

FLORIDA | Board of Speech-Language Pathology and Audiology

UPDATED AGENDA OUTLINE
with attachments that were handed out at the meeting by Ms.
Westman

July 26, 2017
9:00 a.m.

Springhill Suites Orlando Airport
5828 Hazeltine National Drive
Orlando, FL
(407) 802-1126



Peter Johnson, PhD
Chair

Frederick Rahe, Au.D.
Vice-Chair

Kama Monroe
Executive Director

Wednesday, July 26, 2017

**PLEASE TURN OFF OR PLACE YOUR CELL PHONE ON VIBRATE DURING THE MEETING
THANK YOU.**

Meeting will be called to order at 9:00 a.m., or soon thereafter.

Call to Order: Peter Johnson, Chair
Roll Call: Carol Taylor, Program Operations Administrator

Review and Approval of Minutes

1. Minutes from the April 19, 2017
General Business Meeting

Prosecution Services Report – Peter Delia, Esq.

2. Prosecution Services Report

Probation and Compliance Review

Administrative Voluntary Relinquishment (Discussion)

3. Mayra Romero

Formal Approval of Monitor

4. Doris Simons Wolf, SLP; Case number 2015-30245

Petition for Temporary Variance or Waiver of Rule 64B20-6.002

5. Mia Lawson: File number 7307

Applicants

Speech-Language Pathology Assistant Licensure Application Review

6. Elizabeth Ann Bayer: File number 3932
7. Lizandra Garcia: File number 3720
8. Ivon Beatriz Camblor: File number 3222

Provisional Speech-Language Pathology Application Review

9. Jessica Beltrame: File number 8177
10. Nettie Lantigua: File number 8354
11. Maria Morales Solar: File number 8181

Ratification of Licenses Issued 4/1/17-7/10/2017

12. (a) 3001 - Speech-Language Pathologist
(b) 3002 – Audiologist
(c) 3003 - Speech-Language Pathology Assistant
(d) 3004 – Audiologist Assistant
(e) 3005 - Provisional Speech-Language Pathologist
(f) 3006 – Provisional Audiologist

Rules Report

- 13. June 2017 Rules report
- July 2017 Rules report

Reports:

Board Counsel Report:

- 14. Minor Violations

Board Chair Report – Dr. Johnson

- 15. Provisional Licensure pursuant to Rule 64B20-2.003

Executive Director Report – Kama Monroe

- 16. None at this time

Board Liaison Reports -

- 17. Budget Liaison Report- Sergio Guerreiro, AuD: None at this time
- 18. Application – Dr. Rahe (AuD) & Dr. Johnson (SLP): None at this time
- 19. Continuing Education – Dr. Guerreiro: None at this time
- 20. Laws and Rules – Vacant: None at this time
- 21. Unlicensed Activity – Dr. Rahe (AuD) & Dr. Johnson (SLP): None at this time
- 22. Healthy Weight – Ms. Rutland: None at this time

23. General Discussion:

24. Old Business:

25. New Business:

26. Adjourn

Next Meeting: October 18, 2017,

LICENSED SPEECH - LANGUAGE PATHOLOGY ASSISTANTS (SLPA)

A DISCUSSION OF SUPERVISORY RULES

DEBORAH R. CAMPBELL, M.A., CCC-SLP
EMILY MIRANDA, BS-SLPA, BS-EARLY CHILDHOOD, ITDS
AMANDA SANCHEZ, BA-SLPA, ITDS

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AMERICAN SPEECH-LANGUAGE HEARING ASSOCIATION: SPEECH-LANGUAGE PATHOLOGY ASSISTANTS

The "scope of practice for the speech-language pathology assistant (SLPA) was developed by the American Speech-Language-Hearing Association (ASHA) Speech-Language Pathology Assistant Scope of Practice ad hoc committee. It was approved by ASHA's Board of Directors (January 2013)."

- <http://slhs.php.ufl.edu/files/2011/08/Technical-Report-on-supervision.pdf>
- <http://www.asha.org/Practice-Portal/Professional-Issues/Speech-Language-Pathology-Assistants/>
- <http://www.asha.org/uploadedFiles/State-Licensure-Model-Bill.pdf>
- <http://www.asha.org/Practice-Portal/Professional-Issues/Speech-Language-Pathology-Assistants/SLP-Assistants-Content-Development/>
- <http://www.asha.org/associates/>

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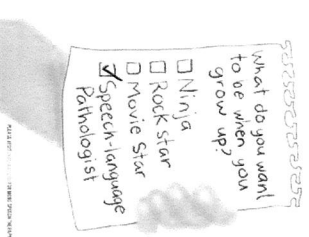
HISTORY OF SPEECH-LANGUAGE PATHOLOGY ASSISTANTS

"ASHA has addressed the topic of support personnel in speech-language pathology since the 1960s."

