

### **1. Expert**

#### **1.1. Knowledge Expert**

##### **1.1.a. Applies profession-specific knowledge to prevent, identify and manage communication disorders and feeding and swallowing disorders.**

| <b>NOVICE</b>                                                                                                                                                          | <b>INTERMEDIATE</b>                                                                     | <b>ENTRY-TO-PRACTICE</b>                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Determines profession-specific academic knowledge relevant to site, population or client.<br><br>Reviews relevant profession-specific academic knowledge as necessary. | Compares and contrasts profession-specific academic knowledge with clinical experience. | Integrates profession-specific academic knowledge with clinical experience and multiple sources of evidence (e.g., current research literature, client performance, client values and perspective). |

##### **1.1.b. Applies basic knowledge from relevant fields (e.g., audiology, physiology, psychology) to guide decisions in regards to communication and feeding and swallowing.**

| <b>NOVICE</b>                                                                                                            | <b>INTERMEDIATE</b>                                              | <b>ENTRY-TO-PRACTICE</b>                                                                                                                                                      |
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| Determines basic knowledge relevant to site, population or client.<br><br>Reviews relevant basic knowledge as necessary. | Compares and contrasts basic knowledge with clinical experience. | Integrates basic knowledge with clinical experiences and multiple sources of evidence (e.g., current research literature, client performance, client values and perspective). |

**1.1.c. Uses evidence and clinical reasoning to guide professional decisions.**

- 1.1.c.i. Critically appraises research and other available evidence to inform clinical practice.

| NOVICE                                                                       | INTERMEDIATE                                                      | ENTRY-TO-PRACTICE                                                                        |
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| Identifies appropriate sources of information relevant to clinical practice. | Accurately appraises appropriate sources of evidence.             | Justifies the choice of selected evidence.                                               |
| Conducts basic appraisal of evidence.                                        | Considers variables that impact clinical application of evidence. | Integrates multiple sources of evidence with academic knowledge and clinical experience. |
| Describes possible application of evidence.                                  | Incorporates evidence in practice after reflection.               | Applies evidence appropriately.                                                          |

- 1.1.c.ii. Applies clinical reasoning skills to clinical practice.

| NOVICE                                                                                                                            | INTERMEDIATE                                                                         | ENTRY-TO-PRACTICE                                                                   |
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| Makes hypotheses about clinical educator's (CE) rationale for clinical decisions, based on observation of CE's clinical practice. |                                                                                      |                                                                                     |
| Identifies which data are relevant for making specific clinical decisions from a basic set of information.                        | Identifies relevant data for making specific clinical decisions.                     | Justifies clinical decisions using relevant data.                                   |
| After a session, hypothesizes reasons for client performance.                                                                     | Anticipates how client may perform on specific tasks.                                | Gives valid explanations for client performance.                                    |
| Prepares for possible clinical decisions ahead of sessions (i.e., "If client does x, I will do y.").                              | Between sessions, makes appropriate clinical decisions, based on client performance. | During sessions, makes appropriate clinical decisions, based on client performance. |

## 1.2. Clinical Expert - Assessment

### 1.2.a. Identifies individuals requiring speech-language pathology services.

- 1.2.a.i. Collects and reviews information from relevant sources (e.g., referrals, reports, consultation) to determine an individual's need for a speech-language pathology assessment.

| NOVICE                                                                                            | INTERMEDIATE                                                                                                     | ENTRY-TO-PRACTICE                                                                  |
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| Identifies relevant sources of information.<br><br>Establishes a plan for collecting information. | Identifies gaps in available information.<br><br>Collects required information to determine need for assessment. | Integrates information from a variety of sources to determine need for assessment. |

- 1.2.a.ii. Engages in screening programs (e.g., infant, school-aged, feeding and swallowing) to identify individuals requiring speech-language pathology services.

| NOVICE                                                                                                   | INTERMEDIATE                                                           | ENTRY-TO-PRACTICE |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------|
| Conducts a screening.<br><br>Identifies when the outcome of a screening indicates the need for services. | Selects appropriate screening tools to identify the need for services. |                   |

**1.2.b. Plans an assessment.**

- 1.2.b.i. Collects and analyzes pertinent information prior to the assessment, including intake information and previous reports.

| NOVICE                                                                      | INTERMEDIATE                                                                         | ENTRY-TO-PRACTICE                                            |
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| Records pertinent information from client file through a structured review. | Assesses the relevance, including quality, of information in client file.            | Selects key information to inform assessment.                |
| Determines how to obtain missing information after reviewing client file.   | Plans to adjust case history process, based on information available in client file. | Integrates various information sources to inform assessment. |

- 1.2.b.ii. Formulates hypotheses regarding the nature of the client's communication and/or feeding and swallowing abilities and needs.

| NOVICE                                                            | INTERMEDIATE                                                                                 | ENTRY-TO-PRACTICE                                                                    |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Identifies relevant theoretical, clinical and client information. | Integrates theoretical, clinical and client information to formulate preliminary hypotheses. | Integrates key theoretical, clinical and client information to formulate hypotheses. |
| Lists potential hypotheses.                                       | Compares different hypotheses.                                                               | Adapts hypotheses in response to new information.                                    |

- 1.2.b.iii. Selects appropriate tools, strategies and resources that will address the unique needs of the client (e.g., multilingualism, hearing impairment, attention).

| NOVICE                                                          | INTERMEDIATE                                                                      | ENTRY-TO-PRACTICE                                                                                                             |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Identifies possible assessment tools, strategies and resources. | Compares and contrasts tools, strategies and resources.                           | Selects appropriate tools, strategies and resources with justification, taking into consideration the unique needs of client. |
| Uses an established template to plan a holistic assessment.     | Identifies standardized and informal methods to gather a holistic view of client. | Combines standardized and informal assessment to gather holistic view of client.                                              |

**1.2.c. Conducts an assessment.**

- 1.2.c.i. Organizes the environment for optimal interaction.

| NOVICE                                                                 | INTERMEDIATE                                             | ENTRY-TO-PRACTICE                                                                         |
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| Organizes space for interaction, based on general clinical principles. | Identifies required adaptations for future interactions. | Anticipates environmental modifications, adapting to unexpected challenges as they occur. |

- 1.2.c.ii. Conducts a clinical interview with the client and other relevant individuals.

| NOVICE                                                            | INTERMEDIATE                                                                          | ENTRY-TO-PRACTICE                                                                                     |
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| Uses a structured interview tool to gather essential information. | While taking the case history, asks follow-up questions for clarification.            | Flexibly addresses relevant case history topics, following client lead, redirecting client as needed. |
| Identifies gaps in information previously obtained.               | Assesses the relevance, including quality, of information obtained after the session. |                                                                                                       |
| Plans ways to obtain additional relevant information.             | Probes for additional information, as appropriate.                                    |                                                                                                       |
| Plans ways to engage client/caregiver in sharing of information.  | Encourages client/caregiver to share information.                                     | Appropriately adjusts interview style, based on client/caregiver responses.                           |

- 1.2.c.iii. Administers valid, accurate and reliable assessment measures and/or procedures (quantitative and/or qualitative), as appropriate.

| NOVICE                                                                                      | INTERMEDIATE                                                                                                    | ENTRY-TO-PRACTICE                                                                 |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Explains the purpose, measures and procedures of assessment methods to client.              |                                                                                                                 |                                                                                   |
| Utilizes measures and/or procedures required by the standardized assessment tool or method. | Plans appropriate deviations from standardized assessment with justification, evaluating possible implications. | Routinely implements standardized assessment, including any necessary deviations. |
| Utilizes planned informal assessment measures and/or procedures.                            | Plans appropriate deviations from informal assessment with justification, evaluating possible implications.     | Routinely implements informal assessment, including any necessary deviations.     |
| Identifies need for adjustments to assessment measures and/or procedures.                   | After reflection, adjusts assessment.                                                                           | Effectively adjusts assessment during the session.                                |

- 1.2.c.iv. Demonstrates flexibility and creativity in adapting to unexpected circumstances.

