



College of Audiologists and
Speech-Language Pathologists of Ontario
Ordre des Audiologistes et
des Orthophonistes de l'Ontario

MENTORSHIP FORMS

5060-3080 Yonge Street, Box 71 | Revised: March 12, 2018
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MENTORSHIP GUIDANCE CONTRACT

SECTION 1 PRACTICE INFORMATION
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MENTEE'S INFORMATION

Please **DO NOT** submit a mentorship guidance contract to the College **BEFORE** a certificate of registration has been issued to you.

First Name	Last Name
Bus. Telephone	CASLPO Reg. No.

BUSINESS ADDRESS

Organization:			
Department:			
Street:			
City/Province:	Postal Code:		
Country	Phone:		

MENTOR'S INFORMATION

Mentors must be in good standing with the College and hold a General certificate of registration in the profession (audiology or speech-language pathology) in which the mentorship is being provided, with a minimum of four years of professional experience or meet the competencies specified in the Mentorship Guidelines.

The mentee is only required to have one mentorship contract and one mentor, even if employed and practicing at multiple sites. Please see the Mentorship Guidelines for more information.

First Name	Last Name
Business Telephone	CASLPO Reg. No.

SECTION 2 PROPOSED MENTORSHIP PERIOD
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Contract Start Date: ____ / ____ / ____ DD MM YY	Your mentorship period will automatically be calculated as 6-months from the indicated start date	Extension of mentorship period: If an extension is required please contact mentorship@caslpo.com 30 days before the calculated end date.
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SECTION 3 TIME ALLOCATION

Although it is preferable that **two hours per week** are spent in guided practice, it is also possible to accumulate the hours over one full day per month. Please indicate if guidance will be provided weekly or monthly.

Guidance will be provided:

Weekly **OR** Monthly

The mentee will be mentored _____ hours per week/month

HOURS OF EMPLOYMENT

Please indicate the number of hours **per week** that the mentee works at this employment site:

The mentee works _____ hours per week

SECTION 4 METHOD OF GUIDANCE

Observation of the mentee interacting clinically with patients/clients either directly or via video is mandatory and must include discussion regarding the direct interaction.

Guidance is to be provided by: *(Check all that apply)*

- | | |
|---|--|
| <input type="checkbox"/> Observation of the mentee with clients | <input type="checkbox"/> Reviewing written reports |
| <input type="checkbox"/> Video conferencing | <input type="checkbox"/> Leading administrative management discussions |
| <input type="checkbox"/> Reviewing video or audiotapes of clinical sessions | <input type="checkbox"/> Guiding telephone conferences |
| <input type="checkbox"/> Directing clinical management discussions | |

A minimum of 48 hours of guidance must be provided by mentors.

SECTION 5 METHOD OF FEEDBACK *(Check all that apply)*

- | | | |
|--|--|--------------------------------|
| <input type="checkbox"/> Face to Face Meetings | <input type="checkbox"/> Telephone or Video Conferences | <input type="checkbox"/> Email |
| <input type="checkbox"/> Written Communication | <input type="checkbox"/> Other <i>(please specify)</i> : _____ | |

SECTION 6 GUIDANCE PLAN

Professional Practice Standard 1 – Management Practices

Audiologists and Speech-Language Pathologists manage their practice in an accountable manner

- 1.1 The mentee has the criteria to begin and end intervention
- 1.2 The mentee maintains records, which accurately reflect the services provided.
- 1.3 The mentee performs the controlled act of prescribing a hearing aid for a hearing impaired person (RHPA 27(2)10) according to the practice standards and position of the College
- 1.4 The mentee performs any delegated controlled act(s) (RHPA 27,28,29) according to the position of the College. The IPR ensures that all materials and equipment used in his/her practice is in proper working order and calibrated as required
- 1.5 The mentee is accountable for support personnel providing intervention under his/her direction (for example, communicative disorders assistants).
- 1.6 The mentee ensures that all materials and equipment (includes clinical tools, assessment and therapy materials) used in his/her practice is in proper working order and calibrated as required.
- 1.7 The mentee follows health and safety procedures and practices
- 1.8 The mentee is knowledgeable about mandatory reports outlined in the RHPA schedule 2, sections 85.1-85.5 and the Child and Family Services Act, 1990.