In Florida:

- Process started in 1991
- RULE EFFECTIVE DATE: 5/22/1996
- Amended in 2013

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AMERICAN SPEECH-LANGUAGE HEARING ASSOCIATION: QUALIFICATIONS FOR A SLPA: MINIMUM RECOMMENDED QUALIFICATIONS

An SLPA must complete an approved course of academic study, field work under the supervision of an ASHA-certified and/or licensed SLP, and on-the-job training specific to SLPA responsibilities and workplace behaviors.

The academic course of study must include or be equivalent to
a: an Associate's degree in an SLPA program

or

a Bachelor's degree in a speech-language pathology or communication disorders program (Florida's Requirement is a Bachelor's degree with 24 hours of CSD coursework)
and

b: successful completion of a minimum of one hundred (100) hours of supervised field work experience or its clinical experience equivalent

and

c: demonstration of competency in the skills required of an SLPA.

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AMERICAN SPEECH-LANGUAGE HEARING ASSOCIATION: MINIMUM REQUIREMENTS FOR FREQUENCY AND AMOUNT OF SUPERVISION

First 90 workdays: A total of at least 30% supervision, including at least 20% direct and 10% indirect supervision, is required weekly. Direct supervision of student, patient, and client care should be no less than 20% of the actual contact time with the SLP as well as with the student, patient, or client. During each week, data on every student, patient, and client seen by the SLP should be reviewed by the supervisor. In addition, the direct supervision should be scheduled so that all students, patients, and clients seen by the assistant are directly supervised in a timely manner. Supervision days and time of day (morning/afternoon) may be alternated to ensure that all students, patients, and clients receive some direct contact with the SLP at least once every 2 weeks.

After first 90 workdays: The amount of supervision can be adjusted if the supervising SLP determines the SLPA has met appropriate competencies and skill levels with a variety of communication and related disorders.

Minimum ongoing supervision must always include documentation of direct supervision provided by the SLP to each student, patient, or client at least every 60 calendar days.

A minimum of 1 hour of direct supervision weekly and as much indirect supervision as needed to facilitate the delivery of quality services must be maintained.

Documentation of all supervisory activities, both direct and indirect, must be accurately recorded.

Further, 100% direct supervision of SLPAs for medically fragile students, patients, or clients is required.

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FLORIDA GRADUATION OF SLP VS. SLPAS

- **Bachelor's Level Graduation:**
 - UCE Example: 248 - Number of Bachelor's degrees awarded in 2015-16
- **Master's Level Graduation:**
 - UCE Example: 81 - Number of Master's degrees awarded in 2015-16
- Difficulty - acceptance to graduate school (due to the percentage of students graduating (Bachelor level) in contrast to the number of students accepted into a graduate program and graduating (Master's level) (above example, 33%)
- **Student Outcome Data - three year average:** UCE Example: 95% of students completed their graduate degree within the expected timeframe; 100% Praxis pass rate; 100% employment within one year of graduation.
- **Speech-Language Pathologists are ranked:**
 - #20 in Best Health Care Jobs
 - #28 in The 100 Best Jobs



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SLP NEED: BASED ON POPULATION

- What are personnel-to-population ratios?

They're a measurement of the number of a given class of personnel in relation to the overall population in a given geographic area.

<http://www.asha.org/Research/ASHA-Certified-Personnel-to-Population-Ratios/>

Table 1. Personnel-to-population ratios for ASHA-certified audiologists and speech-language pathologists by state and state rank, 2013.

State	Resident population	ASHA-Certified Personnel			
		Audiologists ^a	Speech-Language Pathologists ^b	Per 100,000 residents	State rank
Alabama	4,858,979	241	814	3.3	46
Alaska	714,452	19	140	40.9	31
Arizona	6,828,065	288	2,428	35.6	48
Arkansas	2,978,204	128	1,282	76.6	30
California	37,448,416	1,778	12,078	43.2	50
Colorado	5,445,474	384	2,078	43.2	19
Connecticut	3,590,486	196	2,163	60.2	9
Delaware	945,934	18	394	41.7	39
District of Columbia	672,228	8	328	48.8	28
Florida	20,771,272	880	5,715	43.0	42
Georgia	10,211,4860	303	4,113	40.3	47

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SLP NEED: BASED ON POPULATION

- <https://www.census.gov/prod/2001pubs/c2kbr01-10.pdf>
- Census Bureau statistics for 2000, 2010
- 2000: 17.6% of the population in Florida is OVER the age of 65; 2.1% over the age of 85
- 2010: 17.3% of the population in Florida is OVER the age of 65; 2.3% over the age of 85
- AND: there was a 17.6% percent increase from 2000 (2,807,597) to 2010 (3,259,602) for Florida residents over the age or 65.



