

SB

365

SFIN

FILE

SENATE FINANCE COMMITTEE REPORT

REPORTED OUT

APR 16 2004

SENATE FINANCE
COMMITTEE

DATE: 04/02/04

FURTHER:

DATE TURNED
IN TO OFFICE: 16 April 2004

Finance Committee considered SENATE BILL NO. 365

SB 365 SPEECH-LANGUAGE PATHOLOGIST ASSISTANTS

"An Act relating to the regulation of speech-language pathologist assistants; and providing for an effective date."

and recommends:

- be replaced with _____ CS SB 365 (FIN)
- adopt previous _____ CS CS forthcoming (_____)
- attached amendment(s)
- adopt Letter of Intent by _____ Committee
- further referral to _____ Committee

Senate Bill:
 Same Title
 New Title

House Bill:
 Same Title
 Technical Title Change
 New Title w/ SCR # _____

NEW FISCAL NOTE(S):

Department	Date	Fiscal	Indet.	Zero.	FN#

PREVIOUS FISCAL NOTE(S):

Department	Date	Fiscal	Indet.	Zero	FN#
Revenue	<u>3/29/04</u>	<u>60.0</u>			<u>#2</u>
DCED	<u>3/23/04</u>	<u>0.8</u>			<u>#1</u>

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS:	DO PASS	DO NOT PASS	NO REC	AMEND
<u>[Signature]</u>			<input checked="" type="checkbox"/>	
<u>[Signature]</u>	<input checked="" type="checkbox"/>			
<u>[Signature]</u>	<input checked="" type="checkbox"/>			
<u>[Signature]</u>	<input checked="" type="checkbox"/>			
COCHAIR:				
COCHAIR:				

APR 16 2004

SENATE FINANCE
COMMITTEE

FISCAL NOTE

STATE OF ALASKA
2004 LEGISLATIVE SESSION

Fiscal Note Number: 1
Bill Version: SB 365
(S) Publish Date: 4/2/04

Revision Date/Time (Note if correction):
Title Speech-Language Pathologist Assistants
Sponsor Senate Labor and Commerce
Requester Senate Labor and Commerce
Dept Affected: DCED
RDU Occupational Licensing (117)
Component Occupational Licensing
Component No. 2360

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Personal Services	0.8	0.8	0.8	0.8	0.8	0.8
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	0.8	0.8	0.8	0.8	0.8	0.8

CAPITAL EXPENDITURES						
----------------------	--	--	--	--	--	--

CHANGE IN REVENUES (1156)	0.8	0.8	0.8	0.8	0.8	0.8
-----------------------------	-----	-----	-----	-----	-----	-----

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other 1156 - Receipt Supported Services	0.8	0.8	0.8	0.8	0.8	0.8
TOTAL	0.8	0.8	0.8	0.8	0.8	0.8

Estimate of any current year (FY2004) cost: 0.0
Mark this box (X) if funding for this bill is included in the Governor's FY 2005 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

SB 365 creates registration for Speech-Language Pathologist Assistants. Currently there are 121 licensed Speech-Language Pathologists. Based on similar programs that register assistants, this fiscal note assumes that at least 10% of the current licensee number will register to become an Assistant (at least 12 registrants). The expenditure shown above is based on 10% of the FY03 Speech-Language Pathologist costs. Speech-Language Pathologist Assistants will be expected to cover these costs through registration fees.

Based on biennial costs of \$1.6, registrants can expect to pay a biennial registration fee of approximately \$133.00.

Prepared by: Jennifer Strickler, Administrative Manager Phone (907) 465-2144
Division Occupational Licensing Date/Time 3/23/04 3:10 PM
Approved by: Edgar Blatchford, Commissioner Date 3/23/2004
Agency Department of Community and Economic Development

23-LS0540\Q
Mischel
4/8/04

CS FOR SENATE BILL NO. 365()
IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-THIRD LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): SENATE LABOR AND COMMERCE COMMITTEE

A BILL
FOR AN ACT ENTITLED

1 "An Act relating to the regulation of speech-language pathologist assistants; and
2 providing for an effective date."

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

4 * Section 1. AS 08.11.025(b) is amended to read:

5 (b) Subject to (c) and (d) of this section, the department may issue a temporary
6 license to the following:

7 (1) a nonresident for the practice of speech-language pathology as a
8 speech-language pathologist in the state for 60 days or less in a calendar year, if the
9 individual is licensed to practice speech-language pathology in another state, territory
10 of the United States, foreign country, or province that has requirements for a license to
11 practice speech-language pathology that are substantially equivalent to or higher than
12 the requirements of AS 08.11.015;

13 (2) a nonresident for the practice of speech-language pathology as a
14 speech-language pathologist in the state for 60 days or less in a calendar year, if the

1 individual meets the qualifications and requirements for a license under AS 08.11.015
2 [,] and resides in a state or territory of the United States or a foreign country or
3 province that does not license individuals to practice speech-language pathology;

4 (3) a person, whether a resident or not, who is in the process of
5 completing a year of supervised clinical experience required for a certificate of
6 clinical competence in speech-language pathology from the American Speech-
7 Language Hearing Association.

8 * Sec. 2. AS 08.11.030(c) is amended to read:

9 (c) The department may reinstate a lapsed license or registration if the
10 license or registration has lapsed for less than two years and if the individual submits
11 to the department an application for renewal and pays a delinquency fee in addition to
12 the renewal fee.

13 * Sec. 3. AS 08.11.030(d) is amended to read:

14 (d) A suspended license or registration is subject to expiration and must be
15 renewed as provided in AS 08.01.100, but the renewal does not entitle the individual
16 while the license or registration remains suspended to practice audiology, [OR]
17 speech-language pathology, or as a speech-language pathologist assistant, or to
18 engage in other activity or conduct that violates the order or judgment that suspended
19 the license.

20 * Sec. 4. AS 08.11 is amended by adding new sections to read:

21 **Sec. 08.11.042. Activities of speech-language pathologist assistant.** (a) A
22 person may not practice as a speech-language pathologist assistant in the state without
23 registration under this chapter.

24 (b) Except as provided in (c) of this section, a person registered under this
25 chapter and who is under the immediate supervision of a person licensed as a speech-
26 language pathologist in the state may perform treatment of a person who is medically
27 fragile, as determined by the licensed speech-language pathologist, or who otherwise
28 demonstrates a need for assistance with feeding or swallowing.

29 (c) Except as provided in (b) and (e) of this section, a person registered under
30 this chapter and who is under the direct supervision of a person licensed as a speech-
31 language pathologist in the state may perform screening and treatment techniques or

1 activities and assist the speech-language pathologist during assessments, research, in-
2 service training, and public relations activities.

3 (d) Except as provided in (b), (c), and (e) of this section, a person registered
4 under this chapter and who is under the indirect supervision of a person licensed as a
5 speech-language pathologist in the state may

6 (1) perform screening and treatment activities, excluding
7 interpretation, if the supervising speech-language pathologist has previously given
8 instruction on the performance of those screening and treatment activities, has
9 observed the assistant in the performance of those activities, and has determined that
10 the speech-language pathologist assistant is competent to perform those activities;

11 (2) conduct clerical tasks, including record keeping, documentation of
12 a person's progress toward meeting established objectives as stated in the treatment
13 plan or individualized education plan, scheduling, and equipment maintenance;

14 (3) implement a documented treatment plan, individualized education
15 plan, or protocol developed by the supervising speech-language pathologist;

16 (4) sign treatment notes if the note is reviewed and cosigned by the
17 supervising speech-language pathologist; and

18 (5) discuss with the client and the client's family members or guardian
19 behaviors observed by the speech-language pathologist assistant during treatment of
20 the client when the behaviors are supported by documented objective data.