Professional Practice Standard 2 - Clinical Practice

Audiologists and Speech-Language Pathologists possess, continually acquire and use the knowledge and skills necessary to provide high quality clinical services within their scope of practice.

- 2.1 The mentee practices within the limits of his/her individual competence as determined by education, training and professional experience.
- 2.2 The mentee continually acquires knowledge and skills necessary to provide quality service
- 2.3 The mentee uses intervention procedures based on current knowledge in the field of audiology and/or speech-language pathology incorporating evidence-based research and advances in technology.
- 2.4 The mentee uses intervention procedures that are appropriate to the abilities of the patient/client.
- 2.5 The mentee uses intervention procedures that are appropriate to the cultural/linguistic background of the patient/client/Substitute Decision Maker (SDM).
- 2.6 The mentee monitors, evaluates and modifies his/her intervention procedures based on patient/client outcome.
- 2.7 The mentee seeks feedback from others in the profession regarding his/her clinical practice.

Professional Practice Standard 3 - Patient/Client Centred Practice

Audiologists and Speech-Language Pathologists ensure that his/her patients are treated with respect and are provided with sufficient information and opportunities to make informed decisions regarding intervention. In making clinical decisions, the patient/client's interest should be primary.

- 3.1 The mentee obtains and documents consent for all intervention plans, courses of action and any significant changes thereafter.
- 3.2 The mentee obtains and documents consent to collect, use, retain disclosure and discard personal health information
- 3.3 The mentee consults with a patient/client and/or SDM when establishing an intervention plans and/or courses of action.
- 3.4 The mentee sets intervention goals that describe realistic outcomes for the patient/client
- 3.5 The mentee respects each patient/client's and/or SDM's decision to decline intervention
- 3.6 The mentee maintains patient/client confidentiality at all times

Professional Practice Standard 4 – Communication

Audiologists and Speech-Language Pathologists communicate effectively and with sensitivity to the needs of his/her patients/clients.

- 4.1 The mentee uses language that is appropriate to the age and cognitive abilities of the patient/client to facilitate comprehension and participation.
- 4.2 The mentee communicates in a manner that is appropriate to the cultural and linguistic background of the patient/client.
- 4.3 The mentee communicates constructively, effectively and collaboratively with his/her peers/team/co-workers, including members of other professions.
- 4.4 The mentee accurately communicates his/her professional credentials to his/her patients/clients and others

Professional Practice Standard 5 - Professional Accountability

Audiologists and Speech-Language Pathologists are accountable and comply with legislation.

- 5.1 The mentee is aware of all CASLPO documents and has reviewed specific documents that apply to his/her current practice in detail.

SECTION 7 LEARNING GOALS <i>(Copy this section as required)</i>				
Professional Practice Standard	Refer to learning activity	Define the information to be learned	State the purpose	Related to practice
Management Practice				
Clinical Practice				
Patient/Client Centred Practice				
Communication				
Professional Accountability				

SECTION 8 CONFLICT RESOLUTION

- My mentor and I have discussed conflict resolution.
- My mentor and I have developed a plan to resolve conflicts that includes the following steps:
 - The issue is identified and defined;
 - Possible solutions are generated;
 - Best solution is implemented; and
 - Follow-up with an evaluation of solution.
- My mentor and I have designated a third party in the organization to assist if conflict between me and my mentor cannot be resolved.

Name of third party designated to assist in conflict resolution: _____

SECTION 9 MENTEE'S DECLARATION

1. I understand that I will be assessed with respect to my compliance with the practice standards set out in the section 6 of the Mentorship Guidance Contract and will undertake to acquire the skills, knowledge, and behaviour to demonstrate my competence to practice.
2. I agree to comply with the regulations and policies associated with an Initial class certificate of registration.
3. I agree that I shall only practice under the mentorship of the person named in this contract.
4. I agree to obtain the approval of the College for any proposed changes to my mentorship guidance contract prior to the change occurring.
5. I agree to complete a self-assessment midway and at the end of my mentorship period and review the results with my mentor at the midterm and final evaluation meetings.
6. I agree to collect evidence of compliance for my mentor's review.