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LEVEL OF EDUCATION REQUIREMENTS - FLORIDA "ASSISTANTS"

- SLPAs : A Bachelor's degree from an accredited college or university which includes at least twenty-four (24) semester hours of course work
 - (a) Nine (9) semester hours in courses that provide fundamental information applicable to normal human growth and development, psychology, and normal development
 - (b) Three (3) semester hours in courses that provide information about and observation of speech, hearing, language disorders, general phonetics, basic articulation, screening and therapy, basic audiology, or auditory training.
- PTAs : Associate's Degree: "graduated from a school giving a course of not less than 2 years for physical therapist assistants, which has been approved for the educational preparation of physical therapist assistants by the appropriate accrediting agency recognized by the Commission on Recognition of Postsecondary Accreditation or the United States Department of Education at the time of her or his graduation and have passed to the satisfaction of the board an examination to determine her or his fitness for practice as a physical therapist assistant as hereinafter provided."
- COTAs : Associate's Degree: "graduated from an accredited occupational therapy assistant program accredited by the American Occupational Therapy Association (AOTA)."
- BCaBA : Bachelor's Degree: "is conferred on applicants who have earned at least a bachelor's degree in behavior analysis or a related field such as education, psychology, or medicine, have completed 180 hours/ 12 credits of behavior analysis coursework, and have fulfilled certain experience requirements" (15 hours - 1 credit).

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CLINICAL EXPERIENCE AT ONSET OF INITIAL LICENSURE

- SLPAs : most university programs do not include direct contact with clients prior to graduation (not mandated at the Bachelor's level)
- PTAs : PTA students "spend on average 16 weeks in full-time clinical education experiences."
- COTAs : "experience at an occupational therapy assistant level occurring in a clinical setting affiliated with an educational institution in occupational therapy for a minimum of 2 months, with the fieldwork experience supervised by a licensed occupational therapist or by a licensed occupational therapy assistant under the supervision of a licensed occupational therapist."
- BCaBA : 1000 hours of supervised field work

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LICENSE MAINTENANCE



- SLPAs : 20 hours of CEUs every two years, including medical errors.
- PTAs : 24 hours of CEUs every two years, including medical errors.
- COTAs : 26 hours of CEUs every two years, including medical errors and OT laws and rules.
- BCaBA (certification maintenance): 24 hours of CEUs every three years, including 3 CEUs in ethics and behavior OR two year cycle, 20 CEUs with 4 CEUs in ethics.

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SUPERVISION RULES

- SLPAs : "Assistants must be under the direct supervision of a licensee who has met all the requirements of Section 468.1185, F.S. Direct supervision requires the physical presence of the licensee in the same facility when the assistant is carrying out assigned responsibilities, in order for the licensee to be available for consultation and direction"
- PTAs : "must work under the direction and **at least general supervision** of the physical therapist; the physical therapist is not required to be on site for direction and supervision, but must be available at least by telecommunications."
- COTAs : "under supervision of an occupational therapist" means that the occupational therapist has delegated tasks to a qualified occupational therapy assistant. The OT does not in all instances have to be on the premises in order for the OTA to perform the delegated functions. However, the OT must provide initial direction in developing the plan of treatment and periodically inspect the actual implementation of the plan."
- BCaBA :
 - "length of supervisory period: 2 weeks
 - minimum number of supervisory contacts during supervisory period: 1
 - minimum amount of supervision during supervisory period: 5% of total hours (i.e. in a 40 hour work week, 80 hour supervisory period = 4 hours of supervision)"

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AVAILABLE SETTINGS FOR EMPLOYMENT

I help people communicate.
What's your Super power?

- SLPAs : private clinic, inpatient/outpatient rehabilitation and SNF
- PTAs : schools, clinic, hospital, home-health, home-based care, inpatient/outpatient rehabilitation, SNF
- COTAs : schools, clinic, hospital, home-health, home-based care, inpatient/outpatient rehabilitation, SNF
- BCaBA : schools, clinic, home-based care, inpatient/outpatient rehabilitation, SNF

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NATIONAL EXAMINATION



- SLPAs: none required for licensure
- PTAs : passed to the satisfaction of the board an examination to determine her or his fitness for practice as a physical therapist assistant as hereinafter provided
- COTAs : successful passage of the National Board of Certification for Occupational Therapy, Inc. (NBCOT) Examination.
- BCaBA : applicants must take and pass the BCaBA exam

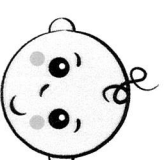
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USE OF UNLICENSED PERSONNEL

