



Clinical Certification Examination

Application and Information Package
for
Provincial Regulatory Body Candidates

Spring Examination

- January 31 is the deadline for registration, payment, changes and cancellations.

Fall Examination

- June 30 is the deadline for registration and payment.
- July 31 is the deadline for changes and cancellations.

Cancellation Policy

- All cancellations must be received in **writing**.
- Cancellations received **prior** to the deadline will be reimbursed minus the \$50.00 processing fee or fees may be applied to the next exam.
- Cancellations received **after** the deadline will not be reimbursed and the fees cannot be applied to future exams.

**Examination Dates are posted
on the CASLPA website:**

<http://www.caslpa.ca/english/certification/certif2.asp>

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Dear CASLPA clinical certification exam applicant:

The Canadian Association of Speech-Language Pathologists and Audiologists (CASLPA) national clinical certification exams were developed to examine entry level knowledge in the professions of speech-language pathology and audiology and are also used as an assessment tool for internationally trained professionals.

Enclosed is information about the content and procedures you will be required to know when writing the examination.

You are writing the examination under special circumstances at the request of one of the Canadian provincial regulatory bodies. Your results will be forwarded to the regulatory body with the enclosed signed permission form. You will not be considered a member of CASLPA nor do you qualify for certification with CASLPA upon success on the exam – unless you qualify for registration with the regulatory body and formally decide to apply directly to CASLPA within one year of the exam date. Membership with CASLPA, the national professional association, is voluntary.

The CASLPA clinical certification exams in audiology and speech-language pathology are based on **Assessing and Certifying Clinical Competency: Foundations of Clinical Practice for Audiology and Speech-Language Pathology (2004)**. Each question has been specifically referenced to this document. A copy of this document can be downloaded from the website:
www.caslpa.ca/english/resources/foundations.asp.

To ensure appropriate representation of each area with the Foundations document, the examination is constructed in accordance with a "test blueprint" which dictates the percentage of questions in each area. The test blueprints for audiology and speech-language pathology are enclosed (Appendix A).

The literature in audiology and speech-language pathology is constantly changing and university training programs have a growing number of texts from which to select course materials. In developing the examination, every effort has been made to reflect widely documented knowledge. Suggested references in audiology and speech-language pathology are included in Appendices B and C. Further assistance might be obtained by contacting a Canadian university training program to request a copy of their specific course outlines and/or reading lists.

There are various resources to help you prepare for the exam that are accessed from the website:
www.caslpa.ca/english/certification/exam_preparation.asp.

DESIGNATED CASLPA EXAMINATION SITES

<u>Alberta</u> Edmonton	<u>Newfoundland</u> St. John's	<u>Prince Edward Island</u> Charlottetown
<u>British Columbia</u> Vancouver	<u>Nova Scotia</u> Halifax	<u>Quebec</u> Montreal Quebec City
<u>Manitoba</u> Winnipeg	<u>Northwest Territories</u> Yellowknife	<u>Saskatchewan</u> Regina
<u>New Brunswick</u> Moncton	<u>Ontario</u> London Ottawa Toronto	<u>Yukon</u> Whitehorse

NON-DESIGNATED SITES

1. Non-designated sites may be available for exceptional circumstances for approved candidates but this is not a guarantee.
2. Candidates who wish to write in a non-designated site within or outside Canada in the spring or fall must contact CASLPA national office prior to the registration deadline.
3. With direction from CASLPA the candidate will be responsible for arranging an approved invigilator and site in an official setting – preferably at a university with student services. Arrangements should not be made with representatives of the department in which the candidate is a student or with the candidate's employer.