21 (e) A registered speech-language pathologist assistant may not

22 (1) administer diagnostic assessment tools, perform formal or informal
23 evaluations, or interpret test or evaluation results;

24 (2) participate in family conferences, on an interdisciplinary team, at a
25 staff meeting, or at an individualized education plan meeting in which diagnostic
26 information is interpreted or in which plans for a client's treatment are developed or
27 reviewed without the presence of a licensed speech-language pathologist;

28 (3) write, develop, or modify a client's treatment plan or individualized
29 education plan;

30 (4) assist a client without following a documented treatment plan or
31 individualized education plan that has been prepared by a licensed and adequately

1 trained speech-language pathologist;

2 (5) sign a client record or billing record that does not contain the
3 signature of a licensed speech-language pathologist;

4 (6) select a person for speech-language pathology services;

5 (7) provide counseling to a client or a client's family or guardian;

6 (8) disclose clinical or confidential information, either orally, in
7 writing, or by electronic means, to anyone not designated in writing to receive the
8 communication by a licensed speech-language pathologist; or

9 (9) perform screening of feeding or swallowing functions.

10 **Sec. 08.11.043. Qualifications for speech-language pathologist assistant**
11 **registration.** (a) The department shall register an individual as a speech-language
12 pathologist assistant if the individual submits an application on a form approved by the
13 department, pays the required fee, and

14 (1) submits proof satisfactory to the department that the individual has
15 successfully completed

16 (A) an associate of applied science degree in disabilities with a
17 speech-language support emphasis either from the University of Alaska
18 Anchorage in affiliation with Prince William Sound Community College or
19 from another approved program; or

20 (B) a bachelor's degree in speech-language pathology from an
21 accredited institution;

22 (2) submits proof satisfactory to the department that the individual has
23 successfully completed 100 hours of field work supervised by a licensed speech-
24 language pathologist; and

25 (3) appears to the department to suffer from no mental illness or
26 chemical or alcohol dependency that would interfere with the applicant's ability to
27 perform safely as a speech-language pathologist assistant.

28 (b) Notwithstanding the requirements of (a) of this section, the department
29 shall register an individual as a speech-language pathologist assistant if the individual
30 provides proof satisfactory to the department that the individual has been employed in
31 a position for at least one year preceding July 1, 2004, that includes the practice of

1 speech-language pathologist assistant as set out in AS 08.11.042 and if the individual
2 (1) submits an application on a form approved by the department;
3 (2) pays the required fee;
4 (3) submits proof satisfactory to the department that the individual has
5 passed a competency-based checklist examination adopted by the department; and
6 (4) submits a written recommendation from a licensed speech-
7 language pathologist in support of the application.

8 (c) The department shall maintain a registry of individuals registered under
9 this section and shall notify an applicant in writing of a decision to approve or deny an
10 application under this section. An approval is valid for two years, except as provided
11 under AS 08.11.083.

12 (d) The department shall renew a valid registration issued under this chapter if
13 the speech-language pathologist assistant submits a timely application on a form
14 approved by the department accompanied by a sworn statement that the applicant has
15 available documentation of approved continuing education consisting of 15 clock
16 hours for the preceding two years. The department shall approve continuing education
17 if the education is provided at state or regional conferences, workshops, formal in-
18 service training, independent study programs, or a combination of these, and pertains
19 to communication disorders.

20 **Sec. 08.11.045. Supervision of speech-language pathologist assistant.** (a)
21 A speech-language pathologist qualified under (b) of this section shall design and
22 implement a plan for supervision of a speech-language pathologist assistant that
23 protects the client and that maintains the highest possible standard of care. The
24 amount of supervision required in the plan must be documented and must take into
25 account the experience and skills of the speech-language pathologist assistant, the
26 client's needs, the service setting, the tasks assigned, and the laws governing the
27 activities of the speech-language pathologist assistant. A plan for supervision must
28 provide for direct supervision of the speech-language pathologist assistant for at least
29 50 percent of the speech-language pathologist assistant services during the first 90
30 days of employment of the speech-language pathologist assistant and, after the first 90
31 days of employment, for at least 20 percent of the speech-language pathologist

1 assistant services.

2 (b) A speech-language pathologist is qualified to supervise a speech-language
3 pathologist assistant only if the speech-language pathologist is familiar with all
4 applicable laws and

5 (1) is licensed under this chapter; or

6 (2) has a valid Type A or Type C teaching certificate issued under
7 AS 14.20 with an endorsement in speech-language pathology, speech and hearing
8 sciences, or communication disorders.

9 (c) A speech-language pathologist qualified under (b) of this section who
10 agrees to supervise a speech-language pathologist assistant shall

11 (1) monitor and evaluate the services provided and documentation
12 completed by the speech-language pathologist assistant, including the competency
13 level for the type of client and service site and compliance with all applicable laws;

14 (2) assist the speech-language pathologist assistant in the development
15 of a professional development plan that includes at least 15 clock hours of approved
16 continuing education under AS 08.11.043(d) biennially; and

17 (3) direct the handling of emergencies by the speech-language
18 pathologist assistant.

19 (d) A speech-language pathologist may not supervise more than two
20 individuals or carry a higher caseload of clients while supervising a speech-language
21 pathologist assistant than when the speech-language pathologist was not supervising a
22 speech-language pathologist assistant.

23 * Sec. 5. AS 08.11.050 is amended to read:

24 **Sec. 08.11.050. Fees.** The department shall set fees under AS 08.01.065 for
25 each of the following:

26 (1) application;

27 (2) credential review;

28 (3) audiologist license and speech-language pathologist license;

29 (4) temporary license;

30 (5) renewal of license;

31 (6) delinquency;

- 1 (7) reinstatement;
2 (8) duplicate license;
3 (9) speech-language pathologist assistant registration application
4 and renewal.

5 *Sec. 6. AS 08.11 is amended by adding a new section to read:

6 **Sec. 08.11.083. Grounds for imposition of disciplinary sanctions on a**
7 **speech-language pathologist assistant.** After a hearing, the department may impose
8 a disciplinary sanction on a registered speech-language pathologist assistant when the
9 department finds that the registrant

- 10 (1) secured a registration through deceit, fraud, or intentional
11 misrepresentation;
12 (2) fraudulently or deceptively used a registration;
13 (3) altered a registration;
14 (4) sold, bartered, or offered to sell or barter a registration;
15 (5) engaged in deceit, fraud, or intentional misrepresentation in the
16 course of assisting in the practicing of speech-language pathology;
17 (6) advertised speech-language services in a manner that is false,
18 misleading, or deceptive;
19 (7) has been convicted of a felony or other crime that affects the
20 person's ability to continue to practice competently and safely, including a crime
21 involving drugs or alcohol;
22 (8) engaged in unprofessional conduct, in sexual misconduct, or in
23 lewd or immoral behavior in connection with the delivery of professional services to
24 clients;
25 (9) continued to practice speech-language pathology after becoming
26 unfit due to
27 (A) professional incompetence or gross negligence;
28 (B) use of drugs or alcohol in a manner that affects the person's
29 ability to practice speech-language pathology competently and safely;
30 (C) a physical or mental disability;
31 (10) permitted another person to use the registrant's registration;

1 (11) has been disciplined by an official government body with
2 jurisdiction over licensure, certification, or registration of a health care or teaching
3 practice; a certified copy of the final disciplinary action constitutes conclusive
4 evidence against the person;

5 (12) failed to maintain confidentiality except as otherwise required or
6 permitted by law;

7 (13) failed to comply with a provision of this chapter or a regulation
8 adopted under this chapter, or an order of the department.

9 * Sec. 7. AS 08.11.090(a) is amended to read:

10 (a) When it finds that an audiologist has committed an act listed in
11 AS 08.11.080, [OR] that a speech-language pathologist has committed an act listed in
12 AS 08.11.085, or that a speech-language pathologist assistant has committed an
13 act listed in AS 08.11.083, the department may impose the following sanctions singly
14 or in combination:

15 (1) permanently revoke a license or registration to practice;

16 (2) suspend a license or registration for a determinate period of time;

17 (3) censure a licensee or registrant;

18 (4) issue a letter of reprimand;

19 (5) place a licensee or registrant on probationary status and require
20 the licensee or registrant to

21 (A) report regularly to the department on matters involving the
22 basis of probation;

23 (B) limit practice to those areas prescribed;

24 (C) continue professional education until a satisfactory degree
25 of skill has been attained in those areas determined by the department to need
26 improvement;

27 (6) impose limitations or conditions on the practice of a licensee or
28 registrant.