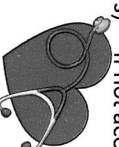
- SLPAs : Not applicable
- PTAs : "Unlicensed personnel may be utilized to assist in the delivery of patient care treatment by the physical therapist, with direct supervision by the physical therapist or the physical therapist assistant. It is the sole responsibility of the physical therapist to consider the task delegated, select the appropriately trained personnel to perform the task, communicate the task or activity desired of the unlicensed personnel, verify the understanding by the unlicensed personnel chosen for the task or activity, and establish procedures for the monitoring of the tasks or activities delegated."
- COTAs : "Occupational therapy aide: An unlicensed person who assists in the practice of occupational therapy, who works under the direct supervision of a licensed occupational therapist or occupational therapy assistant, and whose activities require a general understanding of occupational therapy pursuant to Board rules, nonprofessional training is provided (F.S. Title XXXII, Ch. 468.203)
- BCaBA: "The Registered Behavior Technician, (RBT) is a paraprofessional who practices under the close, ongoing supervision of a BCaBA, BCaBA, or F-L-CBA. The RBT is primarily responsible for the direct implementation of behavior-analytic services. The RBT does not design intervention or assessment plans."
 - Each RBT must obtain ongoing supervision for a minimum of 5% of the hours spent, providing applied behavior-analytic services per month. Supervision must include at least 2 face-to-face, synchronous contacts per month, during at least one of which the supervisor observes the RBT providing services. In-person, on-site observation is preferred. However, this may be conducted via web camera, videoconferencing, or similar means in lieu of the supervisor being physically present. Although only one observation is required, the BCaBA encourages direct observation of service contacts as much as possible. At least 1 of the 2 supervision sessions must be individual (i.e., RBT and supervisor), but the other may occur in a small-group meeting.

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SLPA WORK IN OTHER SETTINGS

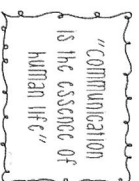


- ITDS
- BCaBA, BCBA
- School-Based - with teaching certification
 - SLP working towards Master's (have to be accepted into a program within two years) ** If not accepted, position is terminated
 - Teachers
- Changing fields of practice (i.e. nursing, education, other therapy assistants (e.g. COTA/PTA))



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SLPA FEEDBACK



- Frustration at low acceptance rates to graduate school (often, they are applying but unable to attend)
- Difference in supervision requirements of SLPAs and other Assistants with less experience or level of education
- School-based providers performing tasks that licensed SLPA providers are prohibited from doing
- SLPAs and SLPs often collaborate and work together for the care of their clients.
- SLP graduate level students can have inferior clinical skills than the SLPAs with experience.
- Even licensed SLPAs have difficulty finding work:
 - limited settings in which to be employed
 - therapy setting has to have enough work for two therapists vs one due to on-site supervision
 - SLPA cannot work if SLP is sick or does not find a replacement supervisor to cover for vacations (AND have change of Activity Plan with the state)
 - HIGH responsibility for SLP therefore SLPs are not willing to take on SLPAs as part of their practice

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FLORIDA LICENSED SLPA FEEDBACK

- "It is frustrating that COTAs and PTAs have less education and experience than me, yet, they can work without on-site supervision and receive a higher rate of compensation."
- "COTAs and PTAs have clinical hours as part of their degrees and obtaining their licensure. I think that having on-site supervision for your first year is needed but after that, an SLPA should not need such intensive supervision for the majority of their caseload."
- "Master's programs for SLPs take a limited number of applicants. I hate that my GRE scores dictate my potential in graduate school."
- "It is not that I do not desire to become an SLP. To the contrary, I have attempted for many years. After several attempts, of being unsuccessful, I stopped trying."
- "I was turned down by a state graduate school. I applied to a private school for my Master's BUT they told me since my Bachelor's degree was ten years old, I would have to RETAKE all the prerequisite courses I originally completed for my B.A. My work as an SLPA wasn't even considered."

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FLORIDA LICENSED SLPA FEEDBACK

- "On-site supervision was needed and appreciated during my first year of being a licensed assistant since I didn't get much hands-on experience during my undergraduate degree. However, now that I have experience under my belt, having on-site supervision is not as necessary. My supervisor comes to me and we brainstorm and come up with ideas together when we discuss our clients."
- "I am frustrated if my on-site supervisor gets sick and I am unable to work."
- "I am not able to have flexible hours; they are dependent on the hours of the SLP who has to be on-site."
- "I have limited job mobility - if I have to relocate, I have limited job options."
- "Many SLPAs end up changing careers, often as teachers, because of the lack of SLPs willing to take on Assistants under the current rule."

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WHERE DO WE GO FROM HERE? SUGGESTIONS



- Scaffolded supervision requirements
- Define percent of week that supervision is required, such as 20% direct on-site supervision
- Continue to define an SLPAs scope of practice
 - Treatment in which they are approved to provide
 - Services and tasks which continue to be prohibited (i.e. evaluations, goal development, high-risk services, such as swallowing)
- Create credentialing or proficiency protocols for SLPAs
- Limit the number of SLPAs supervised by one SLP
- SLPAs may not be in a supervisory role over an SLP (i.e. business owner)

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PROS: FEEDBACK FROM PROVIDERS

Pros:

- Allowing SLPs to have the same supervision as other assistants (e.g. COTAs)
- Allows SLPs to not be tied to a 'site', supervising experienced SLPs
- Meeting the needs of clients (areas of shortage):
 - Clients going without services
 - Populations receiving services from other providers (e.g. ITDS)
 - Clients receiving reduced services
 - Addressing staffing shortages

