



# SUMMARY OF ACADEMIC AND CLINICAL PRACTICUM REQUIREMENTS SPEECH-LANGUAGE PATHOLOGY

CSASK has adopted the Academic Equivalency Framework (AEF), developed in collaboration with other Canadian audiology and speech-language pathology regulators. The AEF sets out the minimum academic and supervised clinical practice requirements for entry-to-practice audiologists and speech-language pathologists in Saskatchewan.

## CURRICULUM COMPONENTS = 765 HOURS

### SECTION 1: BASIC KNOWLEDGE SPECIFIC TO THE PROFESSION

Theory-based courses designed to impart knowledge specific to client service in the area of human communication disorders.

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)

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)

Minimum Requirement  
**135 Hours**

Undergraduate courses are accepted.

### SECTION 2: BASIC KNOWLEDGE RELATED TO OTHER PROFESSIONS OR DISCIPLINES

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:
  - Theories of learning and behaviour that have application to communication disorders (e.g. verbal learning, behaviour modification, neuropsychology).
  - Study of personality development, abnormal behaviour (e.g. Abnormal Psychology, Child Development)
  - Study of development and education of special populations, psychometric evaluation, school psychology (e.g. Human Development in Education).
  - 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).

Minimum Requirement  
**180 Hours**

Undergraduate courses are accepted.

### SECTION 3: PROFESSIONAL COMPETENCIES - SPEECH-LANGUAGE PATHOLOGY

Knowledge, skills, and behaviours which are specifically applicable to the profession.

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

- 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; and
- Professional practice Issues specific to SLP.

Minimum Requirement  
**405** Hours

Courses **must** be at the **graduate** level.

### SECTION 4: PROFESSIONAL COMPETENCIES - ALL COMMUNICATION DISORDERS

Knowledge, skills, and behaviours which are applicable to the entire field of human communication disorders.

Coursework:

- 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.

Minimum Requirement  
**45** Hours

Courses **must** be at the **graduate** level.

#### **NOTE:**

*Every hour of attendance at laboratory exercises/problem-based learning/student-directed coursework hours is equal to one half hour. For example, 30 hours of attendance at a laboratory exercise is equivalent to 15 hours of lecture for theory-based courses.*

**CLINICAL PRACTICUM COMPONENTS = 350 HOURS OF SUPERVISED CLINICAL EDUCATION  
(maximum 50 hours simulated)**

**SECTION 1: PROFESSIONAL COMPETENCIES - SPEECH-LANGUAGE PATHOLOGY**

**Must include:**

- **Minimum 50 hours with children;**
- **Minimum 50 hours with adults;**
- **Minimum 50 hours of assessment; and**
- **Minimum 100 hours of intervention.**

Minimum Requirement:  
**300** Hours Direct Contact or Simulation

**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.**

**SECTION 2: PROFESSIONAL COMPETENCIES, ALL DISORDERS**

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

Minimum Requirement:  
**20** Hours Direct Contact or Simulation

**GLOSSARY – CLINICAL PRACTICUM**

<b>Direct Contact</b>	<p>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).</p> <p>The participation may be unaided or assisted:</p> <ul style="list-style-type: none"> <li>▪ <b>Unaided Participation</b> - Patient/client services provided by student where the student’s supervisor is readily available to assist or support the student but does not directly participate in the services provided.</li> <li>▪ <b>Assisted Participation</b> - Patient/client services provided by student where the student’s supervisor directs or guides the services provided.</li> </ul>
<b>Graduate Level</b>	University study leading to degrees beyond a bachelor's degree.
<b>Practicum</b>	A supervised practical learning experience conducted in connection with a program of study in audiology or speech-language pathology. The supervisor must be a qualified individual in the area of supervision.
<b>Simulation</b>	A practical learning experience where the student clinician participates in an activity that utilizes a 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.
<b>Children</b>	Patient/clients from birth to 18 years of age.
<b>Adults</b>	Patient/clients over the age of 18.