Signature of Mentee

Date

SECTION 10 MENTOR'S DECLARATION

1. I agree that I will review the practice standards with the Mentee and identify the skills, knowledge, and behaviour necessary to meet compliance with the practice standards.
2. I agree to assess the Mentee to determine if they have the required skill, knowledge, and behaviour to meet the practice standards and become a General member.
3. I agree to mentor the above named Mentee in accordance with the College regulations and policies regarding mentorship.
4. I agree to notify the College immediately if I am no longer able or willing to continue to fulfill my responsibilities as a mentor and to provide a complete report as required by the College regarding the Mentee's progress to date.
5. I agree to review the Mentee's progress and complete a midterm evaluation report midway through the Mentorship Period.
6. I agree to review the Mentee's progress and complete a final evaluation report at the end of the Mentorship Period

Signature of Mentor

Date

SECTION 11 MENTEE AND MENTOR AGREEMENT

We agree to the following process:

1. To review the practice standards set out in section 6 of the Mentorship Contract and identify areas requiring specific attention.
2. To develop an action plan to ensure that the Mentee gets advice and guidance in the areas of need to acquire the necessary skills, knowledge and behaviours for compliance.

Signature of Mentee

Date

Signature of Mentor

Date



MENTEE'S SELF ASSESSMENT

These forms are to be completed by the mentee before the midterm and final evaluation and reviewed between the mentee and mentor. **Please do not submit this form to the College unless requested.**

Mentee Name:	Reg. No.
Mentor Name:	Reg. No.

RATING SCALE

2	1	NA
MEETS THE STANDARD	NEEDS WORK TO MEET THE STANDARD	NON APPLICABLE

Professional Practice Standard 1 – Management Practices Audiologists and Speech-Language Pathologists manage their practice in an accountable manner	RATING
1.1 I have the criteria to begin and end intervention.	
1.2 I maintain records, which accurately reflect the services provided.	
1.3 I perform the controlled act of prescribing a hearing aid for a hearing impaired person (RHPA 27(2) 10) according to practice standards and the position of the College.	
1.4 I have been delegated a controlled act and I perform the controlled act(s) (RHPA 27,28,29) according to the position of the College.	
1.5 I am accountable for support personnel providing intervention under my direction (for example communicative disorders and rehab assistants).	
1.6 I ensure that all materials and equipment (includes clinical tools, assessment, and therapy materials) used in my practice are current, in proper working order, and calibrated as required.	
1.7 I follow health and safety procedures and practices.	
1.8 I am knowledgeable about mandatory reports outlined in the RHPA schedule 2, sections 85.1-85.5 and the Child and Family Services Act, 1990.	
Mentee's Comments regarding progress on goals for Management Practice	

Professional Practice Standard 2 - Clinical Practice Audiologists and Speech-Language Pathologists possess, continually acquire and use the knowledge and skills necessary to provide high quality clinical services within their scope of practice.		RATING
2.1	I practice within the limits of my individual competence as determined by education, training and professional experience.	
2.2	I continually acquire knowledge and skills necessary to provide quality service	
2.3	I use intervention procedures based on current knowledge in the field of audiology and/or speech-language pathology incorporating evidence-based research and advances in technology.	
2.4	I use intervention procedures that are appropriate to the abilities of the patient/client.	
2.5	I use intervention procedures that are appropriate to the cultural/linguistic background of the patient/client/Substitute Decision Maker (SDM).	
2.6	I monitor, evaluate and modify my intervention procedures based on patient/client outcome.	
2.7	I seek feedback from others in my profession regarding my clinical practice.	
Mentee's Comments regarding progress on goals for Clinical Practice		

