

## CAASPR Gains Momentum

June 2011

The Canadian Alliance of Audiology and Speech-Language Pathology Regulators (CAASPR) came into existence in 2006 as an informal gathering of regulatory bodies. At that time, a few registrars began to share information and explore avenues for implementing a national mutual recognition agreement. Over the past four years, CAASPR has grown substantially. While regulation occurs at the provincial level, members of CAASPR actively work on development and implementation of national strategies for the advancement of regulatory standards and audiology/speech-language pathology practice in a consistent manner across Canada.



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### Competency Profiles Released

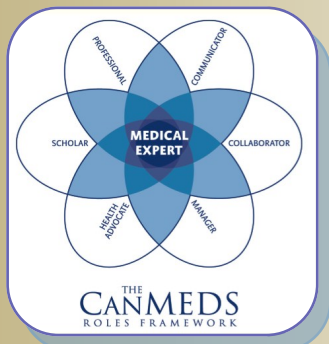
Following four years of hard work and contributions from administrators, researchers and practitioners across the country, the Canadian Interorganizational Steering Group (CISG) recently released Proposed Practice Competencies for both speech-language pathologists and for audiologists. The CISG is a consortium of organizations concerned with the practice of audiology and speech-language pathology, and includes regulators, professional associations, and universities.

The competencies are intended to define the minimum required standard for practitioners in Canada ensuring that they have the knowledge, skills and attributes to practice safely and effectively in a variety of settings. Additionally, the practice competencies provide a solid foundation for the development of a professional growth plan.

The practice competencies are organized within a framework based upon the CanMEDS structure of overlapping professional roles, as developed by the Royal College of Physicians and Surgeons of Canada (2005). The CanMEDS Framework defines the key competencies needed for medical education and practice; it has been adopted and adapted by many jurisdictions and health professionals around the world.

[Read more](#)

#### The CanMEDS Framework



Royal College of Physicians and Surgeons of Canada, 2005.

### CAASPR Identifies National Competency Assessment Tools

Thanks to funding provided by Human Resources and Skills Development Canada, CAASPR has recently completed a project to identify options for the assessment of candidates based on competencies. This represents a move away from the exclusive assessment of academic credentials, and incorporates the structure adopted by the Forum of Labour Market Ministers, known as the *Pan-Canadian Framework for the Assessment and Recognition of Foreign Qualifications*. The purpose of the framework is to articulate a new, joint vision for governments to take concerted action to improve the integration of immigrants and other internationally-trained workers into the Canadian labour market. It also outlines a collaboration among and between governments and regulatory authorities to strengthen assessment and recognition processes, with the goal of ensuring a coherent system for determining recognition of qualifications.

Options under consideration for the professions of audiology and speech-language pathology include the establishment of a centralized application and assessment agency, the introduction of a competency-based examination, and an integration strategy for internationally-educated applicants.

Stay tuned for the next issue of the CAASPR newsletter for additional information!



The Pan-Canadian Framework is based on the principles of...

- Fairness**
- Transparency**
- Timeliness**
- Consistency**



#### CAASPR launches its website

Please visit [www.caaspr.ca](http://www.caaspr.ca) for information about the Alliance, its activities, and member provinces

**Board members** now have access to all meeting materials, including agenda, schedules, briefings and handouts through a member login function.

#### Introducing the Board of Directors



Every regulatory body is represented by its board/council President and its Executive Director/Registrar.

British Columbia	Linda Rammage
Alberta	Diane O'Connor
Saskatchewan	Nausheen Khan
Manitoba	Anne Assaly (Chair)
Ontario	Jennifer Cameron-Turley
Quebec	Louise Watley
New Brunswick	Laura Lenton
	Frank Pisa
	Vicky Papaioannou
	Brian O'Riordan
	Marie-Pierre Caouette
	Céline Giroux
	Jennifer O'Donnell
	Robert Cormier

See [www.caaspr.ca](http://www.caaspr.ca) for a link to provincial websites

CAASPR is comprised of regulatory bodies that have been established and mandated by their provincial governments to regulate the practice of audiology and speech-language pathology and govern their members in their respective provinces. These regulatory bodies exist to serve and protect the public from harm and promote high quality care by:

