

Summary Chart

Canadian Entry-to-Practice (CETP) Speech-Language Pathology Examination

COMPETENCIES	
Speech-language pathologist roles and weightings	Knowledge Expert 20-30%
	Clinical Expert 35-45%
	Communicator 5-15%
	Collaborator 3-7%
	Advocate 3-7%
	Manager 3-7%
	Professional 5-15%
STRUCTURAL VARIABLES	
Examination format and length	Total: 170 multiple choice questions Time: 3 hours, 45 minutes
Item presentation	The examination will contain a mixture of independent (stand-alone) questions and case-based questions.
Cognitive level	The examination will include questions at a number of cognitive levels: knowledge/comprehension, application and critical thinking. Given that this is a competency-based examination, no more than 40% of questions will be at the knowledge/comprehension level.
CONTEXTUAL VARIABLES	
Client	Questions will reflect a range of client variables such as race, gender, age, lifestyle, etc. For the purposes of this document, the notion of the “client” may refer to the individual alone, or it may include both the individual and a parent/legal guardian or a significant other.
Environment	Environmental factors (location or type of SLP service, family support, barriers to participation, etc.) will be specified when necessary.
Diversity	The examination will include content that measures awareness, sensitivity and respect for diversity, without introducing stereotypes.

Canadian Entry-to-Practice (CETP) Speech-Language Pathology Examination

Definition of Terms

Roles of Speech-Language Pathologists

Knowledge Expert and Clinical Expert: Speech-language pathologists apply their knowledge of the development and disorders of communication, as well as feeding and swallowing, together with their assessment and intervention skills to provide professional, client-centred care to individuals across the lifespan. This role is central to the function of speech-language pathologists.

Communicator: Speech-language pathologists facilitate the therapeutic relationship and exchanges that occur before, during and after each encounter. The competencies of this role are essential for establishing rapport and trust, sharing information, developing a mutual understanding and facilitating a shared plan of client-centred care.

Collaborator: Speech-language pathologists seek out and develop opportunities to work effectively with other professionals, the client and their family, caregiver, significant others and/or the community to achieve optimal client-centred care as well as continuity of care when clients change providers and/or caregivers.

Advocate: Speech-language pathologists use their expertise to advance the health and well-being of clients by assisting them to navigate the healthcare or educational system and access support and resources in a timely manner.

Manager: Speech-language pathologists are integral participants in decisions relating to the service provided to clients in the healthcare or educational system. The decision process may involve co-workers, resources and organizational tasks.

Professional: Speech-language pathologists are guided by a code of ethics, professional standards, regulatory requirements and a commitment to clinical competence in the service they provide to their clients.

Item Presentation

Independent questions: Stand-alone questions that contain all the necessary information without reference to a case.

Case-based questions: Consist of a set of approximately three to five questions that are associated with a brief scenario.

Cognitive level

Knowledge/Comprehension: Recall and recognition of previously learned content (e.g., facts, terms, concepts, principles, techniques and procedures).

Application: Using acquired knowledge (facts, terms, concepts, etc.) in a novel context to solve a specific problem or reach a conclusion. Questions are drawn from typical situations encountered in practice.

Critical Thinking: Ability to judge the relevance of data, to deal with abstractions, and to solve problems (identifying priorities of care, evaluating the effectiveness of interventions, interpreting the findings of an image).