RULES OF CONDUCT FOR THE EXAMINATION

1. Each candidate will receive an admission letter by e-mail. The specific test site location and reporting time will be printed on the admission letter along with the candidate's name and address.
2. The candidate shall present official identification to the invigilator. Only those candidates who have been authorized by CASLPA to sit the examination will be admitted.
3. At the beginning of the examination, each candidate will be given the materials for the examination and the invigilator will draw the attention of the candidate to the instructions for writing the exam.
4. Any candidate who may have brought any notes, books, papers, radios, tape-recorders, calculators, cell phones or cameras into the examination hall shall deposit them with the invigilator before the examination begins.
5. While the examination is in progress, candidates shall not communicate with each other in any manner whatsoever nor avail themselves of any information pertinent to the subject matter of the examination during the examination.
6. Every candidate shall plainly identify his/her answers by his/her name and candidate number (found on the candidate ID card).
7. If a candidate must leave the hall temporarily during the examination, his/her examination materials shall be secured against inspection by other candidates.
8. If a candidate must withdraw permanently before the completion of an examination, his/her examination materials shall be surrendered to the invigilator and returned to the marking authority with a note of explanation.
9. No person shall be allowed into the examination hall during the hours of the examination except candidates who are actually undergoing examination or officials connected therewith.
10. At the conclusion of the examination, every candidate shall surrender his/her answers and all the examination materials with which he/she was supplied, to the invigilator. In particular, no candidate shall remove any copy of an examination booklet from the examination hall.
11. Every effort will be made to have the examination conducted in a fair and impartial manner.
12. Candidates shall comply with all instructions issued by the invigilator for the conduct of the examination.
13. At the completion of the examination, answers and other examination material shall be returned promptly to the marking authority in the manner prescribed by CASLPA.
14. Any candidate who is suspected of having committed an infraction against these rules for conduct of the examination shall be reported by the invigilator to the marking authority, and to the CASLPA national office. The answer papers of candidates suspected of having committed an infraction may be subjected to statistical analysis as a means of determining whether he/she has had access to the examination booklets before the examinations or had communicated to other candidates during the examination. The standards advisory committee may decide that credit for the examination shall not be given to the candidate or that standing in the examination already awarded to the candidate shall be withdrawn.
15. Candidates can elect to write the examination in either French or English. If they wish access to the examination in the alternate language, this must be indicated on the application form. Use of the alternate language edition is for verification of wording **only**. Note that the content of some questions in the alternate language may be different due to phonological or language differences. The examination will be marked in the language selected by the candidate on the application form. All materials must be returned to the invigilator at the end of the examination period.

EXAMINATION FORMAT, CONTENT AND QUESTIONS

The CASLPA clinical certification examinations in audiology and speech-language pathology are based on the document **Assessing & Certifying Clinical Competency: Foundations of Clinical Practice for Audiology and Speech-Language Pathology (2004)**. A copy of this document can be downloaded from the CASLPA website (www.caslpa.ca/english/resources/foundations.asp) or by contacting CASLPA national office. The test blueprints for audiology and speech-language pathology, describing the percentage of examination questions in each area of the “Foundations” document, and a list of suggested references are included in the appendices. These will help you prepare for the examinations.

The examination is written in **two 2-hour sessions** (morning and afternoon) with 100 questions in each session. The questions are all multiple choice. You are encouraged to answer every question, as there is no penalty for guessing (i.e., wrong answers are not subtracted from correct). It is recommended that you start answering the questions at once rather than reading through the whole booklet as you may run out of time. **Only responses on the answer sheet will be marked.** All test materials must be passed in at the end of the examination.

The audiology and speech-language pathology examinations have the same types of questions:

- multiple choice questions including case-based scenarios.

A sample question can be found on page 8.

The passing score for the audiology examination is based on the Nedelsky method, a test-centred approach, which is described in more detail on the CASLPA website under certification. The passing score for the speech-language pathology examination is based on the Angoff method, also described on the website (www.caslpa.ca/english/certification/dan.asp).

STUDY TIPS

Spend at least one day organizing your study materials. Use the “Foundations” document and the test blueprint to determine what areas you need to review. You may need to dig up old notes and textbooks, or borrow some from a friend.