Professional Practice Standard 3 - Patient/Client Centred Practice Audiologists and Speech-Language Pathologists ensure that his/her patients/clients are treated with respect and are provided with sufficient information and opportunities to make informed decisions regarding intervention. In making clinical decisions, the patient/client's interest should be primary.		RATING
3.1	I obtain and document consent for all intervention plans, courses of action and any significant changes thereafter.	
3.2	I obtain and document consent to collect, use, retain disclose and discard personal health information, as required	
3.3	I consult with the patient/client and/or SDM when establishing an intervention plans and/or courses of action.	
3.4	I set intervention goals that describe realistic outcomes for the patient/client	
3.5	I respect each patient/client's and/or SDM's decision to decline intervention	
3.6	I maintain patient/client confidentiality at all times	
Mentee's Comments regarding progress on goals for Patient/Client Centred Practice		

Professional Practice Standard 4 - Communication Audiologists and Speech-Language Pathologists communicate effectively and with sensitivity to the needs of his/her patients/clients.	RATING
4.1 I use language that is appropriate to the age and cognitive abilities of the patient/client to facilitate comprehension and participation.	
4.2 I communicate in a manner that is appropriate to the cultural and linguistic background of the patient/client.	
4.3 I communicate effectively and collaboratively with members of my profession, other professions and/or co-workers.	
4.4 I accurately communicate my professional credentials to my patients/clients and others	
Mentee's Comments regarding progress on goals for Communication	

Professional Practice Standard 5 - Professional Accountability Audiologists and Speech-Language Pathologists are accountable and comply with legislation.	RATING
5.1 I have reviewed in detail, specific documents that relate to my current practice.	
Mentee's Comments regarding progress on goals for Professional Accountability	

Signature of Mentee

Date

Signature of the Mentor

Date

LEARNING ACTIVITIES LOG (Copy this form as required)

Goal #	Standard Indicator # if applicable	Practice Standard	Learning Goal (Must meet Criteria in Guide)	Learning Activity Summary (Complete Detailed Log)	# of hours	Progress	Impact
		Management Practices					
		Clinical Practices					
		Patient/Client Centred Practices					
		Communication					
		Professional Accountability					
				Totals			

LEARNING GOALS MUST:

- Define information to be learned and incorporate purpose of learning
- Include Sufficient Detail
- Relate to Practice
- Refer to a learning activity

LEARNING ACTIVITIES:

- Courses Taken or Given
- Self Study
- Clinical Guidance Activities
- Contributions to the Profession
- Practice Management

PROGRESS:

- No progress
- Moderate progress
- Great progress

IMPACT:

- No impact
- Little impact
- Significant impact



MENTOR'S MIDTERM EVALUATION REPORT

Mentee Name:	Reg. No.
Mentor Name:	Reg. No.

RATING SCALE

2	1	NA
MEETS THE STANDARD	NEEDS WORK TO MEET THE STANDARD	NON APPLICABLE

Professional Practice Standard 1 – Management Practices Audiologists and Speech-Language Pathologists manage their practice in an accountable manner	RATING
1.1 The Mentee has the criteria to begin and end intervention (includes screening, assessment and management).	
1.2 The Mentee maintains records, which accurately reflect the services provided.	
1.3 The Mentee performs the controlled act of prescribing a hearing aid for a hearing impaired person (RHPA 27(2) 10) according to practice standards and the position of the College.	
1.4 The Mentee performs any delegated controlled act(s) (RHPA 27,28,29) according to the position of the College.	
1.5 The Mentee is accountable for support personnel providing intervention under his/her direction (for example, communicative disorders assistants).	
1.6 The Mentee ensures that all materials and equipment (includes clinical tools, assessment and therapy materials) used in his/her practice is in proper working order and calibrated as required.	
1.7 The Mentee follows health and safety procedures and practices.	
1.8 The Mentee is knowledgeable about mandatory reports outlined in the RHPA schedule 2, sections 85.1-85.5 and the Child and Family Services Act, 1990.	
Mentor's Comments regarding progress on goals for Management Practice	

Professional Practice Standard 2 - Clinical Practice Audiologists and Speech-Language Pathologists possess, continually acquire and use the knowledge and skills necessary to provide high quality clinical services within their scope of practice.	RATING
2.1 The Mentee practices within the limits of his/her individual competence as determined by education, training and professional experience.	
2.2 The Mentee continually acquires knowledge and skills necessary to provide quality service	

