



Compliance with Registration Standards of Regulated Canadian Provinces
(current as of October 26, 2020)

The purpose of this document is to summarize the **current requirements for registration in regulated provinces of graduates of accredited Canadian programs**. This document will be reviewed annually and updated as changes occur.

Note: These requirements are consistent with the [Academic Equivalency Framework](#) developed by the Canadian Alliance of Audiology and Speech-Language Pathology regulators to evaluate applicants from non-accredited Canadian programs (including programs having Candidate Status with CACUP-ASLP) and international programs (CAASPR, 2019).

Name of Program:
University:
Date:
Completed by:

For each point below, please indicate compliance by circling "Met", "Partially Met", or "Not Met". If compliance is either partially or not met, please provide a description and where possible, an explanation.

Note: Some required courses may be taken by students as prerequisites to the program. For any content not provided within a program, reviewers should ensure that students are required to take the content before entering the program.

Academic Qualifications for graduates of Canadian programs in Audiology and SLP

Master's degree from a speech-language pathology or audiology program.

Compliance: Met Partially Met Not Met

Comments:

Coursework in Basic Knowledge Specific to the Professions and Basic Knowledge Related to other Professions/Disciplines (including Professional Practice Issues)

21 credit hours (undergraduate courses are accepted).

Basic Knowledge Specific to the Professions (9 credit hours):

At least one course is required in the area of:

- Anatomical, physiological and neurological basis of speech, language and hearing functioning (e.g. Anatomy and Physiology of Speech and Hearing; Introduction to Neurosciences for Communication Disorders, Neuroanatomy for Audiology and Speech-Language Pathology)

Audiology:

At least two courses are required in the area of:

- Physical basis and perceptual processes of hearing (e.g. Hearing Science, Acoustics, Psychoacoustics)

Speech-Language Pathology:

At least two courses are required in the area of:

- Fundamental information pertaining to the use of speech and language processes (e.g. Linguistics, Psycholinguistics, Normal Acquisition of Speech and Language; Phonetics; Phonology)

Basic Knowledge Related to Other Professions/Disciplines (12 credit hours):

Theory based courses which include the study of other professions or disciplines and deemed necessary in the area of human communication disorders.

At least two courses are required in the area of:

- Basic principles and methods involved in conducting research in human behaviour (e.g. Statistics, Research Methods)

At least one course is required in the area of:

- Psychological and social aspects of human development. Study must provide information from related fields (e.g., psychology, education) pertinent to communication disorders. Study must include at least one of the following:
 - a) Theories of learning and behaviour that have application to communication disorders (e.g. cognitive psychology, neuropsychology)
 - b) Study of personality development, abnormal behaviour (e.g. Abnormal psychology, Child Development)
 - c) Study of development and education of special populations, psychometric evaluation, school psychology (e.g. Human Development in Education)
 - d) Counselling and interviewing. (e.g. Counselling in Communicative Disorders)

At least one course is required in the area of:

- Professional practices and issues or Administrative organization of Audiology or Speech-Language Pathology programs (e.g. Professional Issues; Principles of Clinical Practice; Interprofessional Practice)

Compliance: Met Partially Met Not Met

Comments:

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Coursework in Professional competencies, Profession specific (i.e. Core Professional Area of Audiology or Speech-Language Pathology)

Knowledge, skills and behaviours that are specifically applicable to the respective profession. Minimum required is 27 credit hours (must be obtained at the graduate level).

Coursework must include development of competencies in each of the following areas:

Audiology:

- Hearing measurement
- Audiological assessment
- Electrophysiological and other diagnostic measurements
- Basic and advanced concepts in amplification (systems, selection, fitting, verification and validation)
- Implantable hearing devices
- Calibration and maintenance of instrumentation
- Auditory and vestibular disorders involving both peripheral and central pathways of hearing
- Assessment and management of tinnitus, including hyperacusis
- Paediatric audiology
- Habilitation and rehabilitation procedures applied to children, adults, the elderly and specific populations (e.g. developmental delay, occupational hearing loss)
- Professional Practice Issues specific to audiology

Speech-Language Pathology:

- Articulation/phonological disorders
- Preschool/school-aged language development and literacy
- Developmental language disorders
- Acquired language disorders
- Cognitive communication disorders
- Voice disorders
- Resonance disorders or structurally related disorders (e.g. Cleft lip and palate)
- Fluency disorders
- Neurologically based speech disorders
- Augmentative and alternative communication
- Dysphagia
- Professional Practice Issues specific to S-LP

Compliance: Met Partially Met Not Met

Comments:

Coursework in Professional Competencies, All Communication Disorders (i.e. Minor Professional Area of Speech-Language Pathology for Audiology Students and Audiology for Speech-Language Pathology Students)

Courses covering knowledge, skills and behaviours that are applicable to the entire field of human communication disorders. Requirement is 3 credit hours (must be obtained at the graduate level).