29 * Sec. 8. AS 08.11.090(c) is amended to read:

30 (c) The department may summarily suspend a license or registration before
31 final hearing or during the appeals process if the department finds that the licensee or

1 registrant poses a clear and immediate danger to the public welfare and safety if the
2 licensee or registrant continues to practice. An individual whose license or
3 registration is suspended under this subsection is entitled to a hearing by the
4 department no later than seven days after the effective date of the order. The
5 individual may appeal the suspension after the hearing to the superior court.

6 * **Sec. 9.** AS 08.11.090(d) is amended to read:

7 (d) The department may reinstate a license or registration that has been
8 suspended or revoked if the department finds after a hearing that the individual is able
9 to practice with reasonable skill and safety.

10 * **Sec. 10.** AS 08.11.090(e) is amended to read:

11 (e) One year after revocation of a license or registration issued under this
12 chapter, the individual whose license or registration was revoked may reapply for the
13 license or registration. The department may require an examination for
14 reinstatement.

15 * **Sec. 11.** AS 08.11.090 is amended by adding new subsections to read:

16 (f) The department may place a registrant on probation, with the costs of
17 probation to be born by the registrant

18 (1) in lieu of revocation or suspension;

19 (2) upon the issuance of a registration to an individual who has been
20 found guilty of unprofessional conduct but who otherwise qualifies for registration
21 under this chapter; or

22 (3) as a condition upon the reissuance or reinstatement of any
23 registration that has been suspended or revoked by the department.

24 (g) The department may require a registrant who has been placed on probation
25 or who has been suspended to obtain additional professional training, including
26 continuing education or clinical or field work.

27 * **Sec. 12.** AS 08.11.200 is amended by adding new paragraphs to read:

28 (8) "direct supervision" means supervision that is on-site or available
29 by visual or real-time electronic means through which a supervising speech-language
30 pathologist observes and guides a speech-language pathologist assistant while the
31 assistant performs a clinical activities; "direct supervision" may include

1 demonstration, coaching, and observation to the extent that the demonstration,
2 coaching, or observation otherwise meets the requirements of this paragraph;

3 (9) "immediate supervision" means supervision in the physical
4 presence of the speech-language pathologist assistant during the provision of client
5 services by the speech-language pathologist assistant;

6 (10) "indirect supervision" means supervision by telephonic or
7 electronic means or by intermittent on-site visits while located either inside or outside
8 of the facility in which the speech-language pathologist assistant is located; "indirect
9 supervision" may include demonstrations, record review, evaluation of audiotaped or
10 videotaped client services, or communication by telephone or electronic mail to the
11 extent that these activates otherwise meet the requirements of this paragraph;

12 (11) "screening" means a procedure in which a client is identified by
13 either "pass" or "fail" for purposes of necessitating further evaluation of speech,
14 language, or hearing;

15 (12) "supervision" means the provision of direction and evaluation of
16 the tasks assigned.

17 * Sec. 13. This Act takes effect July 1, 2004.



Official Business

Alaska State Senate

Senate Finance Committee

Mail Stop 3100
State Capitol
Juneau, Alaska 99801-1182

FAX COVER SHEET

DATE: 16 April 2004 TIME: 9:40 am

TO: Legal Services

NUMBER OF PAGES, INCLUDING COVER SHEET: 1

FROM: MINDY ROWLAND
SENATE FINANCE COMMITTEE SECRETARY
PHONE: 465-4935
FAX: 465-2187

NOTES: Final Please CS SB 365 (FIN)

23-LS0540\Q 4/8/04

Miscel

no changes

deliver to me Rm 520

call w/ any questions

The Mundy

MEMORANDUM

April 14, 2002

SUBJECT: Changes to SB 365

TO: Senator Gary Wilken, Senator Lyda Green
Co-Chairs, Senate Finance Committee

FROM: Senator Con Bunde
Nancy Lovering, M.S., CCC-SLP
Patricia Olmstead, MCSD, CCC-SLP
Laura Young Campbell, M.S., CCC-SLP
c/o Alaska Speech-Language Hearing Association

We have proposed the following changes to SB 365 (CS Version Q) in order to have all sections of the bill be in conformance with ASHA (American Speech Language Hearing Association) preferred practice patterns for speech-language pathology. It was recommended by Ms. Susan Pilch, Director, State Legislative and Regulatory Advocacy, ASHA, that the following changes be made to this bill to make it even stronger. Ms. Pilch reminded us that while SLPAs may perform feeding and swallowing treatment under the supervision of a certified Speech-Language Pathologist, they may not conduct feeding and swallowing screenings.

In order to have these specific changes be clear throughout all sections of SB 365, the following were necessary so that our intent to prohibit feeding and swallowing screenings by SLPAs would be achieved.

Sec. 08.11.042 (b) page 2, line 26 "direct screening" was deleted.

Sec. 08.11.042 (c) page 2, line 31 "new" was deleted from the former phrase "new screening."

Sec. 08.11.042 (e) page 4, line 9 deals with what registered SLPAs are not permitted to do, that the following be added, "perform screening of feeding or swallowing functions."

Sec. 08.11.200 (11) page 10, line 12 clarifies the definition of screening.

The new amended version reads,

"screening" means a procedure in which a client is identified by either "pass" or "fail" for purposes of necessitating further evaluation of speech, language or hearing.

These changes to SB 365 clarify that feeding and swallowing screenings should not be performed by SLPAs.

Alaska State Legislature

DURING SESSION
STATE CAPITOL
JUNEAU, AK 99801-1182
(907) 465-4643 (800) 892-4843
FAX: (907) 465-3871

WEB SITE
www.akrepublicans.org/Bundo

DURING INTERIM
716 W. FOURTH AVE.
ANCHORAGE, AK 99501-2133
(907) 269-0181
FAX: (907) 269-0184

E-MAIL
Senator.Con.Bunde@legis.state.ak.us

SENATOR CON BUNDE

District P

VICE-CHAIR: SENATE FINANCE COMMITTEE
CHAIR: SENATE LABOR & COMMERCE COMMITTEE
MEMBER: LEGISLATIVE BUDGET & AUDIT COMMITTEE

Sponsor Statement SB365 Speech-Language Pathology Assistants

SB365 establishes registration of speech-language pathology assistants through the department of occupational licensing regardless of employment setting. Currently, speech-language pathology assistants (SLPA), in Alaska, are not licensed or regulated like the similar professions of physical and occupational therapy assistants. SB365 outlines the qualifications and training required to be an SLPA, their scope of practice, supervision and continuing education requirements.

Due to shortages in the number of qualified speech-language pathologists, many Alaskans are not receiving the consistency and appropriate amount of services they require. An SLPA will be able to assist the speech-language pathologists in clerical duties, charting progress, developing materials and assisting in other therapy services within their scope of practice. SLPAs will not be allowed to work independently of a speech-language pathologist or be given the sole responsibility of their own case/workload. SLPAs will be under the direction and supervision of a qualified and licensed Speech-Language Pathologist.

It is not the intent of SB365 to hire an SLPA in lieu of a qualified speech-language pathologist. SLPAs are to enhance the services provided.

All regions of Alaska will benefit from the use SLPAs. SLPAs will be able to enhance services in schools, private clinics, the underserved rural/remote areas, and in hospital settings. Having an assistant will allow the speech-language pathologist additional time to assess an individual's progress, write treatment plans, confer with medical and other professionals, attend meetings and complete other administrative duties as required. The recipients of speech-language pathology services will benefit the most, as they will have consistent services from appropriately trained individuals, which will decrease the length of treatment and thereby decreasing costs. Since many recipients of speech-language services receive assistance through Medicaid/Medicare, that cost savings is then passed on to the citizens of Alaska.

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA

(907) 465-3867 or 465-2450
FAX (907) 465-2029
Mail Stop 3101


State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM

March 31, 2004

SUBJECT: Speech- Language Pathologist Assistants SB 365
(Work Order No. 23-LS0504H)

TO: Senator Con Bunde
Attn: Jane Alberts

FROM: Jean M. Mischel
Legislative Counsel 

You have requested a sectional summary of the above-described bill.