2.3	The Mentee uses intervention procedures based on current knowledge in the field of audiology and/or speech-language pathology incorporating evidence-based research and advances in technology.	
2.4	The Mentee uses intervention procedures that are appropriate to the abilities of the patient/client.	
2.5	The Mentee uses intervention procedures that are appropriate to the cultural/linguistic background of the patient/client/Substitute Decision Maker (SDM).	
2.6	The Mentee monitors, evaluates and modifies his/her intervention procedures based on patient/client outcome.	
2.7	The Mentee seeks feedback from others in the profession regarding her/his clinical practice.	
Mentor's Comments regarding progress on goals for Clinical Practice		

Professional Practice Standard 3 - Patient/Client Centred Practice		RATING
Audiologists and Speech-Language Pathologists ensure that his/her patients/clients are treated with respect and are provided with sufficient information and opportunities to make informed decisions regarding intervention. In making clinical decisions, the patient/client's interest should be primary.		
3.1	The Mentee obtains and documents consent for all intervention plans, courses of action and any significant changes thereafter.	
3.2	The Mentee Obtains and documents consent to collect, use, retain disclosure and discard personal health information	
3.3	The Mentee consults with a patient/client and/or SDM when establishing an intervention plans and/or courses of action.	
3.4	The Mentee sets intervention goals that describe realistic outcomes for the patient/client	
3.5	The Mentee respects each patient/client's and/or SDM's decision to decline intervention	
3.6	The Mentee maintains patient/client confidentiality at all times	
Mentor's Comments regarding progress on goals for Patient/Client Centred Practice		

Professional Practice Standard 4 - Communication		RATING
Audiologists and Speech-Language Pathologists communicate effectively and with sensitivity to the needs of his/her patients/clients.		
4.1	The Mentee uses language that is appropriate to the age and cognitive abilities of the patient/client to facilitate comprehension and participation.	
4.2	The Mentee communicates in a manner that is appropriate to the cultural and linguistic background of the patient/client.	
4.3	The Mentee communicates effectively and collaboratively with his/her peers/team/co-workers, including members of other professions.	
4.4	The Mentee accurately communicates his/her professional credentials to his/her patients/clients and others	

Mentor's Comments regarding progress on goals for Communication

Professional Practice Standard 5 - Professional Accountability Audiologists and Speech-Language Pathologists are accountable and comply with legislation.	RATING
5.1 The Mentee has reviewed in detail specific documents that related to his/her current practice.	
Mentor's Comments regarding progress on goals for Professional Accountability	

Please indicate yes or no for the following questions	yes	no
Does the Mentee understand the professional practice standards set out in the Midterm Evaluation Report?		
Has the guidance schedule been maintained?		
Has the Mentee demonstrated any behavior(s) that may interfere with successful completion of the Mentorship Period?		

MENTOR'S COMMENTS AND RECOMMENDATIONS

Mentor's Signature	date
Mentee's Signature	date



MENTOR'S FINAL EVALUATION REPORT

Mentee Name:	Reg. No.
Mentor Name:	Reg. No.

RATING SCALE

2	1	NA
MEETS THE STANDARD	NEEDS WORK TO MEET THE STANDARD	NON APPLICABLE

Professional Practice Standard 1 – Management Practices Audiologists and Speech-Language Pathologists manage their practice in an accountable manner	RATING
1.1 The Mentee has the criteria to begin and end intervention (includes screening, assessment and management).	
1.2 The Mentee maintains records, which accurately reflect the services provided.	
1.3 The Mentee performs the controlled act of prescribing a hearing aid for a hearing impaired person (RHPA 27(2) 10) according to practice standards and the position of the College.	
1.4 The Mentee performs any delegated controlled act(s) (RHPA 27,28,29) according to the position of the College.	
1.5 The Mentee is accountable for support personnel providing intervention under his/her direction (for example, communicative disorders assistants).	
1.6 The Mentee ensures that all materials and equipment (includes clinical tools, assessment and therapy materials) used in his/her practice is in proper working order and calibrated as required.	
1.7 The Mentee follows health and safety procedures and practices.	
1.8 The Mentee is knowledgeable about mandatory reports outlined in the RHPA schedule 2, sections 85.1-85.5 and the Child and Family Services Act, 1990.	
The Mentee meets the professional practice standards for Management Practices.	

