

THE NEW STANDARDS: A REVIEW FOR CAPCSD 2002

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Graduate training programs have been preparing for compliance with new standards for certification in speech-language pathology and audiology. The standards will affect graduates of accredited speech-language pathology programs who apply for certification beginning January 1, 2005. Graduates of audiology programs who apply for certification beginning in 2007 are similarly affected. The new standards emphasize knowledge and skills outcomes and de-emphasize process measures such as the accumulation of specific numbers of clinical clock hours and semester credit hours. A summary of the salient features of the new standards for each discipline is given below.

Audiology Standards

- Standard I
 - 2007 to 2012: Graduate degree plus 75 post-baccalaureate credits
 - 2012: Doctoral Degree required
- Standard III
 - Coursework focuses on knowledge and skills development, not on specific courses or specific categories of courses
- Standard IV
 - Prerequisite knowledge and skills include competence in oral and written and other forms of communication as well as a background in life, physical, and behavioral sciences and mathematics
 - Development of knowledge and skills in foundations of practice, prevention and identification, evaluation, and treatment

- Standard V
 - Outcomes assessment required including formative assessment (throughout the program) and summative assessment (the national examination at the conclusion of the training program)
- Standard VI
 - Maintenance of certification is required of all current and future holders of the credential which must be renewed every three years by means of the accumulation of continuing education experiences

Implications for Audiology Programs

- Major curricular and program changes
- More graduate coursework required but not all in Audiology
- Curriculum can be reorganized or developed more flexibly
- New methods of record keeping will be necessary
- More flexibility in designing practicum experiences
- Change in documentation for CAA site visits and annual reports
- Focus on student abilities not just exposure to content
- New challenges presented by formative assessment
- Maintenance of certification based on an exposure model

Speech-Language Pathology Standards

- Standard I – no change
- Standard II
 - 75 semester credit hours
 - 36 semester credit hours must be post-baccalaureate

- Standard III

- Prerequisite knowledge includes competence in oral and written communication and background knowledge in biological and physical sciences, mathematics, and social/behavioral sciences

- Knowledge must be demonstrated in:

- Basic communication and swallowing processes

- Communication disorders and differences

- Swallowing disorders

- Prevention, assessment, and intervention for communication disorders and differences

- Ethics

- Research

- Professional Issues

- Certification, Licensure, Credentialing

- Standard IV

- 400 total clock hours required in scope of practice

- 25 clock hours of observation

- 325 clock hours at the graduate level

- Supervision based on student skill level but never less than 25%

- Student skills must be assessed in evaluation, intervention, interaction, and personal qualities

- Broad clinical areas are specified

- Experiences must be across the life span and with individuals from diverse backgrounds

- Must reflect breadth of practice in disorders and differences

- Standard V

- Outcomes assessment required including formative assessment (throughout the program) and summative assessment (the national examination at the conclusion of the training program)

- Standard VI
 - Speech Language Pathology Clinical Fellowship is required
 - 36 weeks of full-time employment with evaluation/support from an SLP mentor and verification of successful employment by employer
- Standard VII
 - Maintenance of certification is required of all current and future holders of the credential which must be renewed every three years by means of the accumulation of continuing education experiences

Implications for Speech-Language Pathology Programs

- Curricular changes required at undergraduate level and possibly at graduate level
- Allows for flexibility in designing curriculum
- Need to document knowledge and skills outcomes by means of formative assessment throughout the curriculum
- More clinical clock hours required
- More graduate clock hours required
- Different style of clinical record keeping in that documentation of attainment of skills in addition to hours will be required
- Programs may have additional requirements outside scope and beyond 400 clock hours if they choose
- Clinical fellow needs a mentoring SLP
- Maintenance of certification based on an exposure model

Resources for Assistance to Programs

- CAA/CFCC Joint Subcommittee on Formative Assessment and Implementation
- CAPCSD/ASHA Joint Committee
- Guidelines to CAA Programs (disseminated in Fall, 2001)
- ASHA Convention presentations

- Modules/Resources to be developed for the ASHA Web Portal

References

Carney, A. E. (2001, April). *Overview and comparison of old and new standards: What are the implications?* A presentation to the Council of Academic Programs in Communication Sciences and Disorders, Sarasota, FL.

American Speech-Language-Hearing Association (2001). *Comparison of 1993 and 2007 Standards and Implementation for the Certificate of Clinical Competence in Audiology and Comparison of 1993 and 2005 Standards and Implementation for the Certificate of Clinical Competence in Speech Language Pathology*. (Available from the Council on Academic Accreditation, American Speech-Language-Hearing Association, 10801 Rockville Pike Rockville, MD 20852)