As a preliminary matter, note that a sectional summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents. If you would like an interpretation of the bill as it may apply to a particular set of circumstances, please advise.

Section 1. Authorizes a temporary speech-language pathology license for persons who are in the process of completing supervised clinical experience.

Section 2. Adds reference to registration of speech-language pathologist assistants to lapsed license provision.

Section 3. Adds reference to registration of speech-language pathologist assistants to suspended license provision.

Section 4. Adds new sections pertaining to the activities, qualifications, and supervision of registered speech-language pathologist assistants. Authorizes the Department of Community of Economic Development to regulate speech-language pathologist assistants.

Section 5. Adds speech-language pathologist assistant registration application and renewal to list of fees that must be set by the Department of Community and Economic Development.

Section 6. Adds a new section relating to grounds for imposition, after a hearing, of disciplinary sanctions on a speech-language pathologist assistant.

Section 7. Adds references to speech-language pathologist assistants for purposes of imposition of disciplinary sanctions by the Department of Community and Economic

Development.

Section 8. Adds a reference to speech-language pathologist assistant registrants to summary suspension provision.

Section 9. Adds a reference to speech-language pathologist assistant registrants to reinstatement provision.

Section 10. Adds a reference to speech-language pathologist assistant registrants to provision allowing for reinstatement after revocation of a registration in certain circumstances.

Section 11. Adds a new subsection authorizing the Department of Community and Economic Development to place a registered speech-language pathologist on probation in certain circumstances.

Section 12. Defines different types of "supervision" and defines "screening" as used in this Act.

Section 13. Establishes a July 1, 2004 effective date for the Act.

JMM:med
04-345.med

THE
FOLLOWING
DOCUMENT(S)
ARE
POOR
ORIGINAL
COPIES

Frequently Asked Questions

Speech-Language Pathology Assistants

(Updated 2/25/04)

The American Speech-Language-Hearing Association (ASHA) has a position statement and guidelines on the training, use, and supervision of speech-language pathology assistants. ASHA also has resources for supervisors of assistants and continues to support the appropriate training, use, and supervision of speech-language pathology assistants by ASHA-certified speech-language pathologists. Speech-language pathology assistants are to be used only to supplement--not supplant--the services provided by ASHA-certified speech-language pathologists. Speech-language pathology assistants are not trained for independent practice.

NOTE: ASHA's position statement and guidelines on the training, use, and supervision of speech-language pathology assistants have been revised and are currently undergoing peer review, with comments due by March 5, 2004.

A. Defining Speech-Language Pathology Assistants

1. Who are speech-language pathology assistants? Answer
2. Are there other forms of support personnel? Answer
3. Is the use of speech-language pathology assistants new? Answer
4. Will speech-language pathology assistants be used to replace ASHA-certified speech-language pathologists? Answer
5. Is there a need for speech-language pathology assistants? Answer
6. What is the demand for speech-language pathology assistants? Answer
7. What are the advantages to the ASHA-certified speech-language pathologist in using speech-language pathology assistants in his or her practice? Answer

B. Using Speech-Language Pathology Assistants

1. What may speech-language pathology assistants do? Answer
2. What is outside a speech-language pathology assistant's scope of responsibilities? Answer
3. What is the average salary for speech-language pathology assistants? Answer
4. How will this program affect the culturally and linguistically diverse professional population? Answer
5. Who is responsible for services provided by a speech-language pathology assistant? Answer
6. Will caseloads expand when assistants are used? Answer

C. Supervising Speech-Language Pathology Assistants

1. Who can supervise speech-language pathology assistants? Answer
2. Is the speech-language pathologist supervising a speech-language pathology assistant required to have a course in supervision? Answer
3. What resources on supervision does ASHA have available? Answer
4. If an ASHA-certified speech-language pathologist with less than two years' experience joins a program with an experienced speech-language pathology assistant, should the assistant be terminated to meet ASHA's 1995 guidelines? Answer
5. How much supervision is recommended? Answer

D. Credentialing Speech-Language Pathology Assistants

1. Does ASHA credential speech-language pathology assistants? Answer

Speech-Language Pathology Assistant FAQs

Page 2 of 11

2. How does one become a speech-language pathology assistant? Answer
 3. Is continuing education required for a speech-language pathology assistant? Answer
 4. Is the use of speech-language pathology assistants permitted in every state? Answer
- E. Training Speech-Language Pathology Assistants
1. Is this a career ladder? Answer
 2. What information is available to help a training institution start a speech-language pathology assistant training program? Answer
 3. Can an institution establish a speech-language pathology assistant training program in a state that prohibits the use of speech-language pathology assistants? Answer
 4. How can I find qualified speech-language pathology assistants? Answer
 5. How many training programs are there for speech-language pathology assistants? Answer
- F. Reimbursing Speech-Language Pathology Assistant Services
1. Who makes the determination of what constitutes a "skilled" versus a "non-skilled" activity, in terms of rate of reimbursement for speech-language pathology (SLP) and speech-language pathology assistant (SLPA) services? Answer
 2. Since there is no clear definition of supervision in Medicare regulations, how should facilities approach the intermediary for a ruling? Answer
 3. What is being done to assure Medicare coverage of services rendered by a credentialed SLPA? Answer
- G. Fieldwork for Speech-Language Pathology Assistant Student Trainees
1. Must the fieldwork hours completed by SLPA students be performed at specific types of settings or distributed across specific age groups or disorders? Answer
 2. Does the minimum of 100 clock hours of fieldwork include observation hours? Answer
 3. When SLPA students are engaged in patient/client contact, does ASHA require that they receive direct supervision or indirect supervision for the specified minimum of 50% of the time? Answer
 4. When SLPA students are placed in fieldwork settings, can they be supervised by more than one SLP? Answer
 5. Must the supervisor of an SLPA student in an external fieldwork placement hold a current Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) from ASHA, or can he/she hold state licensure only? Answer
 6. How many years experience does the supervisor need to have to supervise an SLPA student who wishes to apply for ASHA registration? Answer

A. Defining Speech-Language Pathology Assistants

1. Who are speech-language pathology assistants?

Speech-language pathology assistants (SLPAs) are support personnel who, following academic and/or on-the-job training, perform tasks prescribed, directed, and supervised by ASHA-certified speech-language pathologists.

2. Are there other forms of support personnel?

There are typically two levels of support personnel – aides and assistants. Based on level of training, these support personnel may have a different scope of responsibilities in the work setting. Aides, for example, have a different, usually narrower, training base and a more limited scope of responsibilities than speech-language pathology assistants. States may use different terminology to refer to support personnel in speech-language pathology (e.g., communication aides, paraprofessionals, service extenders).

3. Is the use of speech-language pathology assistants new?

Speech-language pathology assistants have been used and regulated by many states since the 1970s. ASHA has had guidelines for the use of support personnel since 1969. Attention to the use of assistants has increased as professionals seek mechanisms for expanding services and containing costs. In November 2000, ASHA began development of an approval process for associate degree SLPA training programs and a registration process for SLPAs. The approval process was effective January 2002, and the registration process was effective January 2003. However, at its Spring 2003 meeting, ASHA's Legislative Council voted to discontinue both the registration program for SLPAs and the approval process for SLPA training programs as of December 31, 2003, due to financial reasons.

4. Will speech-language pathology assistants be used to replace speech-language pathologists?

No. Assistants cannot replace qualified speech-language pathologists. Rather, they can support clinical services provided by speech-language pathologists. ASHA guidelines were developed to ensure that speech-language pathology services provided to the public are of the highest quality and that speech-language pathologists continue to be responsible for maintaining this quality of service. According to ASHA guidelines and state licensure laws, no one can employ a speech-language pathology assistant without a speech-language pathologist as supervisor. ASHA guidelines and most state laws limit the number of speech-language pathology assistants a speech-language pathologist may supervise and define boundaries for how assistants are used.