Focus on learning the material. The test blueprint (Appendix A) provides a percentage of content for certain topics that will be on the examination. Use this as a guide to determine how long you will study for each section. The time you spend studying a certain topic area is, in part, a reflection of your clinical experience. You may not need to study a topic as much as your colleague because you have more practical experience in that area and the knowledge is fresh.

Keep in mind that the questions are meant to reflect entry-level clinical knowledge and are designed to be patient/client based rather than textbook based.

Check out the CASLPA website for further preparation information, including the CASLPA Code of Ethics, reference lists, sample questions, tips specific to writing multiple choice exams, access to a study chat room, suggested study resources from ASHA, and the Foundations document: www.caslpa.ca/english/certification/exam_preparation.asp.

**SAMPLE QUESTION –
Audiology & Speech-Language Pathology**

The examination contains **multiple choice questions**. Multiple choice questions have a stem and four or five options of which only **ONE** is correct.

The remaining alternatives called distractors are not necessarily wrong. That is, the distractors are less correct than the best answer. The task for the candidate is to differentiate between the alternatives as to which is the best answer.

EXAMPLE:

Assume you could control only one parameter of a speech synthesizer. Which of the following parameters would you choose to produce the most intelligible speech?

1. F1 frequency
2. F1 amplitude
3. F2 frequency
4. Fundamental frequency
5. Syllabic amplitude.

The correct answer is number 3, and will be marked thus on the answer sheet:

1 2 **3** 4 5

All questions have only 1 BEST or CORRECT answer.

All questions are equally weighted. Correct responses are worth 1 mark; incorrect responses are worth zero marks.

Any question which is omitted, that is, for which no answer circle has been shaded in, will be treated as incorrect.

Additional samples available on the website:

www.caslpa.ca/PDF/examprep_documents/EXAM_ADDITIONAL%20SAMPLE_QUESTIONS_S-LP.pdf.

www.caslpa.ca/PDF/examprep_documents/EXAM_ADDITIONAL_SAMPLE_Questions_Aud.pdf.

INTERPRETING STANDARDIZED SCORES

The scores presented in the profile of performance on a recent examination of the Canadian Association of Speech-Language Pathologists and Audiologists are reported as scaled scores. A scaled score is a conversion of a candidate's raw score on an exam to a common or standardized scale.

The **passing** score is **330** on a scale ranging from a **minimum of 100** to a **maximum of 550**. You will have passed if Your Overall Score is 330 or above and you will have failed if Your Overall Score is less than 330.

You will also receive a scaled score for each content category of the examination blueprint. These scores indicate how well you performed in each category. In addition, you will see the number of questions per content category and how well you performed in comparison to the average Canadian educated candidate writing for the first time. The passing scaled score for each category is 330. You do not need to pass every category to pass the exam.

What does this mean?

Suppose you received a score of 450 in a category that has a **large** number of questions on the exam, such as Prevention, Evaluation and Diagnosis, and the average Canadian educated candidate writing for the first time received a score of 400 for the same category. In this case, your score (450) would indicate that you passed this category and have correctly responded to a greater number of questions than the average Canadian educated candidate writing for the first time.

Conversely, suppose you receive a score of 250 in a category that has a **moderate** number of questions on the exam, such as Basic Requirements Common to Audiology and Speech-Language Pathology, and the average Canadian educated candidate writing for the first time received a score of 550 in the same category. In this case, your score (250) would indicate that you have not passed this category and you have responded correctly to fewer questions than the average Canadian educated candidate writing for the first time.

Since content categories with larger number of questions carry more weight on the exam, your performance on the content categories with the larger number of questions is more important in determining whether you pass or fail.

What is the purpose of having a score breakdown by category?

Seeing how well you did in relation to the average Canadian educated candidate writing for the first time will provide you with information regarding your performance within each category. This is especially important if you are unsuccessful in passing the exam as this information will help you to focus on the categories where you need to improve your performance.

EXAMINATION RESULTS

Approximately 4 - 6 weeks after the examination, the candidate will receive a copy of their examination scores. All scores are reported as standardized scores, with a breakdown of performance in each area. Information to assist the candidate in interpretation of these scores is provided on page 7.