Professional Practice Standard 2 - Clinical Practice Audiologists and Speech-Language Pathologists possess, continually acquire and use the knowledge and skills necessary to provide high quality clinical services within their scope of practice.	RATING
2.4 The Mentee practices within the limits of his/her individual competence as determined by education, training and professional experience.	
2.5 The Mentee continually acquires knowledge and skills necessary to provide quality service	
2.6 The Mentee uses intervention procedures based on current knowledge in the field of audiology and/or speech-language pathology incorporating evidence-based research and advances in technology.	

2.4 The Mentee uses intervention procedures that are appropriate to the abilities of the patient/client.	
2.5 The Mentee uses intervention procedures that are appropriate to the cultural/linguistic background of the patient/client/Substitute Decision Maker (SDM).	
2.7 The Mentee monitors, evaluates and modifies his/her intervention procedures based on patient/client outcome.	
2.7 The Mentee seeks feedback from others in the profession regarding her/his clinical practice.	
The Mentee meets the professional practice standards for Clinical Practice.	

Professional Practice Standard 3 - Patient/Client Centred Practice Audiologists and Speech-Language Pathologists ensure that his/her patients/clients are treated with respect and are provided with sufficient information and opportunities to make informed decisions regarding intervention. In making clinical decisions, the patient/client's interest should be primary.	RATING
3.6 The Mentee obtains and documents consent for all intervention plans, courses of action and any significant changes thereafter.	
3.7 The Mentee Obtains and documents consent to collect, use, retain disclosure and discard personal health information	
3.8 The Mentee consults with a patient/client and/or SDM when establishing an intervention plans and/or courses of action.	
3.9 The Mentee sets intervention goals that describe realistic outcomes for the patient/client	
3.10 The Mentee respects each patient/client's and/or SDM's decision to decline intervention	
3.6 The Mentee maintains patient/client confidentiality at all times	
The Mentee meets the professional practice standards for Patient/Client Practice.	

Professional Practice Standard 4 - Communication Audiologists and Speech-Language Pathologists communicate effectively and with sensitivity to the needs of his/her patients/clients.	RATING
4.5 The Mentee uses language that is appropriate to the age and cognitive abilities of the patient/client to facilitate comprehension and participation.	
4.6 The Mentee communicates in a manner that is appropriate to the cultural and linguistic background of the patient/client.	
4.7 The Mentee communicates effectively and collaboratively with his/her peers/team/co-workers, including members of other professions.	
4.8 The Mentee accurately communicates his/her professional credentials to his/her patients/clients and others	
The Mentee meets the professional practice standards for Communication.	

Professional Practice Standard 5 - Professional Accountability Audiologists and Speech-Language Pathologists are accountable and comply with legislation.	RATING
5.1 The Mentee has reviewed in detail specific documents that related to his/her current practice.	
The Mentee meets the professional practice standards for Professional Accountability (see below for the complete list of documents)	

Documents	Applies to Audiology	Applies to Speech-Language Pathology	Check documents that the MEMBER has reviewed in detail
LEGISLATION			
Audiology and Speech-Language Pathology Act, (1991)	✓	✓	
Regulated Health Professions Act (1991)	✓	✓	
Health Care Consent Act (1996)	✓	✓	
Personal Health Information Protection Act (2004)	✓	✓	
REGULATIONS			
Registration Regulation 21/12 2012	✓	✓	
Quality Assurance Program Regulation 373/12 2012	✓	✓	
Professional Misconduct Regulation 749/93 1993	✓	✓	
Proposed Regulation for Advertising	✓	✓	
Proposed Regulation for Conflict of Interest	✓	✓	
Regulation for Records	✓	✓	
BY-LAWS			
BY-LAW NO. 2011-5 Relating generally to Certificates of Authorization for Professional Corporations	✓	✓	
BY-LAW NO. 2011-7 Relating generally to Professional Liability Insurance	✓	✓	
BY-LAW NO. 2011-8 providing for a Code of Ethics for the Members of the College	✓	✓	
POLICIES			
Sexual Abuse Prevention Program 2013	✓	✓	