5. Is there a need for speech-language pathology assistants?

To serve a growing and more diverse client base and an expanding scope of practice, more service providers are needed. In an era of heightened demand for cost efficiency, some tasks may be more appropriate for support personnel than for professional-level providers. The use of assistants may allow ASHA-certified speech-language pathologists to focus more on professional-level clinical services (i.e., those that require ongoing clinical judgment) rather than on routine day-to-day operational activities. For further information on the U.S. Bureau of Labor Statistics national job outlook for the professions visit www.bls.gov/oco/ocos085.htm#outlook. For information on state occupational projections visit <http://almis.dws.state.ut.us/occ/projhome.asp>.

6. What is the demand for speech-language pathology assistants?

ASHA does not have specific data on the demand for speech-language pathology assistants; however, 16.4% of ASHA certified speech-language pathologists reported that at least one speech-language pathology assistant was employed in their facilities (2003 ASHA Omnibus Survey). School-based speech-language pathologists reported a greater use of speech-language pathology assistants than did speech-language pathologists in health care facilities. In the school-based setting, 25.4% of ASHA-certified SLPs indicated that their facilities employed one or more SLPAs (2000 ASHA Schools Survey). The demand for speech-language pathology assistants is likely to grow as the population base for speech-language pathology services continues to increase.

7. What are the advantages to the speech-language pathologist in using speech-language pathology assistants in his/her practice?

Speech-Language Pathology Assistant FAQs

Page 4 of 11

The ASHA-certified SLP may extend services (i.e., increase the frequency and intensity of services to patients or clients on his/her caseload), focus more on professional-level tasks, increase client access to the program, and achieve more efficient/effective use of time and resources. According to the ASHA 2000 Schools Survey, 47.3% of respondents indicated that the use of SLPAs led to "more time for direct service," while 23.1% reported that the use of SLPAs led to "more time for planning/consultation with teachers."

[Return to top of page](#)

B. Using Speech-Language Pathology Assistants

1. What may speech-language pathology assistants do?

According to ASHA's Guidelines for Training, Use, and Supervision of Speech-Language Pathology Assistants, which apply across all practice settings, a speech-language pathology assistant may conduct the following tasks under the supervision of a speech-language pathologist:

- Conduct speech-language and hearing screenings (without interpretation) following specified screening protocols developed by the supervising speech-language pathologist
- Provide direct treatment assistance to patients/clients identified by the supervising speech-language pathologist
- Follow documented treatment plans or protocols developed by the supervising speech-language pathologist
- Document patient/client progress toward meeting established objectives as stated in the treatment plan, and report this information to the supervising speech-language pathologist
- Assist the speech-language pathologist during assessment of patients/clients, such as those who are difficult to test
- Assist with informal documentation (e.g., tallying notes for the speech-language pathologist to use), prepare materials, and assist with other clerical duties as directed by the speech-language pathologist
- Schedule activities, prepare charts, records, graphs, or otherwise display data
- Perform checks and maintenance of equipment
- Participate with the speech-language pathologist in research projects, in-service training, and public relations programs

State laws vary and may differ from ASHA guidelines. Check specific state regulations to determine the tasks permitted by assistants in a particular state. Some states do not permit the use of support personnel.

2. What is outside of speech-language pathology assistants' scope of responsibilities?

According to ASHA's Guidelines for Training, Use, and Supervision of Speech-Language Pathology Assistants, a speech-language pathology assistant **may not** perform the following tasks.

- May not perform standardized or nonstandardized diagnostic tests, conduct formal or informal evaluations, or interpret test results

- May not participate in parent conferences, case conferences, or any interdisciplinary team meeting without the presence of the supervising speech-language pathologist or other ASHA-certified speech-language pathologist designated by the supervising speech-language pathologist
- May not provide patient/client or family counseling
- May not write, develop, or modify a patient/client's individualized treatment plan in any way
- May not assist with patients/clients without following the individualized treatment plan prepared by the speech-language pathologist or without access to supervision
- May not sign any formal documents (e.g., treatment plans, reimbursement forms, or reports; the assistant should sign or initial informal treatment notes for review and co-signature by the supervising professional)
- May not select patients/clients for service
- May not discharge a patient/client from services
- May not disclose clinical or confidential information either orally or in writing to anyone not designated by the supervising speech-language pathologist
- May not make referrals for additional services
- May not communicate with the patient/client, family, or others regarding the patient/client status or service without the specific consent of the supervising speech-language pathologist
- May not represent himself or herself as a speech-language pathologist

State laws vary and may differ from ASHA guidelines. Check specific state regulations to determine which tasks are outside the scope of responsibilities for assistants in a particular state.

3. What is the average salary for speech-language pathology assistants?

At this time, ASHA collects salary data only on ASHA-certified speech-language pathologists and audiologists. Occupational and physical therapy data show that assistants in those fields make about 60% to 75% of professional-level salaries.

4. How will this program affect the culturally and linguistically diverse professional population?

ASHA places great emphasis on attracting individuals from culturally and linguistically diverse backgrounds into the speech-language pathology/audiology professions. In related professions that use assistants, the proportions of minorities to non-minorities in both the assistant and the professional levels are similar.

5. Who is responsible for services provided by a speech-language pathology assistant?

The fully qualified, ASHA-certified supervising speech-language pathologist is responsible for the services provided by assistants. In states that regulate speech-language pathology assistants, speech-language pathologists who hold full, unrestricted licenses assume these responsibilities for persons working under their direction.

6. Will caseloads expand when assistants are used?

As has always been the case, caseload size of ASHA-certified speech-language pathologists may or may not increase depending on client needs and the nature of the services provided.

If speech-language pathology assistants are used appropriately, and if they are adequately supervised, ASHA certified speech-language pathologists' caseloads may decrease to permit sufficient time to supervise staff working under their direction. Speech-language pathology assistants do not carry their own caseloads. Assistants help to provide services as directed for the caseloads of speech-language pathologists.

[Return to top of page](#)

C. Supervising Speech-Language Pathology Assistants

1. Who can supervise speech-language pathology assistants?

ASHA's 1995 guidelines define a supervisor as a speech-language pathologist certified by ASHA and licensed by the state (where applicable) who has been practicing for at least 2 years following ASHA certification and has completed at least one pre-service course or continuing education unit in supervision.

2. Is the speech-language pathologist supervising an SLPA required to have a course in supervision?

Yes, according to ASHA's 1995 guidelines (see above).

3. What resources on supervision does ASHA have available?

Refer to the [Knowledge and Skills for Supervisors of Speech-Language Pathology Assistants](#) (also available through the ASHA Action Center at 1-800-498-2071. Additional resource items are available online at www.asha.org/shop/buy_online (or by calling 888-498-6699), including "Practical Tools and Forms for Supervising Speech-Language Pathology Assistants" and "Working with SLP Assistants in School Settings." Finally, professional development opportunities in supervision are periodically offered as education programs through ASHA teleseminars and conferences listed at www.asha.org/Continuing-Ed.

4. If an ASHA-certified speech-language pathologist with less than two years experience joins a program with an experienced speech-language pathology assistant, should the assistant be terminated to meet ASHA's 1995 guidelines?

No. However, there should be documentation of the attempt to hire a qualified speech-language pathologist as supervisor (i.e., with more than two years experience post-ASHA certification). In addition, an alternate plan of supervision should be developed.

5. How much supervision is recommended?

The amount and type of supervision required should be based on the skills and experience of the speech-language pathology assistant, the needs of patients/clients served, the service setting, the tasks assigned, and other factors. ASHA's [Code of Ethics](#) requires certificate holders to provide "appropriate supervision." In ASHA's 1995 speech-language pathology assistant guidelines, the minimum amount of supervision suggested is 30% weekly (at least 20% direct) for the first 90 workdays and 20% (at least 10% direct) after the initial work period. Direct supervision means on-site, in-view observation and guidance by a speech-language pathologist while an assigned activity is performed by support personnel. The

guidelines also recommend that a speech-language pathologist supervise no more than three speech-language pathology assistants. State laws vary and may differ from ASHA guidelines. Check specific state regulations to determine amount of supervision required and qualifications for supervisors' of assistants in a particular state.