	Sept. 2001	Sept. 2002	Sept. 2003	Sept. 2004	Sept. 2005	Sept. 2006	Sept. 2007	Sept. 2008	Sept. 2009	2010	2011
Overall Passing Rate	94.5%	92.9%	91.6%	90.5%	93.0%	91.8%	95.6%	91%	94.9%	92.4%	88.1%

Historical results are available on the website: www.caslpa.ca/english/certification/examresults.asp.

RE-SCORING/APPEALING EXAMINATION RESULTS

Occasionally, candidates request to have their examination re-scored. Please be advised that every examination with a score below or at the passing score is re-scored carefully by hand **BEFORE** results are released. The possibility of a change in score resulting from an additional re-scoring is therefore quite small.

If a candidate wishes to have an additional re-scoring, this request must be made in **writing** by registered mail to the chair of the standards advisory committee, c/o CASLPA, 1 Nicholas Street, Suite 1000, Ottawa, ON K1N 7B7, within 30 days of receipt of results, accompanied with a \$50.00 administrative fee.

EXAMINATION FAILURE APPEAL PROCESS

Candidates can request an appeal of their examination failure due to special circumstances.

Submit the appeal in **writing** by registered mail to the executive director c/o CASLPA, 1 Nicholas Street, Suite 1000, Ottawa, ON K1N 7B7 within 30 business days of either notification of examination failure.

The written appeal should include:

- Supporting documentation, if applicable;
- A complete description of the basis of the appeal; and
- \$50 administrative fee.

Appeals will be reviewed according to CASLPA policy statement and procedures. A copy of this policy can be obtained by contacting the CASLPA executive director. **The decision of the appeal committee shall be final.**

APPENDIX A**CASLPA AUDIOLOGY EXAMINATION – TEST BLUEPRINT**

Topics are based on "Assessing and Certifying Clinical Competency: Foundations of Clinical Practice for Audiology and Speech-Language Pathology (2004)".

www.caslpa.ca/english/resources/foundations.asp

UNIT	TOPIC	% QUESTIONS (of 200)
I	Basic Requirements	4 – 8 %
II	Prevention, Evaluation and Diagnosis	30 – 40 %
III	Client Management	30 – 40 %
IV	Neonatal and Infant Populations	6 – 8 %
V	Pre-school and School Populations	6 – 8 %
VI	Profoundly Hearing Impaired	3 – 5 %
VII	The Aging Population	6 – 8 %
VIII	Occupational Hearing Loss	1 – 3 %
IX	Professional Practice	1 – 3 %

CASLPA SPEECH-LANGUAGE PATHOLOGY EXAMINATION – TEST BLUEPRINT

Topics are based on "Assessing and Certifying Clinical Competency: Foundations of Clinical Practice for Audiology and Speech-Language Pathology (2004)".

www.caslpa.ca/english/resources/foundations.asp

UNIT	TOPIC	% QUESTIONS (of 200)
I	Basic Requirements	8 – 10 %
II	Principles of Clinical and Professional Practice	4 – 6 %
III	Developmental Articulation/Phonology	11 – 15 %
IV	Neurologically Based Speech Disorders	7 – 9 %
V	Developmental Language Disorders	20 – 23 %
VI	Acquired Language Disorders	10 – 12 %
VII	Voice Disorders	7 – 9 %
VIII	Resonance Disorders	3 – 5 %
IX	Fluency Disorders	7 – 9 %
X	Augmentative/Alternate Communication	3 – 5 %
XI	Hearing and Related Disorders	3 – 5 %
XII	Dysphagia	7 – 9 %

