



MEETING MINUTES
SPEECH-LANGUAGE PATHOLOGY PRACTICE COMMITTEE

August 20, 2014
The Concourse Hotel
6225 W. Century Blvd
Los Angeles, CA 90045

I. Call to Order

Committee Chair Solomon-Rice called the meeting to order at 1:55 p.m. Members and guests introduced themselves and a quorum was established.

Committee Members Present

Patti Solomon-Rice, Chair, Speech-Language Pathologist
Dee Parker, Speech-Language Pathologist
Debbie Snow, Public Member

Committee Members Absent

Rodney Diaz, M.D.

Staff Present

Paul Sanchez, Executive Officer
Breanne Humphreys, Operations Manager
Sabina Knight, Legal Counsel

Guests Present

Becky Bingea, Audiologist, California Academy of Audiology (CAA)
Ellen Fagan, American Speech-Language-Hearing Association (ASHA)
Alison Grimes, Dispensing Audiologist, Board Member
Vanessa Cajina, KP Public Affairs for Hearing Healthcare Providers (HHP)
Deane Manning, Hearing Aid Dispenser, Board Member
Cynthia Peffers, Hearing Aid Dispenser, HHP
Amnon Shalev, Hearing Aid Dispenser, Board Member
Mitzi Shpak, Hearing Loss Association of America (HLAA), Los Angeles Advocacy
Naomi Smith, Audiologist, SELPA, Santa Clarita Valley
Grace Tiessen, HLAA, Los Angeles Advocacy

II. Introductions

III. Approval of the May 22, 2014 Speech-Language Pathology Practice Committee Meeting Minutes

Ms. Parker motioned to approve the minutes as written and Ms. Snow seconded the motion. The motion carried.

IV. Update on the June 19, 2014 California Commission on Teacher Credentialing (CTC) Meeting Regarding Speech-Language Pathology (SLP) Variable Term Waiver (VTW)

Committee Chair Solomon-Rice provided a brief background on the SLP VTW issue that was previously discussed by the Board and Committee.

Ms. Parker attended a CTC meeting on June 19, 2014, to answer questions about the SLP VTW. Ms. Parker reported that CTC members were unaware of the current requirements to be a VTW SLP and were concerned about the quality of services provided to students seen by a VTW SLP. CTC members were in unanimous agreement that the requirements for the VTW SLP needed to be made more Rigorous, and they were interested in working collaboratively with the Board on this issue.

As a result of the June 19, 2014 CTC meeting, Ms. Clark submitted a concept paper to interested parties describing issues of concerns with VTW SLPs and solutions to these issues to be presented to the CTC, possibly at the October 2014 meeting. The concept paper proposed that criteria be strengthened for both initial issuance and reissuance of the VTW SLP to have a minimal level of knowledge and skills and to assure the VTW SLP was on the path becoming a fully certified SLP. The paper suggested:

- 1) A minimum of a Bachelor's degree in an allied degree area (to be defined) for the initial issuance of the SLP VTW.
- 2) Limiting the SLP VTW reissuance based on inability to enroll in a program only to those individuals that verify they meet the minimum criteria for entry but are unable to enroll due to lack of available program slots. Limit the total number of SLP VTW issuances to no more than five times.

Ms. Parker and Committee Chair Solomon-Rice will respond to the concept paper asking the CTC to include the additional items Ms. Clark presented at the May 22-23, 2014 meeting (items #2, #4 and #5).

V. Discussion on How to Audit the Supervision of the Speech-Language Assistant

During the discussion about proposed SLPA regulations at the February 2014 Board meeting, public comments included concerns about SLP supervision of SLPAs. As a result, the Board is exploring the possibility of auditing SLP/SLPA pairs to ensure adherence to supervisory regulations. Ms. Solomon-Rice contacted 27 other state licensing boards and received responses

from Texas and Louisiana. Both Texas and Louisiana audit SLP/SLPA pairs. Texas audits 10 percent and is a similar sized board as California.

Mr. Sanchez suggested that we gather information on how Texas' audits are conducted and determine its potential impact to the Board's workload. Ms. Parker asked whether the Board has determined a need for this type of audit process. It was determined that staff would work with committee members to gather information and discuss future steps.

VI. Update on Praxis Score Change – Effective September 1, 2014 from 600 to 162

Committee Chair Solomon-Rice updated the committee on Praxis Exam changes that go into effect on September 1, 2014. As a result of the exam revision, the entire scoring system has changed. The former passing score was 600, but the new passing score will be 162. The new exam is 3 hours in length, consisting of 132 questions, and is exclusively computer delivered using a selected response exam (multiple choice). One third of the questions will be on the foundations and professional practice, one third of the questions will be on screening assessment, evaluation or diagnosis, and one third of the questions will be on planning, implementation and evaluation of treatment. The Board's website will be updated to reflect the change in the passing score.

VII. Discussion and Possible Recommendation for an Increase in the Number of Self-Study Hours for Continuing Education (CE)

Committee Chair Solomon-Rice provided background information on the discussion to increase the number of self-study hours for CE. Currently, of the minimum 24 continuing professional development hours required for SLP license maintenance every 2 years, a maximum of 6 hours can be completed through self-study. During audits of SLPs who were renewing licenses in fall 2013, voluntary surveys were mailed addressing a variety of continuing professional development issues. One result of the survey indicated a preference for increasing the minimum number of self-study hours allowed for SLP licensure renewal.

Ellen Fagan, ASHA Director of Continuing Education, presented extensive information about self-study requirements by ASHA approved CE providers and statistics about limitations on self-study hours throughout the United States. The Committee discussed the need to define "self-study" in regulations and make changes to the application/agreement for CE providers to make the requirements more rigorous.

As a result of the recommendation, the Committee decided to make a recommendation to the Board to: 1) increase the number of self-study hours allowed for speech-language pathologists, 2) re-define self-study, and 3) review and change the agreement with board-approved CE providers to be more rigorous.

VIII. Update on the Revisions to the RPE Clinical Practicum Verification Form

Committee Chair Solomon-Rice updated the committee on Board staff's progress in revising the RPE Clinical Practicum Verification Form. Students graduating from SLP Master's programs provide the Board with clinical practicum information that is verified by the university program director when completing an RPE application. The two forms had not been updated to reflect changes in both the 2005 ASHA standards and the 2014 ASHA standards effective September 1, 2014. Both the Clinical Practicum Verification form and RPE Application form have been simplified to a yes/no format and the verification form no longer requires tracking of specific age groups, types of services and types of disorders. The verification form became effective July 16, 2014 and the RPE form became effective August 1, 2014.

Committee Chair Solomon-Rice adjourned the meeting at 3:35 p.m.