

Proposed Practice Competencies for Speech-Language Pathologists in Canada

| 1. Central Role as Speech-Language Pathologist | |
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| 1.1 Foundational principles | |
| a | Apply basic knowledge of biomedical, cognitive, linguistic, pharmaceutical, physical and socio-behavioural sciences relevant to human communication processes, including knowledge of their acoustic, biological, cultural/linguistic, developmental and neurological bases. |
| b | Apply specialized knowledge of typical and atypical development, differences and disorders of human communication, including knowledge in each of the following areas: speech, communication modalities, cognitive and social aspects of communication, fluency, language, literacy, resonance and voice. |
| c | Apply knowledge of biomedical, pharmaceutical, physical and socio-behavioural sciences relevant to normal swallowing processes and disorders of swallowing. |
| d | Apply knowledge of hearing, hearing loss and disorders of the auditory system, relevant to practice as a speech-language pathologist. |
| e | Apply knowledge of principles of clinical practice, including use of diagnostic and rehabilitation instrumentation and procedures, behavioural management, social interaction management and counselling. |
| f | Use problem-solving and clinical judgment in all aspects of practice. |
| 1.2 Client-centredness | |
| a | Respect client and client diversity. |
| b | Engage client to clarify values, beliefs, assumptions, expectations and desires. |
| c | Establish a shared understanding of client concerns and priorities. |
| d | Incorporate client perspective of needs, values and goals into service provision. |
| e | Encourage client to participate in decision-making. |
| 1.3 Assessment | |
| a | Develop assessment strategy to evaluate communication. |
| b | Develop assessment strategy to evaluate swallowing. |
| c | Conduct assessments. |
| d | Include relevant information from other sources. |
| e | Integrate and interpret findings. |
| 1.4 Intervention planning | |
| a | Develop a realistic and measurable intervention plan. |
| b | Determine resources required for service delivery, and identify any limits or constraints. |
| c | Finalize intervention plan. |
| 1.5 Intervention and (re)habilitation | |
| a | Implement intervention plan. |
| b | Carry out direct and indirect service delivery. |
| c | Monitor, adapt or redesign intervention plan as required. |
| d | Develop and implement discharge plan. |
| 1.6 Cultural and linguistic sensitivity | |
| a | Acquire knowledge regarding client culture and language. |
| b | Recognize impact of cultural differences on meeting client needs. |
| c | Incorporate knowledge of cultural and linguistic differences into service provision. |
| d | Develop relationships with caregivers and translators/interpreters that support the language needs of the client. |

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| 1.7 Population-based programs | |
| a | Administer screening programs. |
| b | Administer prevention programs. |
| c | Deliver community health programs and activities related to communication and swallowing. |
| 1.8 Limits to practice | |
| a | Practice within personal limitations and level of expertise. |
| b | Consult with others as and when required. |
| c | Identify and recommend alternative services for client whose needs are beyond personal limitations or level of expertise. |
| d | Limit or discontinue intervention plan when appropriate. |
| 2. Role as Communicator | |
| 2.1 Oral and written communication | |
| a | Communicate in a respectful manner. |
| b | Use language appropriate to the communicative situation. |
| c | Provide relevant information. |
| d | Listen actively. |
| e | Be sensitive to non-verbal cues. |
| f | Employ strategies and aids to minimize communication barriers. |
| g | Address challenging communication issues. |
| h | Present effectively in small and large group settings. |
| i | Recognize the impact of diversity upon relationships. |
| j | Modify communication to minimize barriers due to diversity. |
| 2.2 Documentation | |
| a | Maintain clear, accurate, timely and complete client records. |
| b(1) | Comply with regulatory requirements. |
| b(2) | Comply with organizational requirements. |
| c | Ensure timely dissemination of client documentation. |
| 3. Role as Collaborator | |
| 3.1 Collaboration with other professionals | |
| a | Work with others to provide an integrated approach to client services. |
| b | Provide speech-language pathology expertise in collaborative practice. |
| c | Interact according to differing roles and responsibilities of team members. |
| 3.2 Relationships with other professionals | |
| a | Respect personal and professional differences among coworkers. |
| b | Support positive team dynamics. |
| c | Manage misunderstandings, limitations and conflicts to enhance collaboration. |
| 4. Role as Advocate | |
| 4.1 Client advocacy | |
| a | Identify and address client access barriers to services and resources. |
| b | Advocate for individual clients where appropriate. |
| c | Engage in promotion and prevention activities. |
| d | Advocate for resources to enhance service provision where needed. |
| 4.2 Client empowerment | |
| a | Provide information and tools to assist clients to obtain funding and services for themselves. |
| b | Provide information and support to promote self-advocacy and societal inclusion. |
| c | Facilitate opportunities for clients to connect with others experiencing similar challenges. |
| 4.3 Public education | |
| a | Act on opportunities to communicate the roles of speech-language pathologists and the |

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| | benefits of their services. |
| b | Advocate for services based on emerging trends and anticipated future needs of clients. |
| c | Promote the profession as central and integral for clients with or at risk for communication and swallowing disorders. |
| 5. Role as Scholar | |
| 5.1 Continuous learning | |
| a | Conduct regular assessment of personal learning needs. |
| b | Take action to maintain currency and enhance professional competence. |
| c | Regularly review new knowledge and determine applicability to practice. |
| d | Select and apply appropriate methods for scholarly inquiry. |
| e | Integrate new learning into practice. |
| f | Participate in profession-led learning activities. |
| g | Recognize and respond to opportunities to contribute to research activities. |
| 5.2 Evidence-based practice | |
| a | Critically appraise research and other evidence in order to address client, service or practice questions. |
| b | Integrate relevant evidence into service provision. |
| c | Evaluate the impact of practice changes. |
| 5.3 Facilitation of the learning of others | |
| a | Share knowledge related to communication and swallowing. |
| b | Develop and implement responsive teaching strategies appropriate to learner needs. |
| 6. Role as Manager | |
| 6.1 Practice management | |
| a | Set priorities and manage clinical and administrative activities effectively. |
| b | Allocate speech-language services balancing client needs with available resources. |
| c | Supervise support personnel. |
| 6.2 Workplace functioning | |
| a | Engage in human resource management activities consistent with organizational needs. |
| b | Engage in financial management and resource planning activities consistent with organizational needs. |
| c | Engage in business management consistent with organizational needs. |
| d | Participate in quality improvement activities. |
| 7. Role as Professional | |
| 7.1 Professional integrity | |
| a | Comply with relevant federal and provincial requirements. |
| b | Comply with regulatory requirements. |
| c | Comply with professional code(s) of ethics. |
| d | Recognize and respond to ethical issues encountered in practice. |
| e | Recognize and respond to situations involving conflict of interest. |
| f | Recognize and respond to unprofessional behaviours of others in practice. |
| g | Maintain professional demeanour. |
| 7.2 Professional relationships | |
| a | Respect the limits of professional privilege and authority. |
| b | Maintain boundaries in relationships with clients, colleagues and other professionals. |
| c | Recognize and respond to opportunities to contribute to clinical education. |