Reference

- Alpiner, J.G. & McCarthy, P.A. (2000). *Rehabilitative Audiology: Children and Adults*. (3rd Edition). Baltimore, MD: Lippincott, Williams and Wilkins. ISBN 0-683-30652-9.
- Berger, E.H. (2003). *The Noise Manual*. (5th Edition). American Industrial Hygiene Association. ISBN 0-931504-02-4.
- CASLPA. (2005). *Code of Ethics*. Canadian Association of Speech-Language Pathologists and Audiologists. (www.caslpa.ca/english/resources/ethics.asp).
- Chermak, G.D. & Musiek, F.E. (2006). *Handbook of (Central) Auditory Processing Disorder: Volume II Comprehensive Intervention*. San Diego, CA: Plural Publishing Inc. ISBN 1-59756-057-X.
- Dillon, H. (2001). *Hearing Aids*. New York, NY: Thieme. ISBN 1-58890-052-5.
- Gelfand, S. (2009). *Essentials of Audiology*. (3rd Edition). New York, NY: Thieme. ISBN 978-1-604-06044-7.
- Hall, J. & Mueller, H.G. (1998). *Audiology Desk Reference: Volume I Diagnostic Audiology Principles, Procedures and Practices*, San Diego, CA: Singular. ISBN 1-56593-269-2.
- Hall, J. & Mueller, H.G. (1998). *Audiology Desk Reference: Volume II Audiologic Management, Rehabilitation and Terminology*. San Diego, CA: Singular. ISBN 1-56593-711-2.
- Jacobson, J.T. (1994). *Principals and Applications in Auditory Evoked Potentials*. Boston, MA: Allyn & Bacon. ISBN 0-205-14846-8.
- Katz, J., Medwetsky, L., Burkard, R. & Hood, L. (2009). *Handbook of Clinical Audiology*. (6th Edition). Baltimore, MD: Lippincott, Williams and Wilkins. ISBN 0-7817-8106-X.
- Martin, F.H. & Clark, J.G. (2009). *An Introduction to Audiology*. (10th Edition), Boston, MA: Allyn & Bacon. ISBN 0-205-59311-9.
- Mueller, H.G., Hawkins, D.B., & Northern, J. L. (1992). *Probe Microphone Measurements, Hearing Aid Selection and Assessment*. San Diego CA: Singular. ISBN 1-87910-568-3.
- Musiek, F.E. & Rintelmann, W.F. (1999). *Contemporary Perspectives in Hearing Assessment*. Boston, MA: Allyn & Bacon. ISBN 0-205-27457-9.
- Musiek, F.E., & Chermak, G.D. (2006). *Handbook of (Central) Auditory Processing Disorder: Volume I Auditory Neuroscience and Diagnosis*. San Diego, CA: Plural Publishing Inc. ISBN 1-59756-056-1.
- Northern, J. L. (1996). *Hearing Disorders*. (3rd Edition). Boston, MA: Allyn & Bacon. ISBN 0-205-15226-0.
- Northern, J.L. & Downs, M.P. (2001). *Hearing in Children*. (5th Edition). Baltimore, MD: Lippincott, Williams and Wilkins. ISBN 0-683-30764-9.
- Robinette, M.S. & Glatke, T. (2007). *Otoacoustic Emissions*. (3rd Edition), New York, NY: Thieme. ISBN 978-1-588-90411-9 / 978-3-131-03713-8.
- Valente, M., Hosford-Dunn, H. & Roeser, R. (2008). *Audiology Diagnosis*. (2nd Edition). New York, NY: Thieme. ISBN 978-1-588-90542-0 / 978-3-131-16432-2.
- Valente, M., Hosford-Dunn, H. & Roeser, R. (2008). *Audiology Treatment*. (2nd Edition). New York, NY: Thieme. ISBN 978-1-588-90520-8 / 978-3-131-16422-3.

NOTES: Each question on the audiology clinical certification examination is coded to:

- 1) A unit and subsection of the document *Assessing and Certifying Clinical Competency: Foundations of Clinical Practice for Audiology and Speech-Language Pathology* (2004). (www.caslpa.ca/english/resources/foundations.asp) and
- 2) A specific literature reference that may or may not be included in the reference list above.