"My expectations are high for all my clients no matter how severe their impairments because I believe everybody deserves the best chance"

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CONS: FEEDBACK FROM PROVIDERS

Cons:

- No feeding/swallowing services by SLPs or specialized care
- Concerns over flooding the field with providers
- Would SLPs put SLPs out of a job?
- Inexperienced providers providing care
- SLPs do not have to take a proficiency exam in comparison to other therapy assistant - level providers
- No credentialing process for SLPs

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CONS: FEEDBACK FROM PROVIDERS

Cons:

- SLPs supervising too many SLPAs (**PTAs and COTAs are not assigned to specific PTs or OTs)
- SLPAs owning therapy practices and hiring SLPs
- SLPs supervising SLPAs without a minimum amount of experience and coursework in supervision (ASHA recommendation)
- SLPAs performing services in which they are not trained
- SLPs being forced by employers to supervise SLPAs
- Legal aspects and potential ramifications of the role of supervision when SLPAs are off-site

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REFERENCES

- <http://money.usnews.com/2009/03/03/best-jobs/speech-language-pathologist>
- <https://asacsb.com/wp-content/uploads/2016/11/61101-secr-america-standards-english.pdf>
- <asacsb.org/supervisionnetwork>
- <http://www.apta.org/UploadedFiles/APTAorg/About Us/Policy/Practice/Direction/Supervision/PTA.pdf>
- <http://foridasspeechaudiology.gov/licensing/speech-language-pathology-assistant-certification/>
- <http://foridasspeechaudiology.gov/courses/500/FLO-Laws-Rules-CE-Wildfire-Medical-Education.pdf>
- <http://foridasspeechaudiology.gov/licensing/speech-language-pathology-assistant-examination/>
- http://www.fl.edu/brv/documents/FINAL_BACB_BCBABa.pdf
- <http://www.apta.org/PTAEducation/Overview/>
- <https://asacsb.com/asacsbable-certificant/>
- <https://www2.cohpaud.edu/csl/mastercol.html>
- <https://libartix.com>
- *Receptions of Supervisory Behaviors and Needs among State of Florida Certified Speech-Language Pathology Assistants* by Alan Lopez: An Applied Dissertation Submitted to the Abraham S. Fischler School of Education in Partial Fulfillment of the Requirements for the Degree of Doctor of Speech-Language Pathology: Nova Southeastern University 2013

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State By State Sample: Comparison of Speech Pathology and Audiology Assistant Requirements

STATE	Level of Education	Supervision
Georgia	have completed two years of college coursework (60 semester hours)	Full time supervisors may supervise 2 persons, part-time equals only 1 aid per supervisor. The supervisor shall directly supervise the first 10 hours of direct client contact and 1 hour per week afterwards.
Colorado	Bachelor's degree in speech-language pathology, speech communication, communication disorders, speech sciences, or a bachelor's degree in any other field with 24 credits in speech-language hearing sciences from an accepted institution of higher education;	<p>Supervision is 30% total for the first 90 days with 20% being direct supervision and 10% being indirect. After 90 days, 20% total supervision with 10% being direct supervision and 10% being indirect.</p> <p>Direct supervision may be conducted electronically via a live internet broadcast of video conference by a nationally-certified SLP residing and working in Colorado or within a reasonable commuting distance to Colorado. A school speech-language pathology assistant authorization is valid for five years. The Department of Education may renew the authorization for succeeding five-year periods upon presentation of 50 contact hours of continuing education.</p> <p>A speech-language pathologist should not supervise more than three assistants.</p>
New Hampshire	Speech language assistants must hold a 2-year associate's degree or higher in speech-language pathology, communication sciences and disorders or communication disorders awarded by an educational program accredited by the Council on Academic Accreditation in Speech-Language Pathology or regional accrediting bodies listed in rules;	<p>Supervisors may supervise no more than 3 assistants.</p> <p>First 90 days direct supervision of an assistant shall be 30% of an assistant's time each week and indirect, no less than 30% each week; after 90 days supervision shall be 10% direct and indirect each work week.</p>
Arizona	To be eligible for licensure as a speech-language pathologist assistant, an applicant shall have completed an approved training program or the equivalent from a nationally or regionally accredited college or university consisting of a minimum of 60 semester credit hours and a minimum of 100 hours of clinical interaction under the supervision of a licensed master's level speech-language pathologist, not had a license revoked/suspended by a state within the past two years, and is not presently ineligible for licensure in any state because of a prior revocation or suspension.	<p>The licensed supervisor may direct not more than two full-time or three part-time SLP assistants at one time.</p> <p>A minimum of 20% direct supervision and 10% indirect supervision is required of all the time that the assistant is providing services during the first 90 days of employment.</p> <p>After the first 90 days a minimum of 10% direct and 10% indirect supervision is required.</p> <p>All periods of supervisions are to be documented and each client should be informed when the services of a SLP assistant are being provided.</p>