Audiology: Speech and language development, delays and disorders (e.g. screening/identification programs and procedures for speech, language and hearing problems throughout the lifespan; potential impact of hearing loss on speech and language acquisition).

Speech-Language Pathology: Development of normal hearing; Hearing disorders and related speech-language disorders (e.g. symptoms of hearing disorders including associated speech, language and voice profiles; screening procedures and basic audiometric testing; application of audiometric information to the speech-language assessment; modification in speech and language procedures to accommodate varying degrees of hearing loss; approaches to habilitation and rehabilitation of speech and language of the hearing impaired; use, care and maintenance of hearing aids, assistive listening devices, and amplification systems).

Compliance: Met Partially Met Not Met

Comments:

Clinical Practicum

Minimum requirement is 350 hours of clinical education (maximum 50 hours simulated).

Minimum of 300 hours of direct contact or simulation in professional competencies specific to the profession (i.e. core professional area).

Audiology:

Must include:

- Minimum 50 hours with children
- Minimum 50 hours with adults
- Minimum 100 hours assessment
- Minimum 50 hours intervention

Must include the following activities:

- Hearing measurement
- Audiological assessment
- Electrophysiological and other diagnostic measurements
- Amplification (systems, selection, fitting, verification and validation)
- Implantable hearing devices

Should include the following activities:

- Calibration and maintenance of instrumentation
- Auditory and vestibular disorders involving both peripheral and central pathways of hearing
- Assessment and management of tinnitus, including hyperacusis
- Habilitation and rehabilitation procedures applied to children, adults, the elderly and specific populations (e.g. developmental delay, occupational hearing loss)

Speech Language Pathology:

Must include:

- Minimum 50 hours with children
- Minimum 50 hours with adults
- Minimum 50 hours assessment
- Minimum 100 hours intervention

Must include a variety of disorder types from the following:

- Articulation/phonological disorders
- Preschool/school-aged language development and literacy
- Developmental language disorders
- Acquired language disorders
- Cognitive communication disorders
- Voice disorders
- Resonance disorders or structurally related disorders (e.g. Cleft lip and palate)

- Fluency disorders
- Neurologically based speech disorders
- Augmentative and alternative communication
- Dysphagia
- Prevention and identification activities

Minimum of 20 hours of direct contact or simulation in professional competencies, all professions (i.e. minor professional area).

Audiology:

To include exposure to speech-language pathology assessment, intervention and/or prevention activities.

Speech Language Pathology:

To include exposure to audiology assessment, intervention and/or prevention.

Compliance: Met Partially Met Not Met

Comments:

Note: Examples of clinical hours forms should be provided.

DEFINITIONS:

Direct Contact is a supervised practical learning experience where the student clinician actively participates in patient/client service. The patient/client or significant communication partner (i.e. spouse, parent, work colleague) need not be present for all activities, but these should be focused on the client's specific needs (e.g., team meetings, discussion with supervisor). This category is not meant to capture activities that are of a general nature (e.g., delivering a presentation on a disorder type).

The participation may be unaided or assisted. Unaided participation involves patient/client services provided by the student where the student's supervisor is readily available to assist or support the student but does not directly participate in the services provided. Assisted participation involves patient/client services provided by the student where the student's supervisor directs or guides the services provided.

Clinical practica are supervised practical learning experiences conducted in connection with a program of study in audiology or speech-language pathology. **Supervisors** must be qualified in the area of supervision.

Simulations are practical learning experiences where the student clinician participates in an activity that utilizes a standardized real-life imitation of a patient/client with a set of problems. Simulations may be computerized or may involve an individual who is trained to act as a real patient/client.