This handout of “suggested references” represents a listing of basic audiology text books covering fundamental topics. This is not a comprehensive listing and examination questions may be derived from other sources. Peer reviewed journals and conference proceedings are considered acceptable sources as they may contain more updated information related to specific topics. These documents should be read and interpreted with appropriate judgment. Suggested audiology journals and proceedings are listed below as examples:

ANSI Standards
Ear & Hearing
Journal of the American Academy of Audiology

International Journal of Audiology
Trends in Amplification
Proceedings from A Sound Foundation Through Early Amplification

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Reference

- Anderson, N.B. & Shames, G.H. (2006). *Human Communication Disorders*. (7th Edition). Boston, MA: Allyn & Bacon. ISBN 0-205-45622-7.
- Bauman-Waengler, J. (2008). *Articulatory and Phonological Impairments: A Clinical Focus*. (3rd Edition). Boston, MA: Allyn & Bacon. ISBN 0-205-54925-X.
- Berko Gleason, J. & Bernstein Ratner, N. (2009). *The Development of Language*. (7th Edition). Boston, MA: Allyn & Bacon. ISBN 0-205-59303-8.
- Bernthal, J.E., Bankson, N.W., & Flipson, P. (2009) *Articulation and Phonological Disorders*. (6th Edition). Boston, MA: Allyn & Bacon. ISBN 0-205-56926-9.
- Beukelman, D. & Mirenda, P. (2006). *Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communicative Needs*. (3rd Edition). Baltimore, MD: Paul Brookes. ISBN 1-55-766-684-9.
- Bhatnagar, S.C. (2008). *Neuroscience for the Study of Communicative Disorders*. (3rd Edition). Baltimore, MD: Lippincott, Williams and Wilkins. ISBN 1-6054-7661-7.
- Bloodstein, O. & Bernstein Ratner, N. (2008). *A Handbook on Stuttering*. (6th Edition). Boston, MA: Delmar Learning. ISBN 978-1-418-04203-5.
- Brookshire, R. H. (2007). *Introduction to Neurogenic Communication Disorders*. (7th Edition). St. Louis, MO: Mosby. ISBN 978-0-323-04531-5.
- CASLPA. (2005). *Code of Ethics*. Canadian Association of Speech-Language Pathologists and Audiologists. (www.caslpa.ca/english/resources/ethics.asp).
- Catts, H. & Kamhi, A. (2005). *Language and Reading Disabilities*. (2nd Edition). Needham Heights, MA: Allyn & Bacon. ISBN 0-205-44417-2.
- Chapey, R. (2008). *Language Intervention Strategies in Aphasia and Related Neurogenic Communication Disorders*. (5th Edition). Baltimore, MD: Lippincott, Williams & Wilkins. ISBN 0-7817-6981-7.
- Colton, R.H., Casper, J.K. & Leonard, R. (2005). *Understanding Voice Problems: A Physiological Perspective for Diagnosis and Treatment*. (3rd Edition). Baltimore, MD: Lippincott, Williams & Wilkins. ISBN 0-7817-4239-0.
- Deem, J.F. & Miller, L. (2000). *Manual of Voice Therapy*. (2nd Edition), Austin, TX: PRO-ED, Inc. ISBN 0-89079-825-7.
- Duffy, J.R. (2005). *Motor Speech Disorders: Substrates, Differential Diagnosis, and Management*. (2nd Edition). St. Louis, MO: Mosby. ISBN 978-0-323-02452-5.
- Genesee, F., Paradis, J., & Crago, M.B. (2004). *Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning*. Baltimore, MD: Brookes Publishing Co. ISBN 1-55766-686-5.