| NOVICE                                                                  | INTERMEDIATE                                                      | ENTRY-TO-PRACTICE                                 |
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| Identifies need for adaptation in response to unexpected circumstances. | Plans future adaptations in response to unexpected circumstances. | Adapts to unexpected circumstances as they occur. |

- 1.2.c.v. Actively listens to, observes and documents all components of communication and/or feeding and swallowing.

| NOVICE                                                                                                                                                                                                   | INTERMEDIATE                                                                                                                                                                                        | ENTRY-TO-PRACTICE                                                                                                                         |
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| Makes observations about targeted areas of communication and/or feeding and swallowing (e.g., on voice in a voice assessment).<br><br>Takes notes on client performance in targeted areas of assessment. | Makes general observations beyond the area of initial focus of the assessment (e.g., on voice in an aphasia assessment).<br><br>Accurately documents key areas of client performance in assessment. | Makes specific observations that provide a complete clinical picture of client.<br><br>Accurately documents all components of assessment. |

- 1.2.c.vi. Manages behaviours within the assessment session.

| NOVICE                                                                                                                               | INTERMEDIATE                                                                                                                   | ENTRY-TO-PRACTICE                                                                                                                                             |
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| Identifies behaviours impacting the assessment.<br><br>Manages client behaviour using pre-planned strategies to engage and motivate. | Considers possible causes, including triggers, of behaviours.<br><br>Adjusts behaviour management strategies between sessions. | Recognizes causes, including triggers, of behaviours as they occur.<br><br>Adjusts behaviour management strategies effectively within the assessment session. |

**1.2.d. Analyzes and interprets assessment results.**

- 1.2.d.i. Scores and interprets standardized tests according to test protocols.

| NOVICE                                                                      | INTERMEDIATE                                                                                                                                                        | ENTRY-TO-PRACTICE                                                                     |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Follows standardized procedures in scoring tools.                           |                                                                                                                                                                     |                                                                                       |
| Uses manual to accurately score binary or multiple-choice assessment items. | Uses manual to accurately score assessment items that require interpretation (e.g., multiple acceptable answers; descriptive answers) after the assessment session. | Accurately scores tasks during test administration.                                   |
| Interprets raw data relative to reference norms.                            | Interprets standardized scores according to test technical information (e.g., demographics, validity, reliability).                                                 | Makes judgements about client performance when they differ from the normative sample. |

- 1.2.d.ii. Analyzes formal, informal, quantitative and qualitative assessment results.

| NOVICE                                                                                                              | INTERMEDIATE                                                                                                                                    | ENTRY-TO-PRACTICE                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identifies some commonalities, differences and/or inconsistencies in results from various assessment types/sources. | Describes key commonalities, differences and/or inconsistencies in results from various assessment types/sources.                               | Thoroughly describes commonalities, differences and/or inconsistencies in results from various assessment types/sources.                                          |
| Consults normative data to form an initial impression of assessment findings.                                       | Integrates assessment results by collating, comparing and interpreting data using test protocols, normative data and current research evidence. | Analyzes assessment results by collating, comparing and interpreting data using test protocols, normative data, clinical judgement and current research evidence. |
| Attempts to explain some of the consistencies and variances in assessment data noted.                               | Poses reasonable hypotheses to explain commonalities, differences and/or inconsistencies in results from various assessment types/sources.      | Makes valid hypotheses to explain commonalities, differences and/or inconsistencies in results from various assessment types/sources.                             |

- 1.2.d.iii. Formulates conclusions regarding the client's diagnosis, prognosis, abilities, resources and needs.

| NOVICE                                                                                                  | INTERMEDIATE                                                                                                                                                                                         | ENTRY-TO-PRACTICE                                                                                                                                                                                                                                                       |
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| Identifies salient information from all sources to summarize client abilities and needs.                | Synthesizes information from sources (e.g., file, assessment) to determine the presence, nature and/or severity of communication and/or swallowing condition, including primary abilities and needs. | Synthesizes information from all sources (e.g., file, assessment, input from other providers) using a holistic framework (e.g., WHO ICF Social Determinants of Health) to formulate, summarize and rationalize conclusions regarding abilities, needs and trajectories. |
| Identifies applicable components of a holistic framework (e.g., WHO ICF Social Determinants of Health). | Links salient information to some components of a holistic framework (e.g., WHO ICF Social Determinants of Health).                                                                                  |                                                                                                                                                                                                                                                                         |

**1.2.e. Develops and shares recommendations based on assessment results.**

- 1.2.e.i. Develops evidence-informed recommendations, including potential referrals to other professionals, based on the assessment findings.

| NOVICE                                                                                                          | INTERMEDIATE                                                             | ENTRY-TO-PRACTICE                                                               |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Based on assessment findings, including other available evidence, identifies whether intervention is indicated. | Compares and contrasts evidence-informed interventions, including scope. | Recommends appropriate type of evidence-informed intervention, including scope. |
| Discusses the need for referrals, including their value.                                                        | Identifies specific need for referrals.                                  | Makes appropriate referrals, as needed.                                         |
| Identifies typical services to which referrals are made.                                                        | Seeks services to which referrals can be made.                           |                                                                                 |

- 1.2.e.ii. Discusses the assessment results, recommendations and implications with the client and other relevant individuals.

| NOVICE                                                                                                                        | INTERMEDIATE                                                                                                  | ENTRY-TO-PRACTICE                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Presents essential assessment findings to client based on a script, including interpretations and recommendations.            | Discusses assessment findings with client, including interpretations and recommendations.                     | Discusses assessment findings with client and other relevant individuals, including interpretations, recommendations and implications. |
| Establishes a plan for providing essential assessment findings to other relevant individuals (e.g., physician, psychologist). | Discusses assessment findings with other relevant individuals, including interpretations and recommendations. |                                                                                                                                        |
| Applies content knowledge in response to questions after time for reflection (e.g., defines aphasia to client/family).        | Responds to questions from client and others after time for reflection.                                       | Responds to questions from client and others during the session.                                                                       |
|                                                                                                                               | Anticipates questions client and others may have, preparing answers in advance.                               |                                                                                                                                        |

### 1.3. Clinical Expert - Intervention

#### 1.3.a. Develops a realistic, evidence-informed and measurable intervention plan.

- 1.3.a.i. Establishes and prioritizes long-term intervention goals that reflect the client's strengths, needs, values, expectations and constraints.

| NOVICE                                                                                                                                                                                 | INTERMEDIATE                                                                                                                                                                                                                              | ENTRY-TO-PRACTICE                                                                                                                                                                                              |
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| Identifies types and sources of information required to develop goals (e.g., assessment results, client perspectives).<br><br>Identifies global areas to be targeted for intervention. | Develops long-term goals considering assessment results, including client perspectives.<br><br>Proposes long-term goals/goal areas that should be prioritized based on assessment results, including client perspectives, with rationale. | Develops realistic long-term goals considering current research, assessment results and client perspectives.<br><br>Prioritizes long-term goals considering assessment results, including client perspectives. |

- 1.3.a.ii. Develops specific, measurable, realistic, time-limited, short-term goals to reach the functional long-term intervention goals.

| NOVICE                                                                  | INTERMEDIATE                                                                                        | ENTRY-TO-PRACTICE                                                                                |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Selects appropriate short-term goals from examples (e.g., a goal bank). | Proposes short-term goals that are specific, measurable, realistic, functional and/or time-limited. | Develops short-term goals that are specific, measurable, realistic, functional and time-limited. |

- 1.3.a.iii. Selects direct and/or indirect service delivery model(s), as appropriate.

| NOVICE                                                                                                                                                                                                                                       | INTERMEDIATE                                                                                                                                      | ENTRY-TO-PRACTICE                                                                                                                                                                      |
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| Obtains and integrates pertinent information from relevant sources (e.g., class notes, readings, templates, previous reports, CE discussions, client interviews) to guide the selection of direct and/or indirect service delivery model(s). | Proposes, with rationale, possible service delivery models.<br><br>Identifies barriers to service delivery options, including possible solutions. | Appropriately selects with rationale, possible service delivery models.<br><br>Collaborates with others to manage barriers to service delivery options, based on their identification. |