STATE	Level of Education	Supervision
Texas	<p>In order to obtain a license as a speech-language pathology assistant, the individual must have (a) a baccalaureate degree with an emphasis in communicative sciences and disorders, (b) show proof of completion of no fewer than 24 semester hours in speech-language pathology/audiology, and (c) no fewer than 25 hours of clinical observation in the area of speech-language pathology and 25 hours of clinical assisting experience in speech-language pathology (note: if the applicant has a bachelor's degree in another major, the Board of Examiners shall evaluate on a case-by-case basis).</p>	<p>The licensed practitioner must supervise the assistant at least two hours per week, with at least one hour of which is face-to-face supervision at the location where the assistant is employed</p>

1. **64B20-4.003 On-the-Job Training, Role and Observation of Speech-Language Pathology and Audiology Assistants.**
2. (1) A licensee who employs a speech-language pathology assistant or an audiology assistant shall provide such assistant with on-the-job training, and shall maintain responsibility for all services performed or omitted by such assistant. The licensee shall not permit the assistant to perform any service on a client unless:
3. (a) The licensee provides the assistant with on-the-job training for each service for which there is no available documentation of a previously acquired competency, and
4. (b) The assistant is clearly identified as an assistant by means of a nametag or similar identification.
5. (2) At a minimum, on-the-job training shall include step by step instruction and demonstration of each and every service the assistant is to perform and continuous visual observation by the licensee of the assistant's performance of such service until the licensee establishes the assistant's competency. The licensee shall maintain a record of each service indicating the activity, date, time, and location of the foregoing demonstration and observations concerning competency. The record shall be signed by both the licensee and the assistant and a copy thereof shall be provided to the assistant and shall be maintained by the supervising licensee for the duration of employment and shall be maintained by the assistant as long as the assistant is certified by the Board. A new supervising licensee shall obtain and maintain for the duration of employment, records demonstrating competency for all services performed by the assistant. Upon request of the Department or Board, the supervising licensee and the assistant shall produce the documentation of competency records required herein.
6. (3) The speech-language pathology or audiology licensee shall notify the Department within thirty (30) days of any changes in the roster of assistants registered under his or her name by submitting Form DH-MQA 1269 (4/13), entitled "Board of Speech-Language Pathology and Audiology Assistant Activity and Supervisory Plan," hereby adopted and incorporated by reference, and can be obtained from the following website at <http://www.flrules.org/Gateway/reference.asp?No=Ref-03085> or <http://www.doh.state.fl.us/mqa/speech/index.html>.
7. (4) Following the completion of on-the-job training, the speech-language pathology assistant shall engage only in those services that are planned, designed and supervised by the speech-language pathology licensee. The scope of services which a speech-language pathology assistant may provide includes:
8. (a) Record case history information.
9. (b) Screen speech, language or hearing by the use of procedures that are included in published material containing directions for administration and scoring.
10. (c) Implement, without diagnostic interpretation, evaluative procedures that are:
11. 1. Planned and designed by the licensee, and
12. 2. Included in published materials which have directions for administration and scoring.
13. (d) Implement treatment programs that:
14. 1. Are planned and designed by the licensee to meet pre-established goals, and
15. 2. Contain pre-established criteria for mastery.
16. (e) Record, chart, graph or otherwise display data relative to client performance.
17. (f) Perform clerical functions necessary to maintain clinical records.
18. (g) Report changes in client performance to the licensee having responsibility for that client.
19. (h) Prepare clinical materials.
20. (i) Test equipment to determine if the equipment is performing according to published specifications.
21. (j) Participate with the licensee in research projects, in-service training, public relations programs, or similar activities as planned, designed and directed by the licensee.
22. (k) Serve as an interpreter (translator) for the speech-language pathology licensee during clinical procedures.
23. (l) Assist in the evaluation or treatment of difficult-to-test clients.
24. (5) The speech-language pathology licensee shall not delegate to the speech-language pathology assistant any tasks which call for a diagnostic interpretation or put the client at physical risk. The following tasks shall not be delegated to a speech-language pathology assistant:
25. (a) Conducting the initial interview with the client.
26. (b) Performing initial testing or evaluation.
27. (c) Determining or discussing specific diagnoses with the client or making statements regarding prognosis or levels of proficiency.
28. (d) Relating or discussing with clients or consumers of services the reports from other professionals or related services

unless those findings have previously been interpreted and reported by the supervising licensee.

