Minimum Curriculum Requirements for Entry to Practice for Speech-Language Pathologists and Audiologists in Regulated Jurisdiction of Canada

Table 1: Academic Requirements

51 credits, 765 hours

Program Component	Definition	Requirements	Min. Credits	Min. Hours	Comments
Basic knowledge specific to the professions *(formerly called "Basic sciences")*	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) **<u>Audiology</u>**: At least two courses are required in the area of: • Physical basis and perceptual processes of hearing (e.g. Hearing Science, Acoustics) **<u>Speech-Language Pathology:</u>** 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)	9	135	Undergraduate courses accepted

Program Component	Definition	Requirements	Min. Credits	Min. Hours	Comments
Basic knowledge related to other professions/ disciplines *(formerly called "Related area")*	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. verbal learning, behaviour modification, 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)	12	180	Undergraduate courses accepted

Program Component	Definition	Requirements	Min. Credits	Min. Hours	Comments
Professional competencies, Profession specific *(formerly called "Major professional area")*	Knowledge, skills and behaviours which are specifically applicable to the respective profession	**<u>Coursework must include development of competencies in each of the following areas:</u>** **<u>Audiology</u>**: • 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 **<u>Speech-Language Pathology</u>**: • Articulation/phonological disorders • Preschool/school-aged language development and literacy • Developmental language disorders • Acquired language disorders • Cognitive communication disorders	27	405	Must be obtained at the graduate level[1]

[1] An exception is made for the Université de Montréal (UM), whose program consists of 3 years of undergraduate study, followed by 1 year of graduate study. This exception is considered valid as long as the UM maintains accreditation with the Council for Accreditation of Canadian University Programs.

Program Component	Definition	Requirements	Min. Credits	Min. Hours	Comments
		• 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 SLP			
Professional competencies, All communica-tion disorders *(formerly called "Minor professional area")*	Knowledge, skills and behaviours which are applicable to the entire field of human communication disorders	**Audiology**: Speech and language development, delays and disorders (e.g. screening/identification programs for speech, language and hearing problems throughout the lifespan; potential impact of hearing loss on speech and language acquisition; screening procedures for speech-language delays and disorders. **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).	3	45	Must be obtained at the graduate level[2]

[2] An exception is made for the Université de Montréal (UM), whose program consists of 3 years of undergraduate study, followed by 1 year of graduate study. This exception is considered valid as long as the UM maintains accreditation with the Council for Accreditation of Canadian University Programs.

Table 2: Clinical Practicum Components

Minimum 350 hours of supervised clinical education

Practicum Component	Minimum # of hours	Type	Disorders, Age groups Audiology	Disorders, Age groups Speech-Language Pathology
Professional competencies, Profession specific	300	Direct contact	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)	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

Practicum Component	Minimum # of hours	Type	Disorders, Age groups <u>Audiology</u>	Disorders, Age groups <u>Speech-Language Pathology</u>
Professional competencies, all disorders	20	Direct contact or simulation (maximum 50 hours simulated)	To include exposure to speech-language pathology assessment, intervention and/or prevention activities	To include exposure to audiology assessment, intervention and/or prevention

<u>System for converting course credits into coursework hours</u>

Credits may be converted to hours using the following conversion system as understood in the North American context:

- Each semester hour of credit corresponds to 15 hours of lecture for theory based courses (i.e. lectures) or 30 hours of attendance at laboratory exercises (i.e. practical work)
- Each quarter hour of credit corresponds to 10 hours of lecture for theory based courses

GLOSSARY

Term	Definition
Direct Contact	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 <u>unaided</u> or <u>assisted</u>: <u>Unaided</u> Participation - 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. <u>Assisted</u> Participation - Patient/client services provided by student where the student's supervisor directs or guides the services provided.

Term	Definition
Graduate level	University study leading to degrees beyond a bachelor's degree.
Practicum	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.
Simulation	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.