- 1.3.a.iv. Determines the resources and timelines required for the intervention.

| NOVICE                                                    | INTERMEDIATE                                                                                                                                       | ENTRY-TO-PRACTICE                                                                                                                                                |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identifies essential resources required for intervention. | Proposes probable timelines, including resources, with consideration given to limits/constraints (e.g., client/family, financial, organizational). | Flexibly selects available resources, while adapting timelines, with consideration given to limits/constraints (e.g., client/family, financial, organizational). |

- 1.3.a.v. Develops activities and outcome measures that align with the client's goals.

| NOVICE                                                                                                                     | INTERMEDIATE                                                   | ENTRY-TO-PRACTICE                                                            |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------------------------|
| Selects appropriate activities and outcome measures that align with client goals, when provided with a variety of options. | Proposes possible appropriate activities and outcome measures. | Develops individualized activities and methods to determine client outcomes. |

**1.3.b. Implements an intervention plan.**

- 1.3.b.i. Organizes the environment for optimal interaction.

| NOVICE                                            | INTERMEDIATE                                                                                                                  | ENTRY-TO-PRACTICE                                                                          |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Organizes space for interaction ahead of session. | Identifies required adaptations to environment during session.<br><br>Implements required adaptations in future interactions. | Implements environmental modifications in response to unexpected challenges as they occur. |

- 1.3.b.ii. Conducts the intervention using the appropriate modalities, materials and technologies, modifying as appropriate.

| NOVICE                                                                                                                                                                                                                                                                                                                                                                     | INTERMEDIATE                                                                                                                                                                                                                                                                                                                                                              | ENTRY-TO-PRACTICE                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identifies appropriate modalities, procedures, materials and technologies with consideration of goals, functionality, <i>or</i> interest.<br><br>Uses appropriate modalities, procedures, materials and technologies previously modelled or demonstrated.<br><br>Suggests ways in which planned modalities, procedures, materials and technologies may need to be adapted. | Selects appropriate modalities, procedures, materials and technologies with consideration of goals, functionality <i>and</i> interest.<br><br>Conducts intervention, applying planned modalities, procedures, materials and technologies.<br><br>Adapts modalities procedures, materials and technologies between sessions in response to client abilities and interests. | Anticipates how well a given modality, procedure, material and/or technology will address a specific goal (i.e., recognizes limitations).<br><br>Adapts use of materials, procedures, modalities and technologies within sessions in response to client abilities and interests. |

- 1.3.b.iii. Demonstrates flexibility and creativity in adapting to unexpected circumstances.

| NOVICE                                                                  | INTERMEDIATE                                                      | ENTRY-TO-PRACTICE                                 |
|-------------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------|
| Identifies need for adaptation in response to unexpected circumstances. | Plans future adaptations in response to unexpected circumstances. | Adapts to unexpected circumstances as they occur. |

- 1.3.b.iv. Measures and records the client's response to intervention.

| NOVICE                                                                                                                                                                                                                                                                                                                             | INTERMEDIATE                                                                                                                                                                                                                                                                                     | ENTRY-TO-PRACTICE                                                                                                                                                                                                                                                                                       |
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| <p>Implements a tracking process for intervention using one previously established and/or via templates.</p> <p>Identifies the type of data that could be collected during intervention to guide future session planning.</p> <p>Reflects on observation of clinician-led methods of tracking client response to intervention.</p> | <p>Proposes system to track client progress.</p> <p>Collects intervention data during the session and/or via recordings for later analysis.</p> <p>Adapts method of tracking client response between sessions, based on the effectiveness of the data collection method and client progress.</p> | <p>Develops procedures to track client progress.</p> <p>Accurately collects intervention data during the session and/or via recordings for later analysis.</p> <p>Flexibly tracks client response during the session, based on the effectiveness of the data collection method and client progress.</p> |

- 1.3.b.v. Manages behaviours within the intervention session.

| NOVICE                                                                        | INTERMEDIATE                                                                | ENTRY-TO-PRACTICE                                                                     |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Identifies behaviours impacting client participation in treatment.            | Considers possible causes, including triggers, of behaviours.               | Recognizes causes, including triggers, of behaviours during the session.              |
| Manages behaviour using pre-planned motivational strategies to engage client. | After reflection, adjusts behaviour management strategies between sessions. | Utilizes behaviour management strategies effectively within the intervention session. |

- 1.3.b.vi. Provides appropriate feedback and modelling to the client.

| NOVICE                                                                                                             | INTERMEDIATE                                                                                              | ENTRY-TO-PRACTICE                                                                        |
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| Provides specific scripted feedback, including modelling, related to client performance in structured tasks.       | Plans ways to provide specific feedback, including modelling, related to client performance on all tasks. | Adapts specific feedback within sessions, including modelling, based on client response. |
| Reflects on effectiveness of observed clinician-led methods of providing feedback, including modelling, to client. | Effectively implements plans for providing feedback, including modelling, to client.                      |                                                                                          |
| Discusses principles of effective feedback, including modelling.                                                   | Identifies instances of effective and/or ineffective feedback, including modelling.                       |                                                                                          |
| Proposes potential alternative ways of providing feedback, including modelling, to client.                         | Proposes ways to adjust feedback, including modelling, to client between sessions.                        |                                                                                          |

- 1.3.b.vii. Provides the client, family and/or significant others with education, support, training and counselling, relating to communication, feeding and/or swallowing.

| NOVICE                                                                                                                 | INTERMEDIATE                                                                             | ENTRY-TO-PRACTICE                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Provides scripted education and/or training with client, family and/or significant others.                             | Plans scripted education and/or training with client, family and/or significant others.  | Adapts provision of education and/or training within the session, based on the response of client, family and/or significant others. |
| Identifies possible client perspectives/needs.                                                                         |                                                                                          |                                                                                                                                      |
| Identifies the role of SLP in counselling (e.g., provide information, support, facilitate, empower, prepare, educate). | Identifies the specific role of SLP in counselling related to client needs/perspectives. | Effectively implements basic counselling techniques considering role of SLP and client needs/perspectives.                           |
| Identifies basic counselling techniques (e.g., provide content, active listening, validate, reframe).                  | Incorporates basic counselling techniques, based on client needs/perspectives.           |                                                                                                                                      |
| Reflects on effectiveness of observed clinician-led counselling.                                                       | After reflection, proposes optimal approach to counselling.                              | Adapts counselling techniques within the session, based on client responses.                                                         |

- 1.3.b.viii. Refers to other healthcare or educational professionals as required.

| NOVICE                                                                               | INTERMEDIATE                  | ENTRY-TO-PRACTICE                                                                   |
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| Discusses needs of client and possible professionals required to target those needs. | Proposes potential referrals. | Makes appropriate referrals to other professionals, providing a suitable rationale. |

**1.3.c. Monitors, adapts and/or redesigns an intervention plan based on the client's responses and needs.**

- 1.3.c.i. Evaluates the outcomes of the intervention on an ongoing basis.

| NOVICE                                                      | INTERMEDIATE                                                                             | ENTRY-TO-PRACTICE                                                                                       |
|-------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Identifies that intervention requires ongoing assessment.   | Describes patterns of client responses that indicate changes to intervention are needed. | Synthesizes all information regarding client progress that indicate changes to intervention are needed. |
| Incorporates suggestions to evaluate intervention outcomes. | Proposes methods to evaluate intervention outcomes.                                      | Implements methods to evaluate intervention outcomes.                                                   |

- 1.3.c.ii. Modifies the goals and/or intervention approach, as appropriate and in consultation with the client.