- Groher, M.E. (1997). *Dysphagia: Diagnosis and Management*. (3rd Edition). Newton, MA: Butterworth-Heinemann. ISBN 0-7506-9730-X.
- Hegde, M.N. (2001). *Introduction to Communicative Disorders*. (3rd Edition). Austin, TX: PRO-ED, Inc. ISBN 0-89079-863-X.
- Helm-Estabrooks, N. & Albert, M.L. (2004). *Manual of Aphasia and Aphasia Therapy*. (2nd Edition). Austin, TX: PRO-ED, Inc. ISBN 978-0-890-79963-5.
- Hixon, T., Weismer, G., & Hoit, J. (2008). *Preclinical Speech Science: Anatomy, Physiology, Acoustics, Perception*. San Diego, CA: Plural Publishing. ISBN 978-1-59756-182-2.
- Hoff, E. (2009). *Language Development*. (4th Edition). Florence, KY: Wadsworth Publishing. ISBN 978-0-495-50171-8.
- Kummer, A.W. (2008). *Cleft Palate & Craniofacial Anomalies, Effects on Speech and Resonance*. (2nd Edition). San Diego, CA: Singular. ISBN 1-41801-547-4.
- Leonard, R. & Kendall, K. (2007). *Dysphagia Assessment and Treatment Planning: A Team Approach*. (2nd Edition). San Diego, CA: Plural Publishing. ISBN 978-1-59756-153-2.
- Logemann, J.A. (1998). *Evaluation and Treatment of Swallowing Disorders*. (2nd Edition). Austin, TX: PRO-ED, Inc. ISBN 0-89079-728-5.
- Luterman, D.M. (2009). *Counseling Persons with Communication Disorders and Their Families*. (5th Edition). Austin, TX: PRO-ED, Inc. ISBN 978-1-416-40369-2.
- Manning, W.H. (2010). *Clinical Decision Making in Fluency Disorders*. (3rd Edition). San Diego, CA: Singular. ISBN 978-1-418-06730-4.
- Martin, F.H. & Clark, J.G. (2009). *An Introduction to Audiology*. (10th Edition). Boston, MA: Allyn & Bacon. ISBN 0-205-59311-9.
- Murray, L.L. & Clark, H.M. (2006). *Neurogenic Disorders of Language: Theory Driven Clinical Practice*. Boston, MA: Allyn & Bacon. ISBN 1-56593-703-1.
- Northern, J.L. & Downs, M.P. (2001). *Hearing in Children*. (5th Edition). Baltimore, MD: Lippincott, Williams & Wilkins. ISBN 0-683-30764-9.
- Owens Jr., R.E. (2008). *Language Development: An Introduction*. (7th Edition). Boston, MA: Allyn & Bacon. ISBN 0-205-52556-3.
- Paul, R. (2007). *Language Disorders from Infancy through Adolescence*. (3rd Edition). St. Louis, MO, Mosby. ISBN 978-0-323-03685-6.
- Peterson-Falzone, S.J., Hardin-Jones, M.A. & Karnell, M.P. (2010). *Cleft Palate Speech*. (4th Edition). St. Louis, MO: Mosby. ISBN 978-0-323-04882-8.
- Plante, E.M. & Beeson, P.M. (2007). *Communication and Communication Disorders: A Clinical Introduction*. (3rd Edition). Boston, MA: Allyn & Bacon. ISBN 978-0-205-53209-4.
- Shadden, B.B. & Toner, M.A. (1997). *Aging and Communication: For Clinicians by Clinicians*. Austin, TX: PRO-ED, Inc. ISBN 0-89079-711-0.
- Shriberg, L.D. & Kent, R.D. (2003). *Clinical Phonetics*. (3rd Edition). Boston, MA: Allyn & Bacon. ISBN 0-205-36833-6.
- Yairi, E. & Ambrose, N.G. (2004). *Early Childhood Stuttering: For Clinicians by Clinicians*. Austin, TX: PRO-ED, Inc. ISBN 978-0-890-79985-7.
- Yorkston, K.M., Beukelman, D.R., Strand, E.A. & Hakel, M. (2010). *Management of Motor Speech Disorders in Children and Adults*. (3rd Edition). Austin, TX: PRO-ED, Inc. ISBN 978-1-416-40434-7.

