



## Course Title

EBP/IRL Research-to-Practice Incubator

## Course Introduction

Clinicians lack concrete tools to provide best practices within their organizations. In this course, participants will utilize principles of implementation practice to create an action plan to implement and sustain an evidence-based practice in their workplaces. There will be opportunities for peer coaching, networking, brainstorming, and problem-solving.

## Learning Outcomes & Details

As a result of this course, participants will be able to:

1. Identify key aspects of the research-to-practice gap in speech-language pathology.
2. Describe the impact of organizational culture and climate on the implementation of evidence-based practice.
3. Use the plan-do-study-act tool to support the implementation of the desired evidence-based practice.
4. Explain aspects important to the sustainability of implementing their desired evidence-based practice.
5. Author a final presentation detailing their action and sustainability plans.

**Course Type:** Blended; 5 live synchronous group meetings via Zoom plus 4 asynchronous homework assignments.

**Time:** 11.5 hours total (7.5 hours live, 4 hours asynchronous). See syllabus below for details.

**ASHA CEUs:** This course is offered for 1.15 ASHA CEUs.

**Course Completion Requirements:** Attend five live meeting sessions and complete reading assignments on your own time per the course syllabus below. ASHA CEUs cannot be awarded if you miss more than one session. Partial credit will be awarded if a single session is missed.

**Course Presenter:**

**Natalie Douglas, PhD, CCC-SLP** is an Associate Professor at Central Michigan University and Editor at The Informed SLP. Financial Disclosure— receives salary from Central Michigan University and The Informed SLP. Nonfinancial Disclosure—None.



**ASHA CE**  
**APPROVED PROVIDER**

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Advanced Level

1.15 ASHA CEUs

# EBPirl Course Syllabus

*Note this is a sample; times may not match your course and details are subject to change.*

	Meeting Plan	Homework for Next Time
<b>Meeting 1</b>	<p><i>Session Theme: What needle should I try to move?</i> <i>Learning Outcome: Participants will discuss key aspects of the research-to-practice gap in speech-language pathology.</i></p> <p>12:00-12:15: Introduction; why we're here; implementation science and practice; pitfalls of connecting research to practice 12:15-12:30: Introductions of each other 12:30-12:45: "The Thing" 12:45-1:00: Brainstorming your "thing" with small groups 1:00-1:15: Goal attainment scaling 1:15-1:30: Homework and Wrap-up</p>	<p><b>Read:</b> <a href="#">Douglas, N., Hinckley, J., Grandbois, K., Schliep, M., Wonkka, A., Oshita, J., &amp; Feuerstein, J. (2023). How a power differential between clinicians and researchers contributes to the research-to-practice gap. American Journal of Speech-Language Pathology, 32(2), 803-810.</a> WC:5501</p> <p><b>Optional:</b> <a href="#">Douglas, N. F., &amp; Burshnic, V. L. (2019). Implementation science: Tackling the research to practice gap in communication sciences and disorders. Perspectives of the ASHA Special Interest Groups, 4(1), 3-7.</a></p> <p>Submit your goal attainment scale.</p>
<b>Meeting 2</b>	<p><i>Session Theme: How should I move that needle?</i> <i>Learning Outcome: Participants will describe the impact of organizational culture and climate on the implementation of evidence-based practice.</i></p> <p>12:00-12:10: Review from last week, checking in 12:10-12:25: More about the "thing" 12:25-12:55: Small group work, the "thing" 12:55-1:05: Organizational readiness and workarounds 1:05-1:20: Small group work, the "thing" 1:20-1:30: Homework and Wrap-up</p>	<p>Read: <a href="#">Khan, S., Manalili, K., Moore, J. (2024). Core competencies and functions of implementation support practitioners. The Center for Implementation.  <a href="https://www.centerforimplementation.com/toolbox/white-paper-core-competencies-and-functions-of-isps">https://www.centerforimplementation.com/toolbox/white-paper-core-competencies-and-functions-of-isps</a></a></p> <p>Find a copy in our folder <a href="#">here</a></p> <p>WC: 4703</p>
<b>Meeting 3</b>	<p><i>Session Theme: How do I know the needle is moving?</i> <i>Learning Outcome: Participants will use the plan-do-study-act tool to support the implementation of the desired evidence-based practice.</i></p>	<p>Read: Gregor, J. W., &amp; Watts, S. A. (2023). Implementation of Esophageal Screening in an</p>

	<p>12:00-12:10: Review from last week, Checking-in  12:10-12:25: Measurement, individual level  12:25-12:45: Small group work, Measurement  12:45-1:05: Measurement, organizational level  1:05-1:20: Small group work, Measurement  1:20-1:30: Homework and Wrap-up</p>	<p>Outpatient Hospital-Based Setting: A Quality Improvement Project. American Journal of Speech-Language Pathology, 32(6), 2603-2614.  <a href="https://doi.org/10.1044/2023_AJSLP-23-00069">https://doi.org/10.1044/2023_AJSLP-23-00069</a>  (Med settings)  WC: 7452</p> <p>OR</p> <p><a href="#">Shakman, K., Bailey, J., &amp; Breslow, N. (2017). A primer for continuous improvement in schools and districts. Teacher &amp; Leadership Programs.</a>  (School settings)  WC: 4578</p>
<b>Meeting 4</b>	<p><i>Session Theme: Can I zoom out and see the blanket?</i>  <i>Learning Outcome: Participants will explain aspects important to the sustainability of implementing their desired evidence-based practice.</i></p> <p>12:00-12:10: Review from last week, Checking-in  12:10-12:25: PDSA cycles  12:25-12:55: Small group work, PDSA cycles  12:55-1:05: Final presentations  1:05-1:20: Small group work, final presentations  1:20-1:30: Homework and Wrap-up</p>	<p>Work on and upload slides for the presentation next week!</p>
<b>Meeting 5 (Final Day)</b>	<p><i>Session Theme: Bringing it all together</i>  <i>Learning Outcome: Participants will author a final presentation detailing their action plans.</i></p> <p>12:00-12:10: Review from last week, Checking-in  12:10-1:10: Final presentations  1:10-1:30: Wrap-up and course evaluation</p>	<p>N/A</p>







