength	Program Strength	Major Program Strength
1	2	3	4	5

Clinical Practica

Rating

_____ 26. Clinical practica experiences train students to use the principles of EBP to inform clinical decision-making.

☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 27. Clinical practica experiences are organized to help students formulate a research-based rationale for the selection/use of assessments and treatments.

☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 28. Clinical practica experiences are organized to help students tailor assessments and interventions to individual client interests, values, needs, belief systems, and choices.

☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 29. Clinical educators and external site supervisors collaborate to identify ways to integrate the principles of EBP into student clinical experiences.

☐ Yes ☐ No ☐ N/A ☐ Do Not Know

_____ 30. Clinical practica provide regular opportunities for students to discuss clinical experiences in their internal or external placements with respect to EBP (e.g., discussion groups, clinical seminars).

☐ Yes ☐ No ☐ N/A ☐ Do Not Know

Comments:

PRIORITIES for the ACTION PLAN

Identify your top priorities for discussion and consideration in your program's action plan.

- QI # _____
- QI # _____
- QI # _____
- QI # _____
- QI # _____