29. (e) Providing any interpretation or elaboration of information that is contained in reports written by the licensee, although he or she may, upon assignment from the licensee, present information regarding clients at staffings or conferences; however, the assistant may discuss with the client or consumer specifically observed behaviors that have occurred during a treatment when they are supported by objective data.
30. (f) Performing any procedure where there is a risk of physical injury as a result of the procedure; specifically, the insertion of tracheoesophageal prostheses or catheter into the esophageal puncture; endoscopy; administration of barium or other substances for the assessment of swallowing; fitting or insertion of tracheal valves or instrumentation for generation of voice; and initial measurements and fitting of oral prostheses.
31. (g) Devising or planning treatment based upon assessment or diagnostic findings.
32. (h) Providing counseling to the client or to his or her family.
33. (i) Making referrals for additional services.
34. (j) Signing any document without the co-signature of the licensee.
35. (k) Using any title other than the Speech-Language Pathology Assistant.
36. (l) Determining patient or client dismissal criteria have been met.
37. (6) Following the completion of on-the-job training by the supervising audiology licensee, the audiology assistant may engage only in those services that are planned, designed, and supervised by the licensee.
38. (7) The audiology licensee may permit the audiology assistant to perform the following services under the direct supervision of the supervising licensee:
 39. (a) Conduct basic hearing testing without diagnostic interpretation, including air and bone conduction thresholds and speech audiometry.
 40. (b) Conduct impedance audiometric testing.
 41. (c) Assist in the evaluation of difficult-to-test patients.
 42. (d) Record case history information.
 43. (e) Assist in conducting real ear measurements.
 44. (f) Assist in ABR, ENG, and otoacoustic emissions testing.
 45. (g) Report changes in client performance to the audiology licensee having responsibility for that client.
 46. (h) Participate with the audiology licensee in research projects, in-service training, in public relations programs, or similar activities as planned, designed and directed by the audiology licensee.
 47. (i) Assistant in implementing a plan or program for management and/or treatment developed by the supervising audiology licensee.
48. (8) The following activities of a certified audiology assistant are permitted under the responsible supervision of the supervising audiologist without the requirement of the physical presence of a supervising audiologist:
 49. (a) Demonstrate assistive listening devices.
 50. (b) Test hearing aids to determine if they meet appropriate specification and/or mechanical performance.
 51. (c) Demonstrate care and use of the hearing aid controls, battery insertion and insertion of the hearing aid or ear mold into the ear.
 52. (d) Perform clerical functions necessary to maintain clinical records.
 53. (e) Prepare clinical materials and where appropriate, in accordance with universal precautions.
 54. (f) Test equipment to determine if the equipment is performing according to published specifications.
 55. (g) Screen hearing using established criteria on a pass/fail basis, including but not limited to newborn hearing screening.
56. (9) The audiology licensee shall not delegate to the audiology assistant any tasks which call for a diagnostic interpretation or put the client at physical risk. The following tasks shall not be delegated to an audiology assistant:
 57. (a) Providing diagnostic services to children below the age of five years or to other clients whose hearing impairment, medical condition, behavior or other disabling condition would preclude the use of services from anyone other than the licensed audiologist.
 58. (b) Performing any procedure where there is a risk of physical injury as a result of the procedure; specifically, where injury to the physical structures of hearing is likely to occur.
 59. (c) Developing a plan of care or treatment for auditory or vestibular disorders.
60. (10) The speech-language pathologist shall directly observe the speech-language pathology assistant's service as follows:

61. ~~(a) During the first 12 months of continuous employment on at least one occasion, and if treatment is provided, a minimum of one out of every five sessions or a minimum of one session every two weeks per client.~~
62. (proposed) (a) During the first 12 months of continuous employment, if treatment is provided,
63. (i) a minimum of one hour per week or
64. (ii) a minimum of four sessions every month or
65. (iii) In collaboration between the supervising speech pathologist and speech-language pathology assistant,
- a. more frequently depending upon an individual client's needs or
- b. more frequently depending on the need of the speech-language pathology assistant
66. ~~(b) Following the first 12 months of continuous employment on at least one occasion and, if treatment is provided, a minimum of one out of every fifteen sessions or more frequently depending upon the individual client's needs.~~
67. (proposed) (b) Following the first 12 months of continuous employment, on at least one occasion and, if treatment is provided,
68. (i) a minimum of one hour every month
69. (ii) In collaboration between the supervising speech pathologist and speech-language pathology assistant,
- a. more frequently depending upon an individual client's needs or
- b. more frequently depending on the need of the speech-language pathology assistant
70. (11) A speech-language pathology assistant who has greater than 12 months continuous employment at one site and changes employment settings shall, for the first 30 calendar days of employment within a new facility, be provided the same level of supervision/observation as required for new assistants. After the initial 30 days, with licensee certification of competency, then the assistant will be provided supervision as required for the assistant who has greater than 12 months experience.

Rulemaking Authority 468.1135(4) FS. Law Implemented 468.1125(3), (4), 468.1215 FS. History--New 3-14-91, Formerly 21LL-4.003, 61F14-4.003, Amended 9-8-94, 8-17-95, Formerly 59BB-4.003, Amended 2-2-04, 2-21-05, 9-9-13.