- \* Regulating the practice of the professions
- \* Setting entry to practice standards
- \* Ensuring their members comply with the Acts, regulations, bylaws, codes and standards that apply to the professions
- \* Setting standards of practice for quality care and services
- \* Promoting and ensuring the continuing competence of members
- \* Creating codes of ethics and other standards for conduct
- \* Providing a complaints and discipline process
- \* Providing materials, tools and support to assist members to provide high quality care
- \* Informing members of their responsibilities as regulated professionals
- \* Informing the public of their rights

The Board of Directors consists of representation from the **seven regulated provinces**:

**Alberta** College of Speech-Language Pathologists and Audiologists

College of Audiologists and Speech-Language Pathologists of **Ontario**

College of Speech and Hearing Health Professionals of **British Columbia**

**Manitoba** Speech and Hearing Association

**New Brunswick** Association of Speech-Language Pathologists and Audiologists

Ordre des orthophonistes et audiologistes du **Québec**

**Saskatchewan** Association of Speech-Language Pathologists and Audiologists

## CORE FUNCTIONS



The members of CAASPR work together:

- To enhance the activities of the regulatory authorities by serving as a national centre for knowledge and awareness and by being a forum to discuss regulatory issues, trends, policy and legislation
- To provide leadership and promote preferred regulatory practices and standard approaches on issues such as licensure, accreditation, examination, continuing competence, inter-jurisdictional mobility, scope of practice, standards of practice, codes of ethics and specialty designation
- To ensure that provincial regulatory bodies and other organizations of interest are aware of the Alliance, its mission and mandate
- To track and report on interprovincial, national and global issues related to the regulation of the professions and to establish external liaisons where appropriate
- To identify those advisory, research and support services to be made available to its regulatory authority members
- To assist other provinces and territories to become regulated
- To monitor the effectiveness of the Alliance in alignment with its purpose, objectives and guiding principles

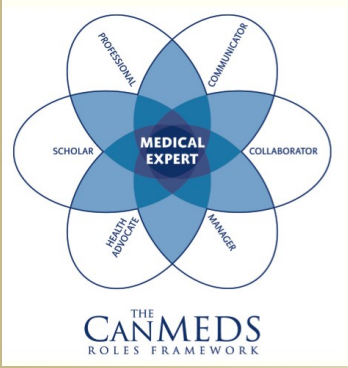
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Fundamentally, CanMEDS is an initiative to improve client care. It is based on seven core roles, which have been adapted to suit the needs of the professions. The roles include: Central Role (as audiologist/speech-language pathologist), Communicator, Collaborator, Professional, Scholar, Manager, and Advocate.



The diagram illustrates the elements and the interconnections of the roles embodied by competent practitioners: Central Role (adapted from “Medical Expert” in the CanMEDS framework), Communicator, Collaborator, Advocate, Manager, Scholar and Professional. The diagram is meant to reflect the fluidity and overlap amongst the roles, which are defined in the glossary.

A **practice competency** is a description of a job function that can be carried out to a specified level of proficiency. The level of proficiency that is required will depend on the demands of the work setting and employer and regulatory expectations. Furthermore, the competencies are those that a student is expected to possess at graduation in order to “enter the practice”, and maintain throughout his/her career. They are also meant to identify the minimum requirements of seasoned practitioners, including those who may be applying to work in Canada, and those returning to work after an extended absence.

### Sample Competencies

The following competencies have been developed to fit into the *Collaborator* role.

3. Role as <i>Collaborator</i>	
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.

The CISG anticipates the framework and its related competencies will be incorporated into education, accreditation, evaluation and examinations as well as objectives of training and standards for continuing professional development. Utilization of the competencies by educators, regulators, and accrediting and examination bodies will strengthen consistency within educational programs and assessment mechanisms, build confidence in labour mobility provisions and ensure that individuals who are applying to work in Canada are able to practice safely and competently. The CISG recognizes that the competencies will likely require further review during the development of the above initiatives, and has thus recommended the retention of the “proposed” designation.

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