

## Supplemental Information

## Eight Domains of Clinical Practice

- Collaboration
- Counseling
- Prevention and wellness
- Screening
- Assessment
- Treatment
- Modalities, technology, and instrumentation
- Population and systems

## Collaboration

- Educate
- Partner with other professionals/organizations to enhance the value of speech-language pathology services
- Share responsibilities to achieve functional outcomes
- Consult with other professionals to meet the needs of individuals with communication disorders
- Serve as case managers, service delivery coordinators, and members of collaborative teams

## Counseling

- Empower the individual and family to make decisions related to communication issues
- Educate the individual, family, and related community members about communication disorders
- Provide support and/or peer-to-peer groups
- Provide individuals and families with skills to become self-advocates
- Discuss, evaluate, and treat negative emotions related to communication disorders
- Refer individuals and families to other professionals when counseling needs fall outside of scope of practice

## Prevention and Wellness

- SLPs are involved in prevention and wellness activities that are geared toward reducing the incidence of a new disorder or disease, identifying disorders at an early age, and decreasing the severity or impact of a disability associated with an existing disorder or disease
- Some areas include: fluency, early childhood, genetic counseling, vocal hygiene, hearing conservation, prenatal care, concussion awareness/traumatic brain injury, and business communication

## Screening

- Develop screening procedures and tools based on existing evidence
- Select and use appropriate screening instrumentation
- Coordinate and conduct screening programs in a wide variety of educational, community, and health care settings
- Participate in public school response-to-intervention meetings to review data and recommend interventions to satisfy requirements of Section 504 of the Rehabilitation Act of 1973
- Revise, analyze, and make appropriate referrals based on results of screenings
- Consult with others about the results of screenings conducted by other professionals
- Utilize data to inform decisions about the health of populations

### Assessment

- Engage in behavioral observation to determine the individual's skills in a naturalistic setting
- Administer standard and/or criterion referenced tools to compare with their peers
- Review medical records and social history's provided by individuals or family members
- Document results of assessment, develop a plan of treatment, recommendations, and plan of discharge
- Participate in public school meetings related to IDEA eligibility and implementation of IEPs

### Treatment

- Design, implement, and document provision of service in accordance with accepted procedures appropriate to the practice setting
- Integrate high-quality research evidence with practitioner expertise and individual preferences and values in establishing treatment goals
- Utilize treatment data to guide clinical decisions and determine effectiveness of services
- Engage in treatment activities that are within the scope of the professional's competence
- Collaborate with other professionals in the provision of services

### Modalities, Technology, and Instrumentation

- Augmentative Alternative Communication devices to allow individuals to communicate verbally on a consistent basis
- Endoscopy-refer to health related professionals
- Telepractice to provide access to services or to provide access to a specialist
- Ultrasound and other biofeedback systems for individuals with speech sound production, voice, or swallowing disorders
- Other modalities such as ASL

### Population and Systems

- Improve teaching methods used by other professionals when communicating with individuals with communication disorders
- Analyze and improve communication environments
- Reduce cost of care by designing and implementing case management strategies that focus on function and help individuals reach their goals through direct intervention, supervision and collaboration with other professionals, and engage the individual and family in self-management strategies

### Four Domains of Professional Practice

- Advocacy and outreach
- Supervision
- Education
- Research
- Administration

### Advocacy and Outreach

- Advise regulatory and legislative agencies about the continuum of care for individuals with communication disorders
- Engage decision makers at the local, state, and national levels for improved administrative and governmental policies affecting access to services for communication issues
- Advocate for funding for services, education, and research
- Promote and market professional services
- Collaborate on advocacy objectives with other professionals/colleagues regarding mutual goals

### Supervision and Education

- Possess necessary clinical skills to guide the supervisee
- Support supervisees as they learn to handle any of their emotional reactions that may affect the therapeutic process
- Establish a supervisory relationship that promotes growth and independence, while providing support and guidance
- Serve on faculty at institutions of higher education
- Mentor students completing academic programs at all levels
- Provide professional development to SLPs and professionals in related disciplines

### Research and Administration

- May be undertaken at the university setting or coordinated across multiple settings
- Administer programs in higher education, schools, healthcare, private practice and other settings that:
  - Responsible for administrative decisions
    - Related to fiscal and personnel management
    - Program growth
    - Compliance with laws and regulations

### Leadership

- Advocacy
- Supervision and mentorship
- Professional development
- Parent training
- Research

### Advocacy

- To assume productive roles, SLPs must advocate for appropriate programs and services for children and adolescents, including reasonable workloads, professional development opportunities and other program supports
- Because some of the roles SLPs assume may be new or evolving and may not be clearly understood by others, SLPs have a responsibility to articulate their roles and responsibilities to teachers, other school professionals, administrators, support personnel, families, and the community
- They also work to influence the development and interpretation of laws, regulations, and policies to promote best practice

### Supervision and Mentorship

- SLPs play a vital role in inducting new professionals. They are involved with supervising student SLPs and clinical fellows, as well as in mentoring new SLPs. They also may supervise paraprofessionals

### Professional Development

- SLPs are valuable resources in designing and conducting professional development. Given their expertise in communication and language, SLPs have much to offer other educators, including administrators, teachers, other educational specialists, and paraprofessionals in the collaborative effort to enhance the performance of students in schools

### Parent Training

- SLPs are in a position to provide training to parents of students of all ages with regard to communication development and disorders. They may be especially helpful to families in creating a language- and literacy-rich environment

### Research

- Federal law requires the use of scientific, research-based practices. It is important for SLPs in the schools to participate in research to generate and support the use of evidence-based assessment and intervention practices