1. **64B20-4.004 Supervision of Speech-Language Pathology Assistants and Audiology Assistants.**

2. (1) A licensee shall supervise and be responsible for all client services provided by an assistant.
3. (2) Any licensee who employs a speech-language pathology assistant or audiology assistant shall notify the Department of all new assistants or other changes in assistants under the licensee's supervision by submitting Form 1269, entitled "Board of Speech-Language Pathology and Audiology Assistant Activity and Supervisory Plan" set forth in Rule 64B20-4.003, F.A.C., and the licensee also shall:
 4. (a) Ensure that the assistant is not responsible for making decisions regarding the diagnosis, management and future disposition of clients.
 5. (b) Ensure that the assistant is assigned only to those duties for which the assistant has been specifically trained and is authorized to perform under Chapter 468, Part I, F.S. and Rule Chapter 64B20, F.A.C.
 6. (c) Maintain contact with each client during the course of clinical management.
 7. (d) Conduct performance reviews on the assistant on a quarterly basis during the first year of employment, on an annual basis thereafter, and on termination. Such reviews shall document direct observation of the role and of the task experience of the assistant. These reviews shall be signed by the supervisor and the assistant. These reviews shall be retained for four (4) years by the licensee and submitted to the Board upon request. Performance reviews shall be submitted to the Board office on Form SPA3-D, entitled "Evaluation Report for Speech-Language Pathology and Audiology Assistants," effective 9-8-94, which is hereby incorporated by reference. Copies of the form are available from the Board office, located at Board of Speech-Language Pathology and Audiology, Department of Health, 4052 Bald Cypress Way, Bin #C-06, Tallahassee, Florida 32399-3256.
 8. (e) Reassess and redesign programs when either the task or the environment changes significantly.
 9. (f) Discontinue clinical services provided by the assistant should conditions arise in which any of the above cannot be adhered to.
10. ~~(3) Assistants must be under the direct supervision of a licensee who has met all the requirements of Section 468.1185, F.S. Direct supervision requires the physical presence of the licensee in the same facility when the assistant is carrying out assigned responsibilities, in order for the licensee to be available for consultation and direction. The supervising licensee shall make provisions for emergency situations including the designation of another licensee who has agreed to be available to provide direct supervision to the assistant when the supervising licensee is not available. In the event that a supervising licensee is not on the premises, the assistant may only perform duties not involving direct client contact.~~
11. (proposed) (3) Assistants must be under the **direct supervision** of a licensee who has met all the requirements of Section 468.1185, F.S.
12. (proposed) (a) While under continuous employment, during the first a) 1000 hours of clinical experience or b) 12 months (which ever comes first), direct supervision requires the physical presence of the licensee in the same facility 80% of the time when the assistant is carrying out assigned responsibilities, in order for the licensee to be available for consultation and direction. The supervising licensee shall make provisions for emergency situations including the designation of another licensee who has agreed to be available to provide supervision to the assistant when the supervising licensee is not available. For the 80% supervision requirement, in the event that a supervising licensee is not on the premises, the assistant may only perform duties not involving direct client contact.
13. (proposed) (b) Following the first 1000 hours of clinical experience or 12 months of continuous employment, direct supervision requires the physical presence of the licensee in the same facility 20% of the time and as much indirect supervision as needed to facilitate the delivery of quality services. During each week, data on every student, patient, and client seen by the SLPA should be reviewed by the supervisor.
14. (proposed) (c) Following 36 months of continuous employment, the speech-language pathologist is not required to be on site for direct supervision, but must be available at least by telecommunications.
15. (proposed) (d) A speech-language pathology assistant who has greater than 12 months continuous employment at one site and changes employment settings shall, for the first 30 calendar days of employment within a new facility, be provided the same level of supervision/observation as required for new assistants. After the initial 30 days, with licensee certification of competency, then the assistant will be provided supervision as required for the assistant who has greater than 12 months experience.
16. (4) The maximum number of assistants supervised by one licensee shall not exceed two (2) full-time or three (3) part-time assistants.

17. (5) In the event that multiple licensees are employed by a business entity, an assistant may be supervised by more than one licensee, but no more than three licensees, when the following conditions are met:
18. (a) The assistant has been continuously employed for more than twelve (12) months;
19. (b) The assistant has been in that employment setting for more than 30 days;
20. (c) Each individual licensee takes responsibility for training, planning, and supervising the assistant or assistants for those clients for whom they have direct responsibility; and
21. (d) One primary supervisor shall be designated to be responsible for conducting performance reviews and notifying the Department of any changes in the supervisory plan or roster.

Rulemaking Authority 468.1125(9) FS. Law Implemented 468.1125(3), (4), (9) FS. History—New 3-14-91, Amended 11-3-92, 2-4-93, Formerly 21LL-4.004, 61F14-4.004, Amended 9-8-94, 8-17-95, 5-22-96, Formerly 59BB-4.004, Amended 9-9-13.