| NOVICE                                                                 | INTERMEDIATE                                                                                                             | ENTRY-TO-PRACTICE                                                                                       |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Implements suggested modifications.                                    | Proposes modifications to intervention plan according to ongoing intervention results, client progress and client needs. | Modifies intervention plan according to ongoing intervention results, client progress and client needs. |
| Proposes sub- and super-steps in lesson plans.                         | Implements planned sub- and super-steps, based on prior client performance.                                              | Effectively adapts sub- and super-steps during the session.                                             |
| Asks client scripted questions about possible changes to intervention. | Encourages client to self-assess to identify need for changes.                                                           | Adapts proposed modifications, based on client input.                                                   |
|                                                                        | Generates ideas for modification, based on client responses.                                                             |                                                                                                         |

- 1.3.c.iii. Discontinues the intervention, as appropriate, and plans for transition to other services, as needed.

| NOVICE                                                                             | INTERMEDIATE                                                                                   | ENTRY-TO-PRACTICE                                                                                   |
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| Recognizes that intervention may need to be discontinued.                          | Explains why intervention should be discontinued.                                              | Anticipates discontinuation of intervention, with rationale.                                        |
|                                                                                    | Plans to discontinue intervention.                                                             | Discontinues intervention.                                                                          |
| Discusses factors influencing discharge criteria and/or transition planning.       | Establishes discharge criteria and/or transition planning during intervention planning.        | Flexibly adjusts discharge criteria and/or transition planning in response to client circumstances. |
| Presents scripted information to client/family about transition to other services. | Provides client/family with information about transition to or availability of other services. | Involves client/family in discharge/transition planning.                                            |

**1.3.d. Provides training, tasks and feedback to support personnel to meet the clinical objectives, as appropriate to the jurisdiction, clinical activity and individual competencies.**

| NOVICE                                                                                                                                                                                                                                                                                                                                                                                                                                                              | INTERMEDIATE                                                                                                                                                                                                                                                                                                                        | ENTRY-TO-PRACTICE                                                                                                                                                                                                                                                                                                                           |
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| <p>Describes the role of support personnel, based on scope of practice and parameters of the setting.</p> <p>Discusses whether use of support personnel may be a suitable approach for client care needs.</p> <p>Identifies tasks that support personnel may implement.</p> <p>Observes support personnel providing service to consider areas of possible feedback.</p> <p>Observes support personnel providing service to consider areas of possible training.</p> | <p>Identifies the need for changing goals or treatment approaches for support personnel.</p> <p>Proposes appropriate tasks for support personnel.</p> <p>Discusses delivery of feedback to support personnel.</p> <p>Discusses training options for support personnel.</p> <p>Contributes to the training of support personnel.</p> | <p>Discusses changes in goals and/or treatment approaches with support personnel.</p> <p>Provides support personnel with appropriate tasks.</p> <p>When appropriate to the setting and situation, provides feedback to support personnel.</p> <p>When appropriate to the setting and situation, provides training to support personnel.</p> |

## 2. Communicator

### 2.a. Communicates respectfully and effectively using appropriate modalities.

- 2.a.i. Uses language appropriate to the client and context, taking into account all aspects of diversity (e.g., age, culture, gender identification, linguistic abilities, education level, cognitive abilities, emotional state).

| NOVICE                                                                                                                                                                                                                                             | INTERMEDIATE                             | ENTRY-TO-PRACTICE                                    |
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| Reflects on observation of CE sessions to recognize how and why language was modified.<br><br>Identifies in own sessions when language used was not appropriate to client and context.<br><br>Plans to modify language (e.g., technical language). | Modifies language for client in context. | Uses language that is appropriate to client context. |

- 2.a.ii. Demonstrates active listening skills.

| NOVICE                                                                                                                                                                                                                                                                                                                                                                                                               | INTERMEDIATE                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ENTRY-TO-PRACTICE                                                                                                                                                                                                                                                                     |
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| <p>Listens attentively with appropriate eye contact.</p> <p>After reflection, identifies where non-verbal cues may have enhanced the interaction.</p> <p>After reflection, identifies where verbal cues may have enhanced the interaction.</p> <p>Demonstrates awareness that client requires time to express self.</p> <p>Demonstrates patience.</p> <p>Demonstrates openness and non-judgment while listening.</p> | <p>Uses appropriate non-verbal techniques, including facial expression, nods, posture and eye contact.</p> <p>Uses a limited repertoire of basic active listening responses, including acknowledgement, affirmation and paraphrasing.</p> <p>After the interaction, reflects where further use of verbal responses may have been beneficial.</p> <p>Allows adequate time for client expression.</p> <p>Demonstrates openness and non-judgment while listening and reflecting.</p> | <p>Uses a range of active listening responses, including acknowledgement, paraphrasing, affirmation, balanced use of open-ended and specific questions and appropriate self-disclosure.</p> <p>Demonstrates openness and non-judgment while listening, responding and reflecting.</p> |

- 2.a.iii. Relates comfortably and in a socially appropriate manner with others.

| NOVICE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | INTERMEDIATE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ENTRY-TO-PRACTICE                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Responds in clinical interactions with CE, client, caregiver and other providers appropriate to the context, displaying reasonable comfort.</p> <p>Responds to social interactions with CE, client, caregiver and other providers appropriate to the context, displaying reasonable comfort.</p> <p>Initiates clinical interactions with CE and other providers appropriate to the context, displaying reasonable comfort.</p> <p>Initiates social interactions with CE and other providers appropriate to the context, displaying reasonable comfort.</p> | <p>Responds to clinical interactions with CE, client, caregiver and other providers appropriate to the context, with reduced hesitation.</p> <p>Responds to social interactions with CE, client, caregiver and other providers appropriate to the context, with reduced hesitation.</p> <p>Following plan, initiates clinical interactions with CE and other providers appropriate to the context, with confidence.</p> <p>Following plan, initiates social interactions with CE and other providers appropriate to the context with confidence.</p> | <p>Responds to all interactions with CE, client, caregiver and other providers appropriate to the context, with confidence.</p> <p>Initiates interactions with CE, client, caregiver and other providers appropriate to the context, with confidence.</p> |

- 2.a.iv. Adapts communication in response to verbal and nonverbal cues from communication partners.

| NOVICE                                                                                                                                                                                                                        | INTERMEDIATE                                                                                                                                                       | ENTRY-TO-PRACTICE                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>After session, identifies communication partners' verbal and non-verbal cues.</p> <p>Discusses future adaptations to communication, based on interpretation of the meaning of verbal and non-verbal cues post-session.</p> | <p>Adapts communication (e.g., tone, manner, approach) to acknowledge non-verbal and verbal cues of communication partners, based on monitoring of these cues.</p> | <p>Adapts own non-verbal and verbal (e.g., reflects, reformulates, redirects, reframes) communication appropriately in session, based on accurate monitoring of non-verbal and verbal cues.</p> |

- 2.a.v. Communicates in all professional contexts in a positive, clear, concise and grammatically acceptable manner.

| NOVICE                                                                                                                                                                                                                                                      | INTERMEDIATE                                                                                                                  | ENTRY-TO-PRACTICE                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| <p>Shares information in a grammatically acceptable manner.</p> <p>In session plans, identifies the main points to be presented in communications.</p> <p>In reflecting on a session, identifies presence of non-communicative output (e.g., um, like).</p> | <p>Presents the main points in a clear and concise manner following plan.</p> <p>Reduces use of non-communicative output.</p> | <p>Communicates in a clear and concise manner.</p> |

- 2.a.vi. Communicates in a respectful manner, demonstrating empathy and openness.

| NOVICE                                                                                                          | INTERMEDIATE                                                                                           | ENTRY-TO-PRACTICE                                                                       |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Plans approaches to ensure respectful communication in all interactions.                                        | Evaluates own communication regarding respectful communication.                                        |                                                                                         |
| Identifies ways to demonstrate respect, empathy and openness, based on post-session reflection.                 | Identifies own perspective and its impact on capacity to communicate respectfully and/or empathically. | Adjusts own communication to achieve mutual respect.                                    |
| Discusses the level of formality used with client/family/caregiver to convey respect.                           | Uses appropriate level of formality with client/family/caregiver.                                      |                                                                                         |
| Describes examples of how CE was respectful and showed empathy towards client/family/caregiver/other providers. | Communicates respectfully with client/family/caregiver/other providers following a plan.               | Uses empathy and non-judgemental language with client/family/caregiver/other providers. |

