

**KNOWLEDGE AND SKILLS ACQUISITION (KASA)
SUMMARY FORM
FOR CERTIFICATION IN AUDIOLOGY**

Knowledge and Skills Acquisition (KASA) Summary Form
For Certification in Audiology
March, 2003

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Instructions for Use

The Knowledge and Skills Acquisition (KASA) form summarizes a student's acquisition of the knowledge and skills delineated in the Standards for the Certificate of Clinical Competence (SCCC). Entries are made only upon acquisition of the knowledge or skill; thus, the KASA is not an evaluation, but only a record that a particular knowledge or skill has been acquired.

Required Documentation

1. Students from CAA-accredited programs (Refer to "Automatic Approval" language in Standard II. Institution) must submit the "Verification by Program Director" page of the KASA when applying for certification.
2. All other applicants must submit the entire, completed document, including the "Verification by Program Director" page when applying for certification.

Use of the KASA Form

1. The CFCC encourages programs to use the KASA to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. However, programs may develop other documents to verify student's acquisition of knowledge and skills.
2. For students who must submit the entire KASA, and for academic programs wishing to use the KASA as a tracking document, indicate with a check mark in Column B whether each knowledge and skill was achieved. If a particular knowledge or skill was acquired through work completed in a specific course or courses, the title and number of the course(s) should be entered in Column C. If the knowledge or skills were acquired in clinical practicum, enter the title and number of the practicum in Column D. If the knowledge or skill was acquired through course work and/or clinical practicum, and/or lab or research activities, there should be entries in all of the applicable columns: C, D, and/or E.
3. Students and programs using the KASA are advised to keep a copy in a safe place, should they need to provide information to the Council For Clinical Certification at a later date (e.g., upon application for reinstatement).
4. CFCC encourages programs and students to periodically review the KASA (or other tracking documents developed by the program) to assist students in determining knowledge and skills already acquired, and those yet to be attained.

**Knowledge And Skills Acquisition (KASA) Summary Form
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The KASA form is intended for use by the certification applicant during the graduate program to track the processes by which the knowledge and skills specified in the Standards for the CCC are being acquired. Each student should review the KASA form at the beginning of graduate study, and update it at intervals throughout the graduate program and at the conclusion of the program.

The student, with input and monitoring of program faculty, must enter a check mark in column B as each of the knowledge and skills is acquired. It is expected that many entries will appear in the coursework and the clinical practicum columns, with some entries, as appropriate, in the "Other" (labs, research) column. Please enter the course or practicum number and title and description of other applicable activity.

			How Achieved?	
A	B	C	D	E
Standard	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g., labs, research) (Include description of activity)
Standard IV-A. Prerequisite Knowledge and Skills				
A2. The applicant must have prerequisite skills and knowledge of:				
● Life Sciences				
● Physical Sciences				
● Behavioral Sciences				
● Mathematics				
Standard IV-B. Foundations of Practice. The applicant must have knowledge of:				
B1. Professional codes of ethics and credentialing.				
B2. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services.				
B3. Educational, vocational, and social and psychological effects of hearing impairment and their impact on the development of a treatment program.				
B4. Anatomy and physiology, pathophysiology and embryology and development of the auditory and vestibular systems.				
B5. Normal development of speech and language.				
B6. Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment.				
B7. Normal processes of speech and language production and perception over the life span.				
B8. Normal aspects of auditory physiology and behavior over the life span.				

			How Achieved?	
A	B	C	D	E
Standard	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g., labs, research) (Include description of activity)
B9. Principles, methods, and applications of psychoacoustics.				
B10. Effects of chemical agents on the auditory and vestibular systems.				
B11. Instrumentation and bioelectrical hazards.				
B12. Infectious/contagious diseases and universal precautions.				
B13. Physical characteristics and measurement of acoustic stimuli.				
B14. Physical characteristics and measurement of electric and other nonacoustic stimuli.				
B15. Principles and practices of research, including experimental design, statistical methods, and application to clinical applications.				
B16. Medical/surgical procedures for treatment of disorders affecting auditory and vestibular systems.				
B17. Health care and educational delivery systems.				
B18. Ramifications of cultural diversity on professional practice.				
B19. Supervisory processes and procedures.				
B20. Laws, regulations, policies, and management practices relevant to the profession of audiology.				
B21. Manual communication, use of interpreters, and assistive technology.				
Standard IV-C. Prevention and Identification. The applicant must be competent in the prevention and identification of auditory and vestibular disorders. At a minimum, applicants must have the knowledge and skills necessary to:				
C1. Interact effectively with patients, families, other appropriate individuals and professionals.				
C2. Prevent the onset and minimize the development of communication disorders.				
C3. Identify individuals at risk for hearing impairment.				
C4. Screen individuals for hearing impairment and disability/handicap using clinically appropriate and culturally sensitive screening measures.				