[Return to top of page](#)

D. Credentialing Speech-Language Pathology Assistants

1. Does ASHA credential speech-language pathology assistants?

Not at this time. ASHA had started a voluntary registration program for speech-language pathology assistants (SLPAs) in 2003, of which one criterion for such registration required an associate degree in SLPA from a technical training program for speech-language pathology assistants. At its Spring 2003 meeting, ASHA's Legislative Council passed a resolution to discontinue the registration program for speech-language pathology assistants and the approval process for SLPA technical training programs as of December 31, 2003, due to financial reasons.

ASHA no longer has a recognition process for associate degree technical training programs for SLPAs nor a registration process for SLPAs. ASHA will continue to disseminate the Guidelines for Training, Use, and Supervision of Speech-Language Pathology Assistants, which have been revised and are available for peer review through March 5, 2004. The revised Guidelines include recommended curriculum for training programs and a checklist for supervisors of SLPAs that can assist in the verification of technical proficiency of the assistant.

2. How does one become a speech-language pathology assistant?

ASHA's recommends completion of an associate's degree from a technical training program with a program of study designed to prepare the student to be a speech-language pathology assistant. Because the requirements for speech-language pathology support personnel vary across the country, persons interested in serving as speech-language pathology assistants should check with the state of intended employment for that state's specific requirements. State agencies (licensure boards) currently regulating support personnel have training requirements that range from a high school diploma to a baccalaureate degree + graduate credit hours, as well as a variety of differing requirements for those supervising these individuals. In addition to state regulatory agencies, state education agencies may credential support personnel to work solely in schools to support service delivery provided by a qualified speech-language pathologist. ASHA's Guidelines for Training, Use, and Supervision of Speech-Language Pathology Assistants are national in scope and can serve to promote greater uniformity in the terms used to identify speech-language pathology support personnel, training and educational requirements, and job responsibilities.

3. Is continuing education required for a speech-language pathology assistant?

Currently, ASHA does not have a continuing education requirement for speech-language pathology assistants. State laws may vary from ASHA's requirements, so check with the state of intended employment, as several states do require annual continuing education for assistants.

4. Is the use of speech-language pathology assistants permitted in every state?

No. Some states that regulate speech-language pathology do not permit the use of speech-language pathology support personnel. As of July 2003, statutes in 37 states recognize support personnel, but not all of these states actually regulate support personnel. In addition, state departments of education may credential speech-language pathology support personnel. Some school districts hire assistants under the classification of teacher assistants. If a state regulates speech-language pathology support personnel (i.e., under the term of assistant, aide, paraprofessional, apprentice, etc.), then individuals who wish to become employed in that state must meet the state requirements for practice under a licensed and ASHA-certified speech-language pathologist. Call the state licensure board or department of education for specific state regulations. Addresses and phone numbers can be obtained at www.asha.org/about/legislation-advocacy/state/associations.

[Return to top of page](#)

E. Training Speech-Language Pathology Assistants

1. Is this a career ladder?

It could be, but it is not specifically intended as such because the associated coursework and fieldwork experiences required in the speech-language pathology assistant program typically differ from those at the bachelor's, pre-professional, or master's professional levels. Anyone interested in pursuing academic coursework and fieldwork as an assistant prior to entering the field of speech-language pathology, may want to check with bachelor's degree programs and master's degree programs in speech-language pathology to determine if any courses taken in the associate degree SLPA program will be credited for future studies.

2. What information is available to help a training institution start a speech-language pathology assistant training program?

The revised *Guidelines for Training, Use, and Supervision of Speech-Language Pathology Assistants*, currently under peer review include curriculum content for training of SLPAs. (See Section G below for more information.)

3. Can an institution establish a speech-language pathology assistant training program in a state that prohibits the use of speech-language pathology assistants?

Such decisions are under the purview of state agencies that have degree-granting authority and that regulate the professions. Consult with the appropriate state entity that performs such oversight to determine if starting such a program is permissible under postsecondary requirements in place and whether the program would be at variance with state law and regulations for the profession.

4. How can I find qualified speech-language pathology assistants?

Call states that regulate them. Addresses and phone numbers of state licensure boards and regulatory agencies can be obtained from ASHA's Web site at <http://www.asha.org/about/legislation-advocacy/state/associations>. Another option is to call

Speech-Language Pathology Assistant FAQs

Page 9 of 11

associate degree programs and institutions that train and graduate speech-language pathology assistants. For a list of self-identified training programs for SLPAs, contact actioncenter@asha.org.

5. How many training programs are there for speech-language pathology assistants?

As of September 2003, ASHA is aware of 27 operational associate degree programs for speech-language pathology assistants and 73 institutions that are considering and/or developing programs. Some of these programs are exploring training opportunities through distance learning and collaborations between community colleges and institutions of higher education. For a self-identified list of SLPA training programs, contact actioncenter@asha.org.

[Return to top of page](#)

F. Reimbursing Speech-Language Pathology Assistant Services**1. Who makes the determination of what constitutes a "skilled" versus a "non-skilled" activity, in terms of rate of reimbursement for speech-language pathology (SLP) and speech-language pathology assistant (SLPA) services?**

Medicare (as well as private insurers) does not provide a different rate of reimbursement for services provided by a speech-language pathologist as opposed to an SLPA. Services provided by a speech-language pathologist and an SLPA are considered skilled services, as the SLPA is implementing the treatment devised by the speech-language pathologist. Medicare and most private insurers do not cover non-skilled speech-language services. There are some clear definitions of what type of activity constitutes a skilled service in the ASHA compilation that includes "[Medicare Medical Review Guidelines for SLPs](#)." Excerpts are reproduced below, although one should refer to the entire document for guidance.

"The services must be of such a level of complexity and sophistication, or the patient's condition must be such that the services required can be safely and effectively performed only by or under the supervision of a qualified speech pathologist. (*Medicare Intermediary Manual*, section 3101.10A.2)

Non-skilled activities include:

Non-diagnostic, non-therapeutic, routine, and repetitive and reinforced procedures . . . which may effectively be carried out with the patient by any nonprofessional (e.g., family member, restorative nursing aide) after instruction and training is completed. (*Medicare Program Integrity Manual*, section 6.6.5.B.)

2. Since there is no clear definition of supervision in Medicare regulations, how should facilities approach the intermediary for a ruling?

If there are any questions regarding supervision, ASHA's 1995 Guidelines for the Training, Credentialing, Use, and Supervision of Speech-Language Pathology Assistants will address them. If the services provided by the SLPA under the supervision of the speech-language pathologist constitute skilled care and the facility follows ASHA supervision guidelines, then that should be an adequate basis for Medicare coverage.

Some intermediaries (i.e., claims processing organizations) are not certain of their role in determining the adequacy of supervision. The following excerpt from the *Medicare Intermediary Manual* (section 3101.10A.2) can be cited:

(When you [the claims reviewer] determine the services furnished were of a type that could have been safely and effectively performed only by qualified speech pathologists or under the supervision of a qualified speech pathologist, presume that such services were properly supervised. However, this assumption is rebuttable and, if in the course of processing claims you find that speech pathology services are not being furnished under proper supervision, deny the claim and bring this matter to the attention of the Division of Health Standards and Quality of the RO [CMS Regional Office]). . .

If your Medicare intermediary insists that SLPAs are not covered, request from ASHA a 1996 letter from HCFA (now the Centers for Medicare and Medicaid Services [CMS]) regarding coverage of speech-language pathology support personnel. It states that "it is the intermediary's responsibility to determine whether the type or degree of supervision...is adequate for coverage of speech-language pathology services." The letter can be obtained from Mark Kander at Mkander@asha.org.

3. What is being done to ensure Medicare coverage of services rendered by a credentialed SLPA?

Facilities that use SLPAs are encouraged to contact their intermediaries to confirm that services furnished by an SLPA are covered skilled services and appropriately supervised; hence they should be reimbursed. The ASHA Governmental Relations and Public Policy Board and the Health Care Economics Committee are currently studying the ramifications of revised regulations that would recognize SLPAs who meet ASHA criteria.