- 2.a.vii. Employs environmental and communication strategies to minimize barriers to successful communication, including the use of appropriate modes of communication (e.g., oral, non-verbal, written, sign, electronic) and by using translators/interpreters, as required.

| NOVICE                                                                                                                                                                  | INTERMEDIATE                                                                                                                                          | ENTRY-TO-PRACTICE                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Identifies need for a translator/interpreter.                                                                                                                           | Uses planned strategies with a translator/interpreter.                                                                                                | Uses a translator/interpreter.                                                                               |
| Follows instructions to use one or two specific techniques (e.g., visual enhancement, language adjustments, gestures, inflection) to enhance communication with client. | Plans for the use of specific techniques (e.g., visual enhancement, language adjustments, gestures, inflection) to enhance communication with client. | Independently, flexibly and creatively uses a variety of communication strategies across a range of clients. |
| Identifies potential environmental and communication strategies to minimize barriers.                                                                                   | Uses planned environmental and communication strategies for anticipated barriers.                                                                     | Modifies environmental and communication strategies when unanticipated barriers are apparent.                |

- 2.a.viii. Participates respectfully in challenging conversations.

| NOVICE                                                                                                   | INTERMEDIATE                                                                                           | ENTRY-TO-PRACTICE                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identifies potential for challenging conversations during session preparation.                           | Manages anticipated challenging conversations with family/caregiver and other providers.               | Manages challenging conversations with client/family/caregiver and other providers (e.g., differences of opinion, challenging clinical conversations, language barriers and strong emotional reactions). |
| Identifies possible management strategies for challenging conversations.                                 | Describes examples of how CE managed unanticipated challenging conversations.                          |                                                                                                                                                                                                          |
| Identifies possible impacts of peer/client/family member/caregiver or own emotions on communication.     | Reflects on the impact of peer/client/family member/caregiver or own emotions on communication.        | Addresses peer/client/family/caregiver emotions in conversation.                                                                                                                                         |
| Identifies possible impacts of peer/client/family member/caregiver or own perspectives on communication. | Reflects on the impact of peer/client/family member/caregiver or own perspectives of on communication. | Addresses peer/client/family/caregiver perspectives in conversation.                                                                                                                                     |
| Identifies when there are communication breakdowns.                                                      | Reflects on own role in communication breakdowns.                                                      | Uses collaborative approaches to develop solutions to communication breakdowns.<br><br>Assumes ownership of communication repair required in follow-up to difficult conversations.                       |

- 2.a.ix. Effectively receives and provides feedback (e.g., CEs, peers, clients, team members).

| NOVICE                                                              | INTERMEDIATE                                                          | ENTRY-TO-PRACTICE                                           |
|---------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------|
| Demonstrates open, positive and non-defensive attitude to feedback. | Adjusts behaviour in future sessions following feedback.              | Integrates feedback immediately.                            |
| Solicits general feedback.                                          | Solicits feedback on adjustments made, based on previous suggestions. | Solicits feedback on self-identified areas for development. |
| Provides general positive and constructive feedback.                | Provides specific positive and constructive feedback.                 |                                                             |
| Reflects on approaches to giving feedback.                          |                                                                       |                                                             |

**2.b. Completes documentation thoroughly and accurately, in a timely manner.**

- 2.b.i. Accurately documents informed consent, services provided and outcomes.

| NOVICE                                                                                                       | INTERMEDIATE                                                                                                        | ENTRY-TO-PRACTICE                                                                |
|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Identifies clinically relevant information that describes services and outcomes in samples of documentation. | Follows a template for documenting services and outcomes.                                                           | Adjusts a template for documenting services and outcomes.                        |
| Identifies key information required for documentation of informed consent.                                   | Following a plan, documents necessary elements of informed consent, as required by legislation and agency policies. | Maintains records that accurately and thoroughly describe services and outcomes. |
|                                                                                                              |                                                                                                                     | Maintains standards for required documentation of informed consent.              |

- 2.b.ii. Ensures reports clearly integrate results, client input, analysis, recommendations, goals and outcomes, in a manner understandable to the target audience(s).

| NOVICE                                                                                | INTERMEDIATE                                                                                                                            | ENTRY-TO-PRACTICE                                                                                                                                     |
|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identifies required elements of clinical reports provided in samples from CE.         | Produces draft reports that include all required elements.                                                                              |                                                                                                                                                       |
| Accurately describes formal results in written drafts.                                | Writes a report that demonstrates basic reasoning and integration of assessment results, including recommendations, goals and outcomes. | Produces complete reports that clearly demonstrate reasoning and integration of results, client input, analysis, recommendations, goals and outcomes. |
| Writes notes describing informal results.                                             | Prepares appropriate draft documentation that describes informal results.                                                               |                                                                                                                                                       |
| Hypothesizes about which elements of client input are relevant to include in reports. | Accurately describes relevant client input.                                                                                             |                                                                                                                                                       |
| Identifies target audience for reports.                                               | Suggests appropriate wording, style, level and tone to use in reports, based on target audience.                                        | Uses language appropriate for target audience in written reports.                                                                                     |

- 2.b.iii. Documents in all professional contexts in a clear, concise, organized and grammatically acceptable manner.

| NOVICE                                                                                                                                           | INTERMEDIATE                                                               | ENTRY-TO-PRACTICE                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Submits draft documentation and reports demonstrating grammatically acceptable writing.<br><br>Modifies writing in all documents after feedback. | Using samples, completes documents in clear, concise and organized manner. | Maintains professional standard of writing in all formal and informal documentation. |

- 2.b.iv. Completes and disseminates documentation in a timely manner.

| NOVICE                                                                                                                                 | INTERMEDIATE                                                     | ENTRY-TO-PRACTICE                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------|
| Meets timelines provided by CE for completing documentation.<br><br>Meets timelines provided by CE for dissemination of documentation. | Identifies reasonable timelines for completion of documentation. | Completes and disseminates documentation following organization's standards. |

- 2.b.v. Complies with regulatory, legislative and facility requirements related to documentation.

| NOVICE                                                                                                                                                                | INTERMEDIATE                                                                             | ENTRY-TO-PRACTICE |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------|
| Plans strategies for determining requirements for facility-specific documentation.<br><br>Utilizes resources for determining regulatory and legislative requirements. | Complies with all regulatory/legislative/facility requirements related to documentation. |                   |

### 3. Collaborator

#### 3.a. Establishes and maintains effective team collaborations to optimize client outcomes.

- 3.a.i. Interacts effectively and positively with all team members, including clinical educator.

| NOVICE                                                                  | INTERMEDIATE                                                                                   | ENTRY-TO-PRACTICE                                                                   |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Collaborates effectively with fellow students in peer learning context. | Identifies opportunities to contribute to a fellow student's success in peer learning context. | Contributes positively towards a fellow student's success in peer learning context. |
| Builds a positive relationship with CE.                                 | Describes own roles in contributing to CE's clinical practice.                                 | Collaborates* effectively with CE.                                                  |
| Interacts positively with other team members.                           | Identifies opportunities to collaborate with other team members.                               | Fully participates in carrying out collaborative work with team.                    |

\* "to work together with somebody in order to produce or achieve something"

[Collaborate. (n.d.). In *Oxford advanced learner's dictionary*. Retrieved 2021 from <https://www.oxfordlearnersdictionaries.com/definition/english/collaborate>]

- 3.a.ii. Communicates own professional roles, responsibilities and scope of practice in collaborative interactions.

| NOVICE                                                                                           | INTERMEDIATE                                                                             | ENTRY-TO-PRACTICE                                                           |
|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Identifies own role within the team.                                                             | Describes own roles, responsibilities and scope of practice to others.                   | Performs planning, joint assessment and joint intervention with others.     |
| Hypothesizes about appropriate speech-language pathology information to share with team members. | Identifies appropriate speech-language pathology information to share with team members. | Shares appropriate speech-language pathology information with team members. |

- 3.a.iii. Recognizes and respects the roles and perspectives of other professionals.