Documents	Applies to Audiology	Applies to Speech-Language Pathology	Check documents that the MEMBER has reviewed in detail
PROFESSIONAL STANDARDS			
Preferred Practice Guideline for Cerumen Management, 2005	✓		
Practice Standards and Guidelines for Hearing Assessment of Adults, 2008	✓		
Practice Standards and Guidelines for Hearing Assessment of Children, 2008	✓		
Practice Standards for the Provision of Hearing Aid Services, 2016	✓		
Practice Standards and Guidelines for Acquired Cognitive-Communication Disorders, 2015		✓	
Practice Standards and Guidelines for Dysphagia, 2007		✓	
Practice Standards and Guidelines for Developmental Stuttering, 2014		✓	
Practice Standards and Guidelines for the Assessment of Children. 2008		✓	
Practice Standards and Guidelines for the Assessment of Adults. 2012		✓	
POSITION STATEMENTS			
Acceptance of Delegation of a Controlled Act	✓	✓	
Alternative Approaches to Intervention	✓	✓	
Concurrent Intervention	✓	✓	
Consent to Provide Screening and Assessment Services	✓	✓	
Resolving Disagreements Between Service Providers	✓	✓	
Professional Relationships and Boundaries	✓	✓	
Supervision of Students	✓	✓	

Documents	Applies to Audiology	Applies to Speech- Language Pathology	Check documents that the MEMBER has reviewed in detail
Use of Telepractice Approaches in Providing Services to Patients	✓	✓	
Use of Surveillance Material in Assessments	✓	✓	
Use of the title "Doctor"	✓	✓	
Disclosure of Test Materials & Data	✓	✓	
Changing Hearing Aid Prescriptions	✓		
Delegation of the Controlled Act of Prescribing a Hearing Aid for a Hearing Impaired Person	✓		
Use of Support Personnel by Audiologists	✓		
Use of Support Personnel for Speech Language Pathologists		✓	
RESOURCE GUIDES			
Obtaining Consent for Services	✓	✓	
Canadian Guidelines on Auditory Processing Disorder (2012)	✓	✓	
Guide for Service Delivery Across Diverse Cultures	✓	✓	
Infection Prevention and Control Guidelines for Audiology (2010)	✓		
Reference Guide for SLPs Employed in the School Board Setting		✓	
Infection Prevention and Control Guidelines for SLP (2010)		✓	

NUMBER OF MENTORED HOURS COMPLETED	
Hours of direct guidance:	Hours of indirect Guidance:
Total mentored hours (must be minimum of 48) :	

MENTOR'S COMMENTS AND RECOMMENDATIONS	
The Mentee meets CASLPO's Professional Practice Standards and I recommend her/him for a General Certificate of registration:	
Yes <input type="checkbox"/>	No <input type="checkbox"/>

MENTEE'S PATIENT CARE HOURS	
<input type="checkbox"/>	The mentee has provided a minimum of 500 hours of patient care in audiology or speech-language pathology during the mentorship period.
<input type="checkbox"/>	The mentee does not meet the above (500 hour) requirement. Explain:

