THINGS I HAVE LEARNED...SLOWLY!!!

- There ARE two sets of standards
- CAA and CFCC ARE different
- CAA does NOT check compliance with certification standards as part of their site visit anymore
- CFCC relies on the “pass-through” signature of graduate program director to award certification

STANDARDS COMPONENTS

<table>
<thead>
<tr>
<th>CAA</th>
<th>CFCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Structure &amp; Governance</td>
<td>Degree</td>
</tr>
<tr>
<td>Faculty</td>
<td>Institute of Higher Learning</td>
</tr>
<tr>
<td>Curriculum (Academic and Clinical Education)</td>
<td>Program of Study – Knowledge Outcomes</td>
</tr>
<tr>
<td>Students</td>
<td>Program of Study – Skills Outcomes</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment</td>
</tr>
<tr>
<td>Program Resources</td>
<td>Clinical Fellowship &amp; Maintenance of Certification</td>
</tr>
</tbody>
</table>

CAA vs. CFCC (Clinically Speaking)

<table>
<thead>
<tr>
<th>Accreditation</th>
<th>Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems in place to meet clinical education standards and obtain 400 hours</td>
<td>Meeting skill competencies &amp; obtaining 400 hours</td>
</tr>
</tbody>
</table>

CLOCK HOURS & SKILL COMPETENCIES

Checks & Balances
Accreditation Certification
- System for tracking hours
- Procedure for verifying supervisor’s CCCs
CAA does not verify supervisor’s CCCs anymore!!!
- Actual tracking of each student’s hours
- Verifying supervisors’ CCC’s

**400 CLOCK HOURS**

**SPEAKING OF 400 HOURS...**

How should we track them?

“Old” ASHA minimums: 20-20-20 etc.

vs.

“New” Standards and the “Big 9”

CAA CLINICAL SITE DATA COLLECTION WORKSHEET

- Must report average number of clients OR average number of hours spent per academic term for each of the “Big 9” areas in
  - Evaluation & Intervention
  - Children & Adults

- SO...I started tracking hours in each of the Big 9 areas!!

**CLIENT POPULATIONS**

**Accreditation**
- Access to client base to meet program mission and includes a variety of settings, client/patient populations, and age groups

**Certification**
- Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds... various types and severities of communication and/or related disorders, differences, and disabilities

**DOCUMENTATION**

**Accreditation**
- Site data sheets
- System for tracking age levels, severity, cultural/linguistic diversity, language usage

**Certification**
- Tracking for each student’s clients at each clinical site

**HOW I DO IT**

<table>
<thead>
<tr>
<th>Age Level</th>
<th>Severity Level*</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>Typical</td>
</tr>
<tr>
<td>6-18 years</td>
<td>Mild</td>
</tr>
<tr>
<td>19-39 years</td>
<td>Moderate</td>
</tr>
<tr>
<td>40+ years</td>
<td>Severe</td>
</tr>
</tbody>
</table>

HOW I DO IT

Ethnicity
- African American
- Asian/Pacific Islander
- Latino
- Native American
- White
- Multiple Unspecified

Language
- English Only
- Non-native English Speaker/Bilingual

SKILL COMPETENCIES

Accreditation | Certification
---|---
- System in place to track skills for each student throughout program
- Mapping of where skills are met
- Include on syllabi
- Skills tracked throughout program
- Specific plan for how skills in each area are met – in clinic, in a lab, in a classroom activity, etc.

STATE AND SCHOOL LICENSURE

Accreditation | Certification
---|---
- Indicate if your students will meet these requirements
- Indicate system for notifying students of the requirements and tracking them
- Make sure you and students know what is required for state and school licenses
- Develop system for tracking

ASSESSMENT

Accreditation | Certification
---|---
- Document system/plans for formative and summative assessment of students’ skill competencies
- Make available to students
- Document successful achievement of skills through formative assessment throughout program for each student

RESOURCES

Accreditation | Certification
---|---
- Adequate clinical space
- Privacy issues
  - Patient records/reports
  - Videos
- Accessibility
- Safety/Universal Precautions

Everything I have learned...
I learned at CAPCSD!!!
CHAPTER 1: OVERVIEW

- Academic Advising
- Certification and Licensure
- Clinical Advising
- Clinical Program
- Code of Ethics
- Essential Functions*
- Graduate Curriculum

CHAPTER 2: ACADEMIC AND PROFESSIONAL STANDARDS AND POLICIES

- Academic Performance Review
- Appeals Procedure
- Code of Academic and Professional Conduct
- Competencies and Remediation (knowledge & skills)
- Concerns and Accreditation (CAA)
- Course Attendance Policies
- Dismissal
- Grading Policies
- Instructor Responsibilities

- Notice of Nondiscrimination Policy
- Overview
- Privacy Rights of Students
- Students with Disabilities
- Summative Evaluation (Thesis/Comprehensive Exam)
- Violation of Code of Academic and Professional Conduct

CHAPTER 3: CLINICAL PROGRAM REQUIREMENTS

- Overview
- Clinic Populations
- Clock Hours
- CPR and First Aid
- Drug Testing*
- Electronic Student Portfolio

- Federal Background Check*
- Fingerprints*
- Health Insurance
- Skill Competencies
- Supervision
### CHAPTER 4: CLINICAL PRACTICUM POLICIES AND PROCEDURES

- Assistance for Student Clinicians
- Bloodborne Policy
- Clinical Hours
- Clinical Levels
- Evaluation of Clinical Practicum
- Evaluation Scoring Rubric

### APPENDIX

- Forms
- Policies

### CHAPTER 4: CLINICAL PRACTICUM POLICIES AND PROCEDURES

- Placement of Students in Practicum
- Policy for Student Grievances
- Professional Behavior
- Professional Dress
- Transportation*