| NOVICE                                                                     | INTERMEDIATE                                                                                                             | ENTRY-TO-PRACTICE                                                                                                 |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Identifies potential team players in client care.                          | Identifies distinctness between/among different team roles.                                                              | Acknowledges the value of team member roles for optimal client care.                                              |
| Actively learns about other professions/providers in relation to own role. | Identifies areas of role overlap and opportunities for collaboration, as well as areas of unique scope amongst the team. | Adjusts role flexibly in relation to care priorities and team roles.                                              |
| Identifies information gaps that may be provided by other team members.    | Seeks out clinically relevant information from other professionals/providers.                                            | Incorporates clinically relevant information from other professionals/providers into assessment and intervention. |

- 3.a.iv. Participates actively and respectfully in shared responsibilities and decision-making.

| NOVICE                                                                                                                                                                                                                                                                                                                                                                                   | INTERMEDIATE                                                                                                                                                                              | ENTRY-TO-PRACTICE                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Listens to others while participating in shared responsibilities and decision-making.</p> <p>Hypothesizes about information that will contribute to shared responsibilities and decision-making.</p> <p>Summarizes shared responsibilities and decision-making following team discussion.</p> <p>Conducts all shared responsibilities and decision-making in a respectful manner.</p> | <p>Identifies opportunities for shared responsibilities and decision-making.</p> <p>Compares and contrasts different perspectives in the shared responsibilities and decision-making.</p> | <p>Integrates different perspectives into shared responsibilities and decision-making.</p> <p>Works respectfully in consultation with team members and client in shared responsibilities and decision-making.</p> |

- 3.a.v. Manages misunderstandings, limitations and conflicts to enhance collaborative practice.

| NOVICE                                                                                                                                                                                      | INTERMEDIATE                                                                                                             | ENTRY-TO-PRACTICE                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Identifies misunderstandings, limitations and conflicts following interactions with others.</p> <p>Describes possible reasons behind disagreements, misunderstandings and conflicts.</p> | <p>Presents a plan to address misunderstandings, limitations and conflicts, based on conflict management principles.</p> | <p>Addresses misunderstandings, limitations and conflicts to find solutions or ways to deal with them.</p> <p>Takes ownership for misunderstandings.</p> |

- 3.a.vi. Facilitates transfer of care within and across professions.

| NOVICE                                                            | INTERMEDIATE                                                                                  | ENTRY-TO-PRACTICE                                                                         |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Hypothesizes about plan for transfer of care.                     | Presents a plan to collaborate with other providers in determining plan for transfer of care. | Collaborates with other providers when determining appropriate plan for transfer of care. |
| Describes regulations and processes involved in transfer of care. | Presents a plan to address regulations and processes involved in transfer of care.            | Complies with regulatory conditions and processes for appropriate transfer of care.       |

**3.b. Demonstrate client-centered practice.**

- 3.b.i. Engages and supports the client in identifying concerns, priorities, values, beliefs, assumptions, expectations and desires in order to inform assessment and intervention.

| NOVICE                                                                                        | INTERMEDIATE                                                                                | ENTRY-TO-PRACTICE                                                                           |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Identifies strategies used by CE for supporting client to inform assessment and intervention. | Applies pre-planned strategies for supporting client to inform assessment and intervention. | Applies own planned strategies for supporting client to inform assessment and intervention. |
| Describes possible strategies for supporting client to inform assessment and intervention.    | Adjusts strategies for supporting client, based on reflection between sessions.             | During sessions, adjusts strategies, based on client reactions.                             |

- 3.b.ii. Demonstrates respect for the client’s rights, dignity, uniqueness and equal opportunity.

| NOVICE                                                                                                                                                                                                           | INTERMEDIATE                                                                                                                              | ENTRY-TO-PRACTICE                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Identifies ways to demonstrate respect for client rights, dignity, uniqueness and equal opportunity (e.g., ethnographic interviewing, adapting assessment protocols, carefully considering treatment materials). | Applies pre-planned ways to demonstrate respect for client rights, dignity, uniqueness and equal opportunity.                             | Incorporates approaches that demonstrate respect for client rights, dignity, uniqueness, and equal opportunity. |
| Hypothesizes about the potential for differences between client and student that could impact communication and work with client.                                                                                | Communicates from a position of empathy, respect and curiosity with client when learning about differences impacting client-centred care. |                                                                                                                 |

- 3.b.iii. Considers the client’s personal, social, educational and vocational contexts.

| NOVICE                                                                                                            | INTERMEDIATE                                                                                   | ENTRY-TO-PRACTICE                                                                                      |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Identifies approaches used by CE for examining personal, social, educational and professional contexts of client. | Plans approaches that address personal, social, educational and vocational contexts of client. | Incorporates approaches that consider personal, social, educational and vocational contexts of client. |
| Hypothesizes about the specific impact of contexts in meeting client needs.                                       |                                                                                                |                                                                                                        |

- 3.b.iv. Promotes and supports the client’s (or substitute decision maker’s) participation in decision-making.

| NOVICE                                                                                                 | INTERMEDIATE                                                                           | ENTRY-TO-PRACTICE                                                                             |
|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Identifies approaches used by CE for promoting and supporting client participation in decision-making. | Plans approaches for promoting and supporting client participation in decision-making. | Incorporates approaches for promoting and supporting client participation in decision-making. |
|                                                                                                        | Adjusts approaches, based on reflection between sessions.                              | Adjusts approaches, based on client participation.                                            |

#### **4. Advocate**

##### **4.a. Enables the client to identify and address the barriers that impede or prevent access to services and resources, according to the client's goals.**

| <b>NOVICE</b>                                                                                                                                                                        | <b>INTERMEDIATE</b>                                                                                                                               | <b>ENTRY-TO-PRACTICE</b>                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describes the value of the professional role in client advocacy.<br><br>Brainstorms possible barriers to accessing services and resources, not necessarily specific to given client. | Based on client identification of barriers, describes them and their impact on goal attainment.<br><br>Researches possible solutions to barriers. | Works collaboratively with client to facilitate identification of barriers.<br><br>Directs client to a range of tools and information sources to facilitate identification of possible solutions. |

##### **4.b. Shares professional knowledge with others.**

- 4.b.i. Promotes the value of the profession.

| <b>NOVICE</b>                                                                      | <b>INTERMEDIATE</b>                                                                                                                                              | <b>ENTRY-TO-PRACTICE</b>                                                                                                                                                           |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describes general roles, skills and impact of the profession in layperson's terms. | Uses layperson terms and meaningful examples to explain the unique roles, skills and impact of the profession pertinent to client/team member and site contexts. | Implements planned educational activities to enhance the general public's and/or colleagues' awareness of the unique value, impact, scope of practice and roles of the profession. |

- 4.b.ii. Identifies the need for education related to speech-language pathology services.

| <b>NOVICE</b>                                                    | <b>INTERMEDIATE</b>                                  | <b>ENTRY-TO-PRACTICE</b>                |
|------------------------------------------------------------------|------------------------------------------------------|-----------------------------------------|
| Reflects on possible knowledge gaps in team members and clients. | Describes witnessed knowledge gaps after they occur. | Addresses knowledge gaps as they occur. |

- 4.b.iii. Plans and delivers prevention, promotion and education programs and activities related to communication and/or feeding and swallowing disorders.

| NOVICE                                                                                                       | INTERMEDIATE                                                                   | ENTRY-TO-PRACTICE                                                                                 |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Uses available interaction opportunities to provide basic prevention, promotion and educational information. | Participates in delivering existing promotion and educational opportunities.   | Initiates opportunities for wider public dissemination (e.g., media, public venues, recruitment). |
| Reviews existing materials and presentations for promotion and educational opportunities.                    | Creates materials to support existing promotion and educational opportunities. | Creates and delivers new educational or promotional materials and presentations.                  |

## 5. Scholar

### 5.a. Maintains currency of professional knowledge and performance in order to provide optimal care.

- 5.a.i. Identifies own professional strengths and areas for development.