MENTEE'S COMMENTS	

Mentor's Signature	date
Mentee's Signature	date



CHECKLIST FOR CHART REVIEW

CRITERIA FROM REGULATION FOR RECORDS, 2015	RECORD REFERENCE #				
The patient record must include the following:					
The patient's name, address, phone number and date of birth					
The date and purpose of each professional contact with the patient and whether the contact was made in person, by telephone or electronically					
The name and address of any person who referred the patient to the member, if available					
The patient's health history, including any educational, developmental or other relevant issues concerning the patient.					
The nature and, if known, the result of, <ol style="list-style-type: none"> 1. each assessment relating to the patient 2. each clinical finding relating to the patient 3. any recommendation made by the member to the patient 4. each treatment performed, and 5. any advice given to the patient, including any pre-treatment or post-treatment advice, and the identity of the person who gave the advice if that person was not the member 					
The identity of the person who provided any service to the patient, if that person was not the member					
Every referral of the patient by the member to any other person					
Every written report received by the member relating to an assessment, test, consultation or treatment performed by any other person concerning the patient					
Every controlled act, within the meaning of subsection 27 (2) of the <i>Regulated Health Professions Act, 1991</i> , performed by the member on the patient.					
If a controlled act has been delegated to the member by a member of a regulated health profession, the name of the other member, the nature of the controlled act and whether the delegated act was performed on the patient.					
Every professional service that was commenced but not completed, including the reasons for non-completion					
Every cancellation of an appointment by the patient and, if available, the reason for the cancellation					
Every refusal of a treatment or procedure by the patient or by the patient's authorized representative					
A record of every consent provided by the patient or by the patient's authorized representative					
A copy of or, if a copy is not available, the details about any report concerning the patient that was required to be made under the Act, the <i>Regulated Health Professions Act, 1991</i> or any other law of Ontario or Canada					
A copy of or, if a copy is not available, the details about any legal requirement that compelled the member to disclose any information concerning the patient or the patient's records, including the name of the person or official to whom the disclosure was made and the nature of the legal requirement					
A report of any adverse outcome relating to the provision of health care services to the patient by the member, including any injury to the patient, the member or any person assisting the member					



CHECKLIST FOR FINANCIAL RECORD

	<i>RECORD REFERENCE #</i>						
CRITERIA FROM REGULATION FOR RECORDS 2015. The Financial Record must contain the following:)							
The patient's name							
The member's name							
If the person who provided the professional product or service was not the member, the name of that person							
Each professional product or service provided to the patient and the date it was provided							
The fee charged or received that relates to each professional product or service provided to the patient							
The total fee charged or received for all of the professional products or services							
A record of the receipt given by or on behalf of the member, if available							



CHECKLIST FOR COMPILING EVIDENCE

STANDARD/INDICATOR	SOURCE OF EVIDENCE
1.1 I have criteria to begin and end intervention (screening, assessment and all management).	
1.2 I maintain records, which accurately reflect the services provided.	
1.3 I perform controlled acts according to the practice standards and position of the College.	
1.4 I perform any delegated controlled act(s) (RHPA 27,28,29) according to the position of the College.	
1.5 I am accountable for support personnel providing intervention under my direction.	
1.6 I ensure that all materials and equipment ¹ used in my practice are current, in proper working order and calibrated as required.	
1.7 I follow health and safety procedures and practices.	
1.8 I am knowledgeable about mandatory reports outlined in the RHPA schedule 2, sections 85.1-85.5 and the Child and Family Services Act, 1990	
2.1 I practice within the limits of my competence as determined by education, training and professional experience.	
2.2 I continually acquire knowledge and skills necessary to provide quality service.	
2.3 I use intervention procedures based on current knowledge in the fields of audiology and/or speech-language pathology and incorporate evidence-based research and advances in technology.	
2.4 I use intervention procedures that are appropriate to the abilities of the patient/client.	
2.5 I use intervention procedures that are appropriate to the cultural/linguistic background of the patient/client.	
2.6 I monitor, evaluate, and modify my intervention procedures based on patient/client outcome.	
2.7 I seek feedback from others in my profession regarding my clinical practice.	

¹ Includes clinical tools, assessment and therapy materials

3.1 I obtain and document consent for all intervention plans or courses of action and any significant changes thereafter.	
3.2 I obtain and document consent to collect, use, retain, and disclose personal health information.	
3.3 I consult with a patient/client and/or SDM when establishing an intervention plans and/or course of action.	
3.4 I set intervention goals that describe realistic outcomes for the patient/client.	
3.5 I respect each patient/client's and/or SDM's decision to decline intervention.	
3.6 I maintain patient/client confidentiality at all times.	
4.1 I use language that is appropriate to the age and cognitive abilities of the patient/client to facilitate comprehension and participation.	
4.2 I communicate in a manner that is appropriate to the cultural and linguistic background of the patient/client.	
4.3 I communicate effectively and collaboratively with members of my profession, other professions and/or co-workers.	
4.4 I accurately communicate my professional credentials to my patients/clients and others.	
5.1 I have reviewed in detail, specific documents that relate to my current practice.	