NOTE: This handout of “suggested references” represents a listing of basic speech-language pathology text books covering fundamental topics itemized in the “Assessing and Certifying Clinical Competency Foundations of Clinical Practice for Audiology and Speech-Language Pathology (2004)” (www.caslpa.ca/english/resources/foundations.asp). This is not a comprehensive listing and examination questions may be derived from other sources. Peer reviewed journals and conference proceedings are considered acceptable sources as they may contain more updated information related to specific topics. These documents should be read and interpreted with appropriate judgment. Suggested speech pathology journals and proceedings are CJSPLA and ASHA journals.

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NOTES



CASLPA-ACOA

One Nicholas Street, Suite 1000
 Ottawa, ON K1N 7B7
 (613) 567-9968 or
 (800) 259 8519
 Fax: (613) 567-2859
 caslpa@caslpa.ca

- Ms.
- Miss
- Mr.
- Mrs.

Application for the CASLPA Clinical Certification Examination

Last Name _____ First Name _____ Middle Initial _____

Exam Date: _____

Payment must accompany this application and must reach CASLPA before the exam application deadline.

Application Deadlines: Spring Exam – January 31
 Fall Exam – June 30

Non-members must contact the national office before applying.

Your admission letter is e-mailed approximately 2 weeks prior to the examination.

Changes to the information reported in this application must be submitted to CASLPA in writing by fax, e-mail or mail.

Please identify yourself as an exam candidate to ensure that your changes reach the *Standards Department*.

Designated Sites:

AB – Edmonton	NB – Moncton	NT – Yellowknife	ON – Toronto	QC – Quebec City
BC – Vancouver	NL – St. John’s	ON – London	PE – Charlottetown	SK – Regina
MB – Winnipeg	NS – Halifax	ON – Ottawa	QC – Montreal	YT – Whitehorse

Please complete ALL information. To qualify, convocation should occur before the end of the current exam year.

In which city & province do you wish to write the exam?	City:	Province:	
In which profession are you writing your exam?	<input type="checkbox"/> S-LP	<input type="checkbox"/> Aud	
Are you writing the exam in English or French?	<input type="checkbox"/> English	<input type="checkbox"/> French	
Do you require copies of the exam in both languages?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Is this your first attempt?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If No, what year(s)?
Are you a current CASLPA member?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Membership Number:
What university did you attend? (If outside Canada, please list location):			
What is the title of your degree?			
What is the date of your convocation? (Month & Year):			

Permanent Address: (Where <u>all</u> mailings will <u>definitely</u> reach you.)	Alternate Address: (Use this address <u>only</u> if providing “valid from/valid until” dates below)
Apartment # Street Address/PO Box	Apartment # Street Address/PO Box
City Province Postal Code	City Province Postal Code
Home Phone Daytime Phone (if different)	Home Phone Daytime Phone (if different)
E-mail Address	E-mail Address
This mailing is valid From: _____ To: _____	

National Office Use Only Date Received	
	Enclosed payment for the exam is being made by: <input type="checkbox"/> Visa <input type="checkbox"/> MC <input type="checkbox"/> Cheque <input type="checkbox"/> Money Order
	# _____ \$1,000.00 / _____ <small>Enter: Credit Card or Cheque Number Amount Enter: Credit Card Expiry or Date of Cheque</small>
	Signature _____ Date _____ <small>I confirm that <u>all</u> information provided in this application is true and accurate.</small>
	National Office Use Only CASLPA ID# and Membership Status



Canadian Association of Speech-Language Pathologists and Audiologists
Association canadienne des orthophonistes et audiologistes

PERMISSION FOR DISCLOSURE

I, _____, hereby give permission to:
Please print name

The Canadian Association of Speech-Language Pathologists and Audiologists (CASLPA)

to release my CASLPA Examination results to:

Please complete all information

Regulatory Body: _____

Street Address: _____

City, Province Postal Code: _____

Exam Candidate Signature

Date