

ASHA/NCSB 29th Annual Conference

Practice Panorama: Considerations When Reviewing Internationally Trained Applicants

New Horizons in Professional Licensure

Todd R. Philbrick, CAE
Director, Certification

Karen L. Beverly-Ducker, MA, OCCA, CAE
Director, Multicultural Resources

ASHA /Disclosures

TRP Financial

- ASHA employee
- Ex-officio, CFCC

TRP Nonfinancial

KLBD Financial

- ASHA employee
- Ex-officio, Multicultural Issues Board

KLBD Nonfinancial

- ASHA member
- CCC-A




ASHA /Learner Outcomes

Participants will be able to:

- Describe the process to ensure qualified applicants
- Discuss internationally trained applicant qualifications for awarding the CCC
- State common concerns raised by licensure boards when examining qualifications of internationally trained applicants
- Identify relevant factors when considering internationally trained applicants
- Describe resources that can assist in decision-making

 **ASHA** /Awarding Certification

- Internationally educated and/or practicing applicants
 - Mutual Recognition Agreement (MRA)
 - Non-MRA Applicants

 **ASHA** /Awarding Certification

- What is the Mutual Recognition Agreement (MRA)?
 - 10-year old program that allows our certificate holders to obtain SLP certification in each other's organization
 - USA, Canada, UK, Ireland, Australia, and New Zealand
 - Education requirements deemed to be substantially equivalent
 - Everyone answers disclosure questions
 - Everyone but Canadian applicants must pass the Praxis
 - Open to other countries

 **ASHA** /Awarding Certification

Process for applicants from Non-MRA Applicants

- Must meet all the standards:
 - National Association of Credential Evaluation Service (NACES) evaluated transcript to show equivalent degree and coursework to US graduate degree
 - Complete the required practicum hours, supervised experience, CF, etc..
 - Work experience is not substituted for supervised experience
 - Pass the Praxis

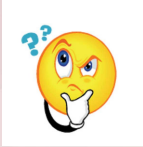
ASHA / Awarding Certification

- 2010-2016 Int'l Applicants/Certificate Holders Stats:
 - About 30-40 professionals a year receive certification through the MRA program (50% from Canada).
 - We receive about 90 non-MRA applicants a year
 - 85 SLP / 5 Audiology
 - 85% are already living in the US
 - 50% were educated in India
 - 275 CCC, 85 denied, 185 in-process (2 year window to complete missing requirements)

ASHA /

CONCERNS...

- English proficiency
 - Language difficulties
 - Do not understand laws and regulations
 - Not proficient in terminology
 - Hired without meeting education requirements (school system)
 - States developing own English-language proficiency test



Credentialing agencies

- Forum shopping to agency who will approve their education but still not qualified
- Granting CCC based on above situation
- Suspicious of agencies because course names are not the same or degree title is different

Educational equivalency

- International Bachelor's not seen as equivalent to US Master's, even with credentialing agency review
- CCC issued to states in Mutual Recognition Agreement, but what about other countries? Ex. South Africa
- Master's equivalency v. Master's – limitations in state licensure laws for issuing licenses

ASHA / 2017 Proposed Revisions

At its October 2016 meeting the CFCC approved sending the following proposed revision out for peer review:

- Applicants from graduate programs where English is not the native and instructional language will be required to provide verification of successful passage of an English language proficiency exam accepted by CGFNS that is no more than 5 years old at the time of application.
- CGFNS currently accepts the TOEFL and IELTS with passing scores of 83 with 26 in speaking on the TOEFL and 6.5 Academic with a 7.0 in speaking on the IELTS.

ASHA /

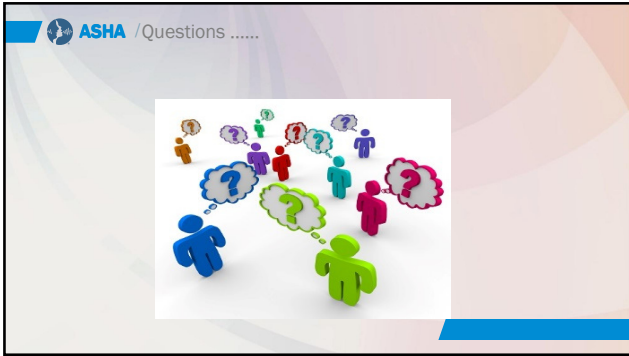
Table 2: Passing score by profession

ETS option 1			IELTS option 2		
Health care profession	TOEFL iBT Total	TOEFL iBT Speaking	Health care profession	IELTS Overall	Spoken Band
Registered nurse	83	26	Registered nurse	6.5 (Academic)	7
Practical/vocational nurse	79	26	Practical/vocational nurse	6.0 (General) or 6.0 (Academic)	7
Physical therapist	89	26	Speech language pathologist	6.5 (Academic)	7
Occupational therapist	89	26	Audiologist	6.5 (Academic)	7
Speech language pathologist	83	26	Clinical laboratory scientist (medical technologist)	6.5 (Academic)	7
Audiologist	83	26	Clinical laboratory technician (medical technician)	6.0 (General) or 6.0 (Academic)	7
Clinical laboratory scientist (medical technologist)	83	26	Physician assistant	6.5 (Academic)	7
Clinical laboratory technician (medical technician)	79	26			
Physician assistant	83	26			

Note: Combining passing test scores from both IELTS and ETS administered tests is not acceptable.

- ASHA** / MIB's Concerns about Potential Changes
- As appropriate, will or will not
- Bar professionals who are well qualified to provide needed services
 - Raise the level of competence
 - Adversely impact efforts related to international engagement
 - Negatively impact strategic efforts to attract diverse service providers
 - Define linguistic competence for internationally trained applicants only
 - Require proficiency in English but not in other languages => a double standard or a tiered system of care and service provision

- ASHA** / MIB's Additional Concerns & Questions
- How will proficiency in other languages be captured?
 - Will a special review/recertification be required when an additional language is acquired?
 - TOEFL/IELTS scores relate to academic preparation and do not correlate with or predict English proficiency in clinical service delivery.
 - Current judgements about the English competency of students in CAA-accredited programs are subjective and variable.
 - CAA trained students are not required to identify their language(s) of service.
 - ASHA has not defined English language proficiency.



ASHA / Resources

ASHA Int'l Applicant Homepage:
<http://www.asha.org/Certification/Certification-Information-For-International-Applicants/>

NACES Info:
<http://www.asha.org/certification/CredEval/>

CGFNS Handbook:
<http://www.cgfns.org/wp-content/uploads/VSHandbook.pdf>