

**KNOWLEDGE AND SKILLS ACQUISITION (KASA)
SUMMARY FORM FOR
CERTIFICATION IN SPEECH-LANGUAGE PATHOLOGY**

Knowledge and Skills Acquisition (KASA) Summary Form
For Certification in Speech-Language Pathology
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 I. Degree) 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
For Certification in Speech-Language Pathology**

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 2005 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 course work and the clinical practicum columns, with some entries, as appropriate, in the "Other" (lab, research, etc.) columns. Please enter the course or practicum number and title and description of other applicable activity.

I. KNOWLEDGE AREAS

			How Achieved?	
A	B	C	D	E
Standards	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g. labs, research) (Include description of activity)
Standard III-A. The applicant must demonstrate knowledge of the principles of:				
• Biological sciences				
• Physical sciences				
• Mathematics				
• Social/Behavioral sciences				
Standard III-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases				
• Basic Human Communication Processes				
• Biological				
• Neurological				

			How Achieved?	
A	B	C	D	E
Standards	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g. labs, research) (Include description of activity)
• Acoustic				
• Psychological				
• Developmental/Lifespan				
• Linguistic				
• Cultural				
• Swallowing Processes				
• Biological				
• Neurological				
• Acoustic				
• Psychological				
• Developmental/Lifespan				
• Linguistic				
• Cultural				
Standard III-C. The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:				
Articulation				
• Etiologies				
• Characteristics				
Fluency				
• Etiologies				
• Characteristics				

			How Achieved?	
A	B	C	D	E
Standards	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g. labs, research) (Include description of activity)
Voice and resonance, including respiration and phonation				
• Etiologies				
• Characteristics				
Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities				
• Etiologies				
• Characteristics				
Hearing, including the impact on speech and language				
• Etiologies				
• Characteristics				
Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)				
• Etiologies				
• Characteristics				
Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)				
• Etiologies				
• Characteristics				

			How Achieved?	
A	B	C	D	E
Standards	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g. labs, research) (Include description of activity)
Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities)				
• Etiologies				
• Characteristics				
Communication modalities (including oral, manual, augmentative and alternative communication techniques, and assistive technologies)				
• Characteristics				
Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.				
Articulation				
• Prevention				
• Assessment				
• Intervention				
Fluency				
• Prevention				
• Assessment				

			How Achieved?	
A	B	C	D	E
Standards	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g. labs, research) (Include description of activity)
• Intervention				
Voice and Resonance				
• Prevention				
• Assessment				
• Intervention				
Receptive and Expressive Language				
• Prevention				
• Assessment				
• Intervention				
Hearing, including the impact on speech and language				
• Prevention				
• Assessment				
• Intervention				
Swallowing				
• Prevention				
• Assessment				
• Intervention				
Cognitive aspects of communication				
• Prevention				
• Assessment				
• Intervention				
Social aspects of communication				
• Prevention				
• Assessment				

			How Achieved?	
A	B	C	D	E
Standards	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g. labs, research) (Include description of activity)
• Intervention				
Communication Modalities				
• <i>(Prevention not applicable)</i>				
• Assessment				
• Intervention				
Standard IV-G: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods):				
1. Evaluation (must include all skill outcomes listed in a-g below for each of the 9 major areas)				
a. Conduct screening and prevention procedures (including prevention activities)				
b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals				

			How Achieved?	
A	B	C	D	E
Standards	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g. labs, research) (Include description of activity)
c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures				
d. Adapt evaluation procedures to meet client/patient needs				
e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention				
f. Complete administrative and reporting functions necessary to support evaluation				
g. Refer clients/patients for appropriate services				
• Articulation				
• Fluency				
• Voice and resonance, including respiration and phonation				
• Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities				
• Hearing, including the impact on speech and language				
• Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)				

			How Achieved?	
A	B	C	D	E
Standards	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g. labs, research) (Include description of activity)
<ul style="list-style-type: none"> • Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning) 				
<ul style="list-style-type: none"> • Social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities) 				
<ul style="list-style-type: none"> • Communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies) 				
2. Intervention (must include all skill outcomes listed in a-g below for each of the 9 major areas)				
a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process				
b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)				
c. Select or develop and use appropriate materials and instrumentation for prevention and intervention				
d. Measure and evaluate clients'/patients' performance and progress				

			How Achieved?	
A	B	C	D	E
Standards	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g. labs, research) (Include description of activity)
e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients				
f. Complete administrative and reporting functions necessary to support intervention				
g. Identify and refer clients/patients for services as appropriate				
• Articulation				
• Fluency				
• Voice and resonance				
• Receptive and expressive language				
• Hearing, including the impact on speech and language				
• Swallowing				
• Cognitive aspects of communication				
• Social aspects of communication				
• Communication modalities				
3. Interaction and Personal Qualities				
a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.				
b. Collaborate with other professionals in case management.				

			How Achieved?	
A	B	C	D	E
Standards	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g. labs, research) (Include description of activity)
c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.				
d. Adhere to the ASHA Code of Ethics and behave professionally.				

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Verification by Program Director

The applicant for certification:

- Yes No Has a master's or doctoral degree. A minimum of 75 semester credit hours were completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology (Std. I)
- Yes No Initiated and completed all graduate course work and graduate clinical practicum in an institution whose program was accredited by the CAA (Std. I)
- Yes No Has completed a program of study (a minimum of 75 semester credit hours overall, including at least 36 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the specified knowledge outcomes (Std. III-A,B,C)
- Yes No Possesses knowledge of the principles and methods of prevention, assessment and intervention for people with communication and swallowing disorders (Std. III-D)
- Yes No Has demonstrated knowledge of standards of ethical conduct (Std. III-E)
- Yes No Has knowledge of processes used in research and the integration of research principles into evidence-based clinical practice (Std. III-G)
- Yes No Has demonstrated knowledge of contemporary professional issues (Std. III-G)
- Yes No Has demonstrated knowledge about certification, specialty recognition, licensure, and other relevant professional credentials
- Yes No Has completed a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in Standard IV-G (Std. IV-A)
- Yes No Possesses skill in oral and written and other forms of communication sufficient for entry into professional practice (Std. IV-B)
- Yes No Has completed a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology, including 25 hours in clinical observation and 375 hours in direct client/patient contact (Std. IV-C)
- Yes No Has completed at least 325 clock hours while engaged in graduate study (Std. IV-D)
- Yes No Has been supervised by individuals holding a current ASHA Certificate of Clinical Competence in the appropriate area of practice. The amount of supervision was appropriate to the student's level of knowledge, experience, and competence and the supervision was sufficient to ensure the welfare of the client/patient populations (Std. IV-E)
- Yes No Has gained knowledge of and experience with individuals from culturally/linguistically diverse backgrounds and with client/patient populations across the life span (Std. IV-F)
- Yes No The applicant has met the education program's requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills. (Std. 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