| NOVICE                                                        | INTERMEDIATE                                          | ENTRY-TO-PRACTICE |
|---------------------------------------------------------------|-------------------------------------------------------|-------------------|
| Identifies areas for development, based on feedback received. | Accurately identifies specific areas for development. |                   |
| Identifies areas of strength, based on feedback received.     | Accurately identifies specific areas of strength.     |                   |

- 5.a.ii. Determines own goals for competency development.

| NOVICE                                  | INTERMEDIATE                             | ENTRY-TO-PRACTICE                                                     |
|-----------------------------------------|------------------------------------------|-----------------------------------------------------------------------|
| Develops general goals for development. | Develops specific goals for development. | Determines competency goals that will impact the quality of practice. |
| Incorporates feedback to set own goals. | Adjusts goals, as needed.                |                                                                       |

- 5.a.iii. Develops a plan and implements strategies for continued development in all seven competency roles.

| NOVICE                                                                                                                  | INTERMEDIATE                                                                                | ENTRY-TO-PRACTICE                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Develops an action plan related to identified goals, incorporating feedback.                                            | Seeks additional information for the action plan, including a review of existing resources. | Builds in accountability for continued development and implementation of the action plan (e.g., reviews regularly, involves others, seeks feedback). |
| Seeks feedback from CE.                                                                                                 | Modifies action plan, as needed, based on reflection and feedback.                          | Refines performance through self-reflection, information-seeking, information-testing and collaboration with CE, rather than waiting for feedback.   |
| Implements key feedback.                                                                                                | Seeks feedback from CE and others regularly.                                                | Incorporates all feedback with ease.                                                                                                                 |
| Recognizes ways to develop competencies in clinical practice (e.g., review of course material and research literature). | Implements feedback quickly.                                                                | Takes advantage of opportunities to use new competencies to enhance practice.                                                                        |
| Recognizes the need to seek opportunities for competency development.                                                   | Demonstrates increased generalization of feedback.                                          | Plans for continued future competency development across all seven roles.                                                                            |
| Acknowledges the range of competency roles required within the profession.                                              | Recognizes opportunities to use new competencies in practice.                               |                                                                                                                                                      |
|                                                                                                                         | Identifies possible opportunities for continued future competency development.              |                                                                                                                                                      |
|                                                                                                                         | Recognizes the need for continued development in all seven competency roles.                |                                                                                                                                                      |

## 6. Manager

### 6.a. Manages the clinical setting.

- 6.a.i. Balances competing demands to manage time, caseload, resources and priorities.

| NOVICE                                                                    | INTERMEDIATE                                                     | ENTRY-TO-PRACTICE                                                                                                            |
|---------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Prioritizes work that has been assigned.<br><br>Meets assigned deadlines. | Manages client-related priorities, making necessary adjustments. | Manages all priorities (e.g., client-related, administrative, research, other assigned tasks), making necessary adjustments. |

- 6.a.ii. Demonstrates an understanding of the structure, funding and function of speech-language pathology service within the organization and broader health and education system.

| NOVICE                                                                                                                           | INTERMEDIATE                                                                                                    | ENTRY-TO-PRACTICE                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Asks informed questions about the structure, funding and function of the speech-language pathology service and the organization. | Describes the structure, funding and function of the speech-language pathology service within the organization. | Describes linkages between the speech-language pathology service within the organization and other services external to the organization.<br><br>Describes how service delivery is impacted by the structure, funding and function of the speech-language pathology service within the organization and within the broader health and education system. |

- 6.a.iii. Applies appropriate precautions, risk management and infection control measures, as required.

| NOVICE                                                                                                                  | INTERMEDIATE                                                                                                                                | ENTRY-TO-PRACTICE                                                               |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Follows routine protocols specified by the clinical site.<br><br>Complies with updated safety procedures and protocols. | Seeks information on risk management.<br><br>Identifies circumstances requiring risk management.<br><br>Reacts to risks effectively/safely. | Anticipates potential risks (e.g., behavioural, environmental, health-related). |

- 6.a.iv. Ensures equipment, materials, instruments and devices are regularly calibrated, up to date and in good working condition, according to the required standards.

| NOVICE                                                                                                                                             | INTERMEDIATE                                                                                                                                                                                              | ENTRY-TO-PRACTICE                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Discusses calibration and working condition standards for equipment and materials on-site.<br><br>Follows routine protocols specified by the site. | Determines whether materials, equipment, instruments and devices are calibrated, up to date and/or in good working condition, according to the required standards.<br><br>Reports problems or challenges. | Identifies when changes or enhancements to protocols are necessary.<br><br>Troubleshoots problems or challenges (e.g., repairs or replaces damaged materials). |

## 7. Professional

### 7.a. Maintains professional demeanour in all clinical interactions and settings.

- 7.a.i. Maintains confidentiality (e.g., follows consent procedures to share information with other parties).

| NOVICE                                                                                                                                                                             | INTERMEDIATE                               | ENTRY-TO-PRACTICE                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------------------------------------------------------------------------------------|
| Follows confidentiality guidelines, as per university and practicum site requirements.<br><br>Seeks clarification, as required (e.g., consent within shared custody arrangements). | Confirms plans to address confidentiality. | Utilizes principles of ethical practice to address all situations related to confidentiality. |

- 7.a.ii. Demonstrates professionalism in managing conflict.

| NOVICE                                                                                                                                                                                                                                                                                                                                                          | INTERMEDIATE                                                                                                                                                                                                                                                   | ENTRY-TO-PRACTICE                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identifies possible conflict from basic situational information.<br><br>Describes how conflict can impact a relationship and client care.<br><br>Communicates about conflict with honesty and tact.<br><br>Accurately reflects on own behaviour in conflict situations.<br><br>Identifies own behaviours that can contribute to conflict (e.g., defensiveness). | Identifies possible conflict situations.<br><br>Anticipates potential need to address conflict.<br><br>Identifies useful resources for addressing conflict.<br><br><br><br><br>Identifies own behaviours that do contribute to conflict (e.g., defensiveness). | Identifies actual conflict.<br><br><br><br><br><br><br><br><br>Implements a plan to address own behaviours.<br><br>Adjusts own behaviour to the mutual benefit of self and others. |

- 7.a.iii. Maintains personal and professional boundaries in relationships with clients, colleagues and other professionals.

| NOVICE                                                                                      | INTERMEDIATE                                                                    | ENTRY-TO-PRACTICE                                                 |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Recognizes personal and professional boundaries, including those that are unprofessional.   | Anticipates need to address issues with professional boundaries.                | Implements a plan to address issues with professional boundaries. |
| Identifies need to maintain personal and professional boundaries in relationships.          | Maintains personal and professional boundaries in relationships.                |                                                                   |
| Describes how issues with professional boundaries can impact relationships and client care. | Describes how own behaviours can impact personal and professional boundaries.   |                                                                   |
|                                                                                             | Identifies useful resources for addressing issues with professional boundaries. |                                                                   |

- 7.a.iv. Displays a positive, professional image (e.g., follows dress code).

| NOVICE                                                                                                                                                                                                                                                           | INTERMEDIATE | ENTRY-TO-PRACTICE |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------------|
| Dresses professionally following organization's dress code guidelines.<br><br>Prepares for all practicum commitments.<br><br>Is punctual for all practicum commitments.<br><br>Demonstrates a positive attitude toward learning within all practicum activities. |              |                   |

- 7.a.v. Demonstrates professionalism in all communications, including those involving electronic platforms.

| NOVICE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | INTERMEDIATE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ENTRY-TO-PRACTICE |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <p>Recognizes examples of professional communication, including unprofessional communication.</p> <p>Describes how professional communication impacts relationships and client care (e.g., addressing client, speaking respectfully about organizations).</p> <p>Identifies importance of maintaining professional communication.</p> <p>Anticipates need to ensure professional communication.</p> <p>Develops a plan to ensure professional communication.</p> <p>Recognizes organizational efforts in service delivery, including clinical education.</p> | <p>Identifies actual professional/unprofessional communication.</p> <p>Identifies useful resources for addressing unprofessional communication.</p> <p>Implements a plan to ensure professional communication.</p> <p>Adjusts own behaviour to ensure professional communication, thereby demonstrating ownership.</p> <p>Demonstrates professionalism in all communications (e.g., respectful, thoughtful, courteous communication with s, organization staff, clients, families, other professionals/providers).</p> |                   |

