

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

Knowledge and Skills Acquisition (KASA) Summary Form  
For Certification in Speech-Language Pathology  
February 2009

# KNOWLEDGE AND SKILLS ACQUISITION (KASA) SUMMARY FORM FOR SPEECH-LANGUAGE PATHOLOGY

## Instructions for Use

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

### Use of the KASA Form

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

**Knowledge And Skills Acquisition (KASA) Summary Form  
For Certification in Speech-Language Pathology**

The KASA form is intended for use by the certification applicant during the graduate program to track the processes by which the knowledge and skills specified in the 2005 Standards for the CCC are being acquired. Each student should review the KASA form at the beginning of graduate study, and update it at intervals throughout the graduate program and at the conclusion of the program.

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

**I. KNOWLEDGE AREAS**

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

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

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

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

			How Achieved?	
A	B	C	D	E
Standards	Knowledge/ Skill Met? (check )	Course # and Title	Practicum Experiences # and Title	Other (e.g. labs, research) (Include description of activity)
• Intervention				
<b>Voice and Resonance</b>				
• Prevention				
• Assessment				
• Intervention				
<b>Receptive and Expressive Language</b>				
• Prevention				
• Assessment				
• Intervention				
<b>Hearing, including the impact on speech and language</b>				
• Prevention				
• Screening				
• Intervention				
<b>Swallowing (does not include</b>				
• Prevention				
• Assessment				
• Intervention				
<b>Cognitive aspects of communication</b>				
• Prevention				
• Assessment				
• Intervention				
<b>Social aspects of communication</b>				
• Prevention				
• Assessment				

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



			How Achieved?	
A	B	C	D	E
Standards	Knowledge/ Skill Met? (check )	Course # and Title	Practicum Experiences # and Title	Other (e.g. labs, research) (Include description of activity)
b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals				
c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures				
d. Adapt evaluation procedures to meet client/patient needs				
e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention				
f. Complete administrative and reporting functions necessary to support evaluation				
g. Refer clients/patients for appropriate services				
• Articulation				
• Fluency				
• Voice and resonance, including respiration and phonation				
• Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities				

			How Achieved?	
A	B	C	D	E
Standards	Knowledge/ Skill Met? (check )	Course # and Title	Practicum Experiences # and Title	Other (e.g. labs, research) (Include description of activity)
<ul style="list-style-type: none"> <li>Hearing, including the impact on speech and language</li> </ul>				
<ul style="list-style-type: none"> <li>Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)</li> </ul>				
<ul style="list-style-type: none"> <li>Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)</li> </ul>				
<ul style="list-style-type: none"> <li>Social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)</li> </ul>				
<ul style="list-style-type: none"> <li>Communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies)</li> </ul>				
<b>2. Intervention (must include all skill outcomes listed in a-g below for each of the 9 major areas)</b>				
<b>a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patient and relevant others in the planning process</b>				
<b>b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)</b>				

			How Achieved?	
A	B	C	D	E
Standards	Knowledge/ Skill Met? (check )	Course # and Title	Practicum Experiences # and Title	Other (e.g. labs, research) (Include description of activity)
<b>c. Select or develop and use appropriate materials and instrumentation for prevention and intervention</b>				
<b>d. Measure and evaluate clients'/patients' performance and progress</b>				
<b>e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients</b>				
<b>f. Complete administrative and reporting functions necessary to support intervention</b>				
<b>g. Identify and refer clients/patients for services as appropriate</b>				
• Articulation				
• Fluency				
• Voice and resonance				
• Receptive and expressive language				
• Hearing, including the impact on speech and language				
• Swallowing				
• Cognitive aspects of communication				
• Social aspects of communication				
• Communication modalities				
<b>3. Interaction and Personal Qualities</b>				

			How Achieved?	
A	B	C	D	E
Standards	Knowledge/ Skill Met? (check )	Course # and Title	Practicum Experiences # and Title	Other (e.g. labs, research) (Include description of activity)
a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.				
b. Collaborate with other professionals in case management.				
c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.				
d. Adhere to the ASHA Code of Ethics and behave professionally.				