[Return to top of page](#)

G. Fieldwork for Speech-Language Pathology Assistant Student Trainees

INTRODUCTION

The questions and answers below are provided to assist associate degree technical training programs for speech-language pathology assistants (SLPAs) in establishing fieldwork arrangements that provide SLPA students with the technical skills necessary for supervisors to verify their technical proficiency. This information is consistent with the criteria established by ASHA in 2001 (effective through December 31, 2003) for the approval of SLPA training programs, as included in the Criteria and Implementation for the Approval of Associate Degree Technical Training Programs for Speech-Language Pathology Assistants. This section is applicable to SLPA student trainees, not necessarily assistants in the employment setting.

1. Must the fieldwork hours completed by SLPA students be performed at specific types of settings or distributed across specific age groups or disorders?

ASHA does not specify types of settings for fieldwork or distribution of hours, as long as the fieldwork provides SLPA students with a variety of experiences with individuals with communication disorders. The intent is to allow training programs flexibility in arranging their fieldwork, and to ensure that SLPA students have experience with both children and adults in more than one setting; however, ASHA policies do not mandate a specific distribution.

2. Does the minimum of 100 clock hours of fieldwork include observation hours?

No. ASHA guidelines recommend a minimum of 100 clock hours of fieldwork that includes direct and indirect client contact activities covering all of the job responsibilities of an SLPA, but not observation hours. Those should be undertaken before starting the 100 fieldwork hours. It is up to the training program to set the appropriate number of observation hours.

3. When SLPA students are engaged in patient/client contact, does ASHA require that they receive direct supervision or indirect supervision for the specified minimum of 50% of the time?

When engaged in patient/client contact, ASHA guidelines indicate that the SLPA student be supervised a minimum of 50% of the time. The patient/client contact refers to direct supervision of the SLPA student, which is defined as on-site, in-view observation and guidance.

4. When SLPA students are placed in fieldwork settings, can they be supervised by more than one SLP?

Yes, as long as each SLP supervising the student is willing and able to complete a technical proficiency or skills competency checklist (or whatever specific format your institution uses for fieldwork assessments) for that particular student.

5. Must the supervisor of an SLPA student in an external fieldwork placement hold a current Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) from ASHA, or can he/she hold state licensure only?

For the 100 clock hours of fieldwork defined in ASHA guidelines for each SLPA student, the supervisor must hold a current ASHA CCC-SLP. Any fieldwork hours completed that are above the minimums indicated by ASHA can be under the supervision of a qualified speech-language pathologist who is either state-licensed or ASHA-certified.

6. How many years experience does the supervisor need to have to supervise an SLPA student?

The Guidelines for the Training, Credentialing, Use, and Supervision of Speech-Language Pathology Assistants (1995) specifies that "the SLPA must be supervised by an SLP who has practiced speech language pathology for at least 2 years following ASHA certification."

[Return to top of page](#)

This page was updated on: 2/25/2004.

©1997-2004 American Speech-Language-Hearing Association



Alaska
Speech &
Language
Depot INC.

1731 S. Bragaw St., Anchorage, AK 99508

Phone (907) 522-0078

Fax (907) 279-0331

www.alaskaspeech.com

April 9, 2004

SB365 "An act relating to the regulation of speech-language pathology assistants; and providing for an effective date."

This letter is in support of SB365. This bill will be heard in Senate Finance on Friday, April 16. Please consider the following points:

The State of Alaska currently has a shortage of certified Speech-Language Pathologists, in all work settings. Presently, there are students participating in long-distance education programs to obtain their master's degree in this field, to help alleviate this shortage. Alaska does not have a degree program for Speech-Language Pathology so residents have to choose whether to reside in Alaska and participate in a distance-learning program or spend their education dollars Outside. SB365 will allow these students to complete their supervised practicum and Clinical Fellowship, which are required for certification from the American Speech-Language Hearing Association and to be licensed in Alaska. Without SB365 these students would have an extremely difficult time fulfilling the requirements for their degrees while residing in Alaska.

SB365 will allow for qualified and appropriately trained assistants in the field of Speech-Language Pathology. These assistants will enhance the services currently provided in Alaska. Each assistant will be supervised by a certified & licensed Speech-Language Pathologist.

Alaska needs SB365 to be passed. Please support this bill.

Sincerely,

Cheryl Campbell, M.A., CCC
Speech-Language Pathologist / President

Support



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

March 31, 2004

Alaska Speech-Language Hearing Association
Nancy Lovering, President
4325 Laurel Street- Suite 100
Anchorage, AK 99508

Dear Ms. Lovering:

The American Speech-Language-Hearing Association (ASHA) would like to formally express our support for Alaska S.B. 365. ASHA is the professional, credentialing and scientific organization that represents more than 114,000 audiologists; speech-language pathologists; and speech, language and hearing scientists nationwide.

We have examined the text of S.B. 365 and would like to focus our comments on the topic of speech-language pathology assistants. S.B. 365 is well written, comprehensive and generally consistent with ASHA policy and guidelines on the use of speech-language pathology support personnel. The bill does an excellent job of clearly delineating the tasks that are allowed and prohibited to be performed by speech-language pathology assistants.

With the passage of this legislation, Alaska would be joining 31 other states that currently regulate the use of speech-language pathology support personnel. Of these 31 states, 22 states regulate through registration, similar to the proposed Alaska bill. In addition, the sections of S.B. 365 that pertain to education/experience required, title, continuing education and supervision all fall within the spectrum of other state requirements ensuring that speech-language pathology assistants in Alaska would be comparable to assistants in other states.

We feel that the bill could be made even stronger by making some minor changes and we have detailed suggested amendment language for you in the attached e-mail. If you have any questions or concerns, please contact me at spilch@asha.org or at (301) 897-5700, ext. 4284.

Sincerely,

Susan Pilch
Director, State Legislative and Regulatory Advocacy



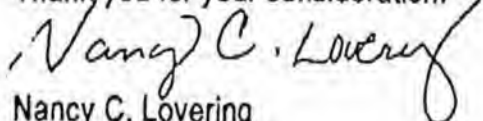
Senator Con Bunde
State Capitol
Juneau, AK 99801-1182

Senator Bunde;

I am writing in support of SB 365 and encourage your support. This bill will assist in the regulation of speech-language pathology assistants working with Alaskan children and adults with communication impairments. Nationwide there is a shortage of certified speech-language pathologists and in Alaska there is also such a shortage. Many of our remote areas rely on instructional assistants to implement services when the speech-language pathologist cannot be there. Additionally, speech-language pathologists in other work settings (i.e. hospitals, urban schools, clinics) are finding the need for qualified service delivery personnel to assist in implementing services.

Speech-language pathology assistants would be highly trained in their field with an AA or BA degree and a minimum of 100 hours supervised clinical practicum by a certified speech-language pathologist. In addition, these qualifications will satisfy the requirements for No Child Left Behind. The importance of trained speech-language pathology assistants cannot be ignored. The consistency and quality of services to people in need would be greatly enhanced.

Thank you for your consideration.



Nancy C. Lovering
President- Alaska Speech and Hearing Association
4325 Laurel St., Suite 100
Anchorage, AK 99508
907-562-8262

Cara Leckwold, M.A. CCC-SLP
4325 Laurel St. #100
Anchorage, AK, 99508
(907)561-8775

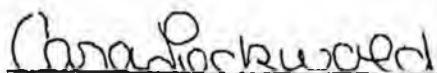
Senator Con Bunde
Staten Capitol
Juneau, AK 99801-1182

Dear Senator Bunde:

I am writing in support of SB 365 and to encourage your support. This bill will assist in the regulation of speech-language assistants working with children and adults with communication impairments. As I am sure you are aware, there is a national shortage of certified speech-language pathologists, and this has had a tremendous impact on the availability of services to people in Alaska with speech and language disorders. As a result of this shortage, many of our remote and undeserved areas must rely on assistants to implement services when a certified speech-language pathologist is not available.

Speech-language pathology assistants would be required to be highly trained in their field, have an Associate or Bachelor degree, and a minimum of 100 hours of clinical practicum supervised by a certified speech-language pathologist. These requirements of qualification would satisfy the requirements for the No Child Left Behind Act. The importance of having trained speech-language assistants cannot be ignored. The consistency and quality of services to people with communication disorders would be greatly enhanced by the implementation of this bill.