- 7.a.vi. Demonstrates responsible, reliable behaviour and accountability for actions and decisions.

| NOVICE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | INTERMEDIATE                                                                                                                                                                                                                                                             | ENTRY-TO-PRACTICE                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <p>Identifies timelines for practicum requirements and commitments.</p> <p>Prioritizes tasks in order of importance from a basic set of information.</p> <p>Utilizes appropriate time management skills to complete tasks on time.</p> <p>Describes how unreliable behaviour impacts relationships and client care.</p> <p>Demonstrates reliable behaviour (e.g., consistent attendance).</p> <p>Discusses the importance of general self-care strategies in relation to supporting a range of client needs (e.g., compassion fatigue).</p> | <p>Responds in a timely manner to requirements and commitments.</p> <p>Appropriately prioritizes tasks in order of importance.</p> <p>Takes ownership for decisions made.</p> <p>Identifies and attempts to implement self-care strategies, based on personal needs.</p> | <p>Implements and adapts self-care strategies, based on reflection about personal response to client needs.</p> |

- 7.a.vii. Recognizes and responds appropriately to the inherent power differential in the relationship between the client and the student-clinician.

| NOVICE                                                                                                    | INTERMEDIATE                                                                                                                                                                                                                                                                                   | ENTRY-TO-PRACTICE                                                                                     |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Recognizes the presence of an inherent power differential in client-clinician relationship from examples. | <p>Recognizes the presence of the inherent power differential.</p> <p>Describes how this power differential can impact relationships and client care.</p> <p>Anticipates the need to address the power differential.</p> <p>Identifies useful resources to address the power differential.</p> | <p>Identifies the power differential.</p> <p>Implements a plan to address the power differential.</p> |

**7.b. Practices ethically.**

- 7.b.i. Adheres to professional code of ethics, as defined within the jurisdiction.

| NOVICE                                                                                                                                                  | INTERMEDIATE                                            | ENTRY-TO-PRACTICE                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------|
| <p>Demonstrates awareness of Codes of Ethics and the need to abide by them.</p> <p>Demonstrates behaviour consistent with relevant Codes of Ethics.</p> | Considers how Codes of Ethics inform clinical practice. | Applies ethical principles to address situations requiring further consideration. |

- 7.b.ii. Obtains informed consent.

| NOVICE                                                                                                                   | INTERMEDIATE                                                                                                          | ENTRY-TO-PRACTICE                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reviews common organizational resources for obtaining informed consent.<br><br>Knows that informed consent is necessary. | Identifies organizational resources for obtaining informed consent.<br><br>Ensures that informed consent is obtained. | Obtains informed consent using a structured approach.<br><br>Obtains informed consent that requires additional consideration (e.g., substitute decision makers, shared custody arrangements, fluctuating level of client consciousness). |

- 7.b.iii. Recognizes and uses critical judgment to respond to ethical issues encountered in practice.

| NOVICE                                                                                                                                                                                                                                                  | INTERMEDIATE                                                                                                                                 | ENTRY-TO-PRACTICE                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Recognizes possible ethical issues in clinical practice (e.g., personal relationships with client).<br><br>Describes framework for ethical decision-making.<br><br>Analyzes possible ethical issues in clinical practice guided by an ethics framework. | Identifies ethical issues in practice.<br><br>Synthesizes information from various sources to develop a plan for dealing with ethical issue. | Effectively uses a framework for ethical decision-making to respond to issues in practice. |

- 7.b.iv. Recognizes and uses critical judgment to respond to actual or perceived conflicts of interest.

| NOVICE                                                                                                                                              | INTERMEDIATE                                                                                     | ENTRY-TO-PRACTICE                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| Recognizes actual or perceived conflicts of interest in clinical practice (e.g., clinician providing services in both public and private settings). | Identifies conflicts of interest.                                                                |                                                                      |
| Describes how actual or perceived conflicts of interest can impact relationships and client care.                                                   | Analyzes actual or perceived conflicts of interest.                                              | Effectively responds to conflicts of interest.                       |
| Anticipates need to address actual or perceived conflicts of interest.                                                                              | Identifies useful resources for addressing conflicts of interest.                                |                                                                      |
|                                                                                                                                                     | Synthesizes information from various sources to develop a plan to address conflicts of interest. | Evaluates response to conflict of interest to guide future practice. |

- 7.b.v. Demonstrates honesty and integrity and acts in the best interests of the client.

| NOVICE                                                                                                             | INTERMEDIATE                                                        | ENTRY-TO-PRACTICE                                       |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------|
| Identifies the need for integrity, including honesty, in clinical practice to act in the best interests of client. | Reflects on own integrity, including honesty, in practice.          | Demonstrates integrity, including honesty, in practice. |
| Recognizes possible dishonesty in clinical practice (e.g., lack of accountability, misinformation).                | Identifies dishonesty.                                              |                                                         |
| Anticipates need to address dishonesty.                                                                            | Develops a plan to address any dishonesty.                          | Implements a plan to address any dishonesty.            |
| Describes how dishonesty can impact relationships and client care.                                                 | Adjusts own behaviour to demonstrate honesty, displaying ownership. |                                                         |

- 7.b.vi. Identifies and mitigates one's own biases, as they relate to the care of a client.

| NOVICE                                                                   | INTERMEDIATE                                                                      | ENTRY-TO-PRACTICE                                                                       |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Recognizes bias in clinical practice from basic situational information. | Anticipates need to address one's own biases in clinical practice.                | Identifies own biases in clinical practice.                                             |
| Describes how bias can impact relationships, including client care.      |                                                                                   |                                                                                         |
|                                                                          | Identifies useful resources for mitigating one's own biases in clinical practice. | Implements a plan to mitigate own biases.                                               |
| Identifies the need to mitigate bias.                                    | Develops a plan to mitigate own biases.                                           | Adjusts own behaviour to mitigate biases in clinical practice, demonstrating ownership. |

**7.c Adheres to professional standards and regulatory requirements.**

- 7.c.i. Stays informed of and complies with professional standards and regulatory and legislative requirements within one's jurisdiction.

| NOVICE                                                                                                                       | INTERMEDIATE                                                                                         | ENTRY-TO-PRACTICE                                      |
|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Identifies regulatory and legislative requirements (e.g., PIPEDA, provincial regulatory acts, required reporting standards). | Complies with basic regulatory and legislative requirements (e.g., respects client confidentiality). | Complies with regulatory and legislative requirements. |
| Identifies professional standards that apply to the clinical setting (e.g., practice guidelines for disorder type).          | Seeks clarification on professional standards relevant to client.                                    | Complies with professional standards.                  |

- 7.c.ii. Practices within the profession's scope of practice and own personal capabilities.

| NOVICE                                                                                                                                        | INTERMEDIATE                                                                                                                    | ENTRY-TO-PRACTICE                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Identifies the range of services and activities one is qualified to perform and provide.                                                      | Seeks clarification on scope of practice or role delineation.                                                                   | Provides service consistent with scope of practice.                               |
| Recognizes the need to provide services that are consistent with one's own competence, education and experience.                              | Provides service within one's own level of competence, education and experience.                                                |                                                                                   |
| Recognizes when client communication and swallowing intervention needs are beyond the expertise of the assessing speech-language pathologist. | Explains to client the ways in which her/his/their needs are beyond the expertise of the assessing speech-language pathologist. | Discusses appropriate alternative speech-language pathology services with client. |

- 7.c.iii. Adheres to site and university standards and requirements.

| NOVICE                                                     | INTERMEDIATE | ENTRY-TO-PRACTICE |
|------------------------------------------------------------|--------------|-------------------|
| Identifies site and university standards and requirements. |              |                   |
| Adheres to site and university standards and requirements. |              |                   |