A	B	C	How Achieved? D	E
Standard	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g., labs, research) (Include description of activity)
C5. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate and culturally sensitive screening measures.				
C6. Administer conservation programs designed to reduce the effects of noise exposure and of agents that are toxic to the auditory and vestibular systems.				
Standard IV-D. Evaluation. The applicant must be competent in the evaluation of individuals with suspected disorders of auditory, balance, communication, and related systems. At a minimum, applicants must have the knowledge and skills necessary to:				
D1. Interact effectively with patients, families, other appropriate individuals and professionals.				
D2. Evaluate information from appropriate sources to facilitate assessment planning.				
D3. Obtain a case history.				
D4. Perform an otoscopic examination.				
D5. Determine the need for cerumen removal.				
D6. Administer clinically appropriate and culturally sensitive assessment measures.				
D7. Perform audiologic assessment using physiologic, psychophysical, and self-assessment measures.				
D8. Perform electrodiagnostic test procedures.				
D9. Perform balance system assessment and determine the need for balance rehabilitation.				
D10. Perform aural rehabilitation assessment.				
D11. Document evaluation procedures and results.				
D12. Interpret results of the evaluation to establish type and severity of disorder.				
D13. Generate recommendations and referrals resulting from the evaluation process.				
D14. Provide counseling to facilitate understanding of the auditory or balance disorder.				
D15. Maintain records in a manner consistent with legal and professional standards.				
D16. Communicate results and recommendations orally and in writing to the patient and other appropriate individual(s).				

			How Achieved?	
A	B	C	D	E
Standard	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g., labs, research) (Include description of activity)
D17. Use instrumentation according to manufacturer's specifications and recommendations.				
D18. Determine whether instrumentation is in calibration according to accepted standards.				
Standard IV-E. Treatment. The applicant must be competent in the treatment of individuals with auditory, balance, and related communication disorders. At a minimum, applicants must have the knowledge and skills necessary to:				
E1. Interact effectively with patients, families, other appropriate individuals, and professionals.				
E2. Develop and implement treatment plan using appropriate data.				
E3. Discuss prognosis and treatment options with appropriate individuals.				
E4. Counsel patients, families, and other appropriate individuals.				
E5. Develop culturally sensitive and age-appropriate management strategies.				
E6. Collaborate with other service providers in case coordination.				
E7. Perform hearing aid, assistive listening device, and sensory aid assessment.				
E8. Recommend, dispense, and service prosthetic and assistive devices.				
E9. Provide hearing aid, assistive listening device, and sensory aid orientation.				
E10. Conduct aural rehabilitation.				
E11. Monitor and summarize treatment progress and outcomes.				
E12. Assess efficacy of interventions for auditory and balance disorders.				
E13. Establish treatment admission and discharge criteria.				
E14. Serve as an advocate for patients, families, and other appropriate individuals.				
E15. Document treatment procedures and results.				
E16. Maintain records in a manner consistent with legal and professional standards.				
E17. Communicate results, recommendations, and progress to appropriate individual(s).				
E18. Use instrumentation according to manufacturer's specifications and recommendations.				

			How Achieved?	
A	B	C	D	E
Standard	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g., labs, research) (Include description of activity)
E19. Determine whether instrumentation is in calibration according to accepted standards.				

**Knowledge and Skills Acquisition (KASA) Summary Form
For Certification in Audiology**

Verification by Program Director

The applicant for certification:

- Yes No Completed a minimum of 75 semester credit hours of postbaccalaureate education culminating in a doctoral or other recognized graduate degree. The course of study addressed the knowledge and skills pertinent to the field of audiology. (Standard I)

- Yes No Completed graduate education in audiology that was initiated and completed in a program accredited by the CAA. (Standard II)

- Yes No Completed a program of graduate study (a minimum of 75 semester credit hours) that included academic course work and a minimum of 12 months full-time equivalent of supervised clinical practicum sufficient in depth and breadth to achieve the knowledge and skills outcomes in Standard IV. Supervision was provided by individuals who held the ASHA Certification of Clinical Competence in the appropriate area of practice. (Standard III)

- Yes No Has skills in oral and written or other forms of communication. (Std. IV-A.1)

- Yes No Has skills and knowledge of life sciences, physical sciences, behavioral sciences, and mathematics. (Std. IV-A.2)

- Yes No Has knowledge and skills necessary for the prevention and identification of auditory and vestibular disorders. (Std. IV-C)

- Yes No Has knowledge and skills necessary for the evaluation of individuals with suspected disorders of auditory, balance, communication, and related systems. (Std. IV-D)

- Yes No Has knowledge and skills necessary for the treatment of individuals with auditory, balance, and related communication disorders. (Std. IV-E)

- Yes No The applicant has met the education program's requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills. (Standard V-A)

The program director verifies that the student met each standard and has successfully met the education program's requirements for demonstrating satisfactory performance through ongoing assessment of knowledge and skills.

Name

Program

Title

Signature

Date

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March, 2003