Thank you for your consideration.



Cara Leckwold, M.A. CCC SLP
Speech Language Pathologist
ASHA #: 01083614
AK Lic. # 10



**Southwest
Region
School
District**

*P.O. Box 90
574 Kenny Wren Road
Dillingham, AK 99576*

*(907) 842-5287 • Phone
(907) 842-5428 • Fax*

To Whom It May Concern:

I am writing in support of the bill that will create regulations for SLP Assistants. As a rural speech pathologist serving nine villages, I have to rely on instructional assistants and special education teachers to deliver services when I'm not in the village. I can only visit my villages twice a month so that leaves a significant amount of time that these people are delivering services for me. Even though I have given them training, it is not the same as having someone who has graduated from a college program specifically designed for the purpose of delivering speech/language services. These assistants will be highly qualified which will satisfy the NCLB requirements.

Having a SLP Assistant deliver services under my supervision will allow me the time I don't have now to consult with teachers, medical personnel and others as well as give me the opportunity to train staff, attend meetings and complete the mountain of paperwork I have. The quality and consistency of services provided to my students will be greatly improved. Although the assistants will be highly qualified, they still need guidelines to work within. This bill will provide that.

Aleknagik

Clark's Point

Ekvok

Koliganek

Manokotak

New Stuyahok

Portage Creek

Togiak

Twin Hills

Sincerely,

Tina Clumpner M.S., CCC-SLP
Speech-Language Pathologist
Southwest Region Schools

Subject: SLP Assistants

Date: Mon, 29 Mar 2004 13:46:13 -0900

From: "mary@ptialaska.net" <marylang@ptialaska.net>

To: <Jane_Alberts@legis.state.ak.us>

CC: <campbell@alaska.net>

I would like to encourage the passing of SB 365 " An Act relating to the regulation of speech-language pathology assistants; and providing for an effective date." Certified, licensed Speech/Language Pathologists are in short supply in Alaska. Programs have been in effect to educate Assistants in field appropriately to work under the supervision of licensed personnel. Their scope of practice is limited to skills developed during the acquisition of the AA or the BA. They would enhance the services available at present, offered through the SLP. Having these personnel available will allow the SLP time to consult with medical personnel and other service providers, attend meetings, evaluate, and complete other administrative duties as required. There are a number of these people available in the state at present, having gone through the AA program through Prince William Sound. Implementing them will be a tremendous help to both private therapists and school personnel increasing the frequency of service throughout the system.

Mary J. Toutonghi, MS, CCC-SLP-L



Alaska
Speech &
Language
Depot INC.

1731 S. Bragaw St., Anchorage, AK 99508

Phone (907) 522-0078

Fax (907) 279-0331

www.alaskaspeech.com

March 29, 2004

SB365 "An act relating to the regulation of speech-language pathology assistants; and providing for an effective date."

This letter is in support of SB365. Please consider the following points:

The State of Alaska currently has a shortage of certified Speech-Language Pathologists, in all work settings. Presently, there are students participating in long-distance education programs to obtain their master's degree in this field, to help alleviate this shortage. Alaska does not have a degree program for Speech-Language Pathology so residents have to choose whether to reside in Alaska and participate in a distance-learning program or spend their education dollars Outside. SB365 will allow these students to complete their supervised practicum and Clinical Fellowship, which are required for certification from the American Speech-Language Hearing Association and to be licensed in Alaska. Without SB365 these students would have an extremely difficult time fulfilling the requirements for their degrees while residing in Alaska.

SB365 will allow for qualified and appropriately trained assistants in the field of Speech-Language Pathology. These assistants will enhance the services currently provided in Alaska. Each assistant will be supervised by a certified & licensed Speech-Language Pathologist.

Alaska needs SB365 to be passed. Please support this bill.

Sincerely,

Cheryl Campbell, M.A., CCC
Speech-Language Pathologist / President

Subject: SB365

Date: Fri, 26 Mar 2004 16:10:22 -0900

From: Bruce & Nancy Steely <bnsteely@gci.net>

To: Jane_alberts@legis.state.ak.us

CC: campbell@alaska.net

I am writing in support of SB365. I am a practicing Speech/Language Pathologist in the Anchorage School District and have been employed in this field for over 20 years. I have seen many changes over the years, notably the extreme shortage of qualified ("highly qualified" as we now call them) Speech/Language Pathologists. I currently serve two elementary schools. I have, over the years, required the very able assistance of "speech assistants". My total caseload, this year, is such that I am again using an assistant. I am fortunate to have a person who is working on her SLPA degree. The level of professionalism and knowledge she brings to the job is superior and provides my students with the necessary follow-through of the therapy plan.

ANNE VER HOEF MA, CCC-SLP

Speech - Language Pathologist

5820 Yukon Road
Anchorage, Alaska 99507
(907) 345-4422
Fax (907) 345-4422

**LETTER IN SUPPORT OF
SB365**

**An Act related to regulation of speech-language pathology assistants; and providing
an effective date**

Dear Legislators:

This letter is in support of passing SB365 and the counterpart to be sent to the House regarding the regulation of speech-language pathology assistants and speech-language pathologists in their Clinical Fellowship Year (CFY).

Speech-language pathologists in their CFY have completed their Master's Degree in Speech-Language Pathology and all requirements by our national certifying agency, ASHA, with the exception of the Clinical Fellowship Year (CFY). During this 9-12 month period, the CFY candidate may be working as a Speech-Language Pathologist in various settings but is still supervised (more of a mentoring) by a certified and licensed SLP. SB365 would allow a SLP-CFY to obtain a temporary license, which is only appropriate for the scope of work the person is doing. They are providing professional services and this will help to clarify their status with various employment sites and reimbursement entities.

With regard to speech-language pathology assistants (SPL-A), SB365 will clarify the scope of practice, qualified personnel and increase the quality of services provided to Alaskans with impairments of communication, cognition and swallowing. The services provided by a SPL-A are under the direct guidance and supervision of a qualified speech-language pathologist and may occur in such varied settings as schools, hospitals, long-term care facilities and in the home. There is a critical shortage of service providers in a state with the geographical challenges of Alaska; but even in Anchorage certified speech-language pathologists are unable to cover the needs of those requesting and requiring services. This bill will help to ensure that qualified assistants may provide supportive services and Alaskan will benefit from obtaining medically necessary or educationally mandated services.

Thank you for your time and consideration in this matter.



Anne Ver Hoef, M.A., CCC-L-SLP
Speech-Language Pathologist, Certified, Licensed

**SENATE COMMITTEE REPORT
First Committee of Referral**

DATE: 3/17/04

FURTHER: Finance

Date of 5-Day Notice: 3/25/04
(in accordance with Uniform Rule 23)

DATE TURNED
IN TO OFFICE: 4/1/04

Labor and Commerce Committee considered SENATE BILL NO. 365

SB 365 SPEECH-LANGUAGE PATHOLOGIST ASSISTANTS

"An Act relating to the regulation of speech-language pathologist assistants; and providing for an effective date."

and recommends:

- be replaced with _____ CS _____ (_____)
- adopt previous _____ CS _____ (_____)
- attached amendment(s)
- adopt Letter of Intent by _____ Committee
- further referral to _____ Committee

Senate Bill:	
<input type="checkbox"/>	Same Title
<input type="checkbox"/>	New Title
House Bill:	
<input type="checkbox"/>	Same Title
<input type="checkbox"/>	Technical Title Change
<input type="checkbox"/>	New Title
	SCR # _____

NEW FISCAL NOTE(S):

Department	Date	Fiscal	Indet.	Zero	FN#
DCED	3/23/04	✓			1

PREVIOUS FISCAL NOTE(S):

Department	Date	Fiscal	Indet.	Z.	FN#

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS:		DO PASS	DO NOT PASS	NO REC	AMEND
Seekins	<i>Joseph Seekins</i>	✓			
Davis	<i>Bethye Davis</i>	X			
French	<i>[Signature]</i>			X	
Burde	CHAIR: <i>[Signature]</i>	✓			

