



Speech Pathology Australia
Certified Practising Speech Pathologist

Professional Self Regulation (PSR)

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What is Professional Self Regulation (PSR)?

PSR is a personally planned program of learning experiences undertaken by speech pathologists to structure and extend their professional competencies.

This program is a framework within which members of the Association are acknowledged for their participation in activities which update and extend their professional skills and abilities.

Participation in this program is available to members of Speech Pathology Australia in the categories of Practising, Non Practising, Full-time Postgraduate Student and Re-entry membership, including Fellows and Life members.

A flyer with a summary of information for members about the PSR program is available from National Office or can be downloaded from the Association website.

Why do we need PSR?

■ ***To provide stakeholders with a measure of the profession's commitment to high quality service provision.***

Speech Pathology Australia, on behalf of its members, has considered ways to ensure that the professional skills of its members continue to develop. In order to demonstrate to clients and their families, peers, employers, colleagues and the public that speech pathologists have an ongoing commitment to improving their performance and skills, the Association offers a PSR program. This program, which is linked to certification, assists in developing improved status and credibility for speech pathologists.

A flyer for the public has been designed to increase stakeholder awareness of PSR by promoting the benefits of the program and Certified status. This Public Flyer, available from National Office or the Association website, can be displayed or made available to clients and their families and/or carers in waiting rooms and/or provided to employers.

■ ***To reflect the expectation that speech pathologists maintain currency of professional knowledge.***

The professional skills of speech pathologists are developed from a number of sources including tertiary education, both academic and clinical components, professional experience and further formal and informal learning.

The PSR program reinforces an expectation of a commitment from speech pathologists to address their ongoing professional development needs.

■ ***To have an objective means of recognition for speech pathologists committed to ongoing skill development.***

The PSR program provides a mechanism for measuring and acknowledging speech pathologists who are undertaking sufficient continuing education to meet the requirements of the program.

■ ***To fulfil a mandate from members of the Association.***

For a number of years, Speech Pathology Australia members indicated support for the Association taking greater responsibility for regulating the profession. A national referendum was held asking 'Should Speech Pathology Australia introduce Professional Self Regulation?' with a clear result – 89% of members who responded voted 'yes'.

■ ***To experience the benefits of accreditation programs in maintaining professional standards.***

Most professional associations offer similar programs – either mandatory or voluntary – in order to have a mechanism to assist in maintaining high standards of service delivery.

■ ***To reflect the Association's Code of Ethics (Speech Pathology Australia, 2000)***

The Code of Ethics (Speech Pathology Australia, 2000), binds each member of the Association. It requires us to 'strive to continually update and to extend our professional knowledge and skills' and to 'maintain and extend our competence'.

What are the benefits for members who participate in PSR?

■ ***Meeting the requirements of the program gives members the right to use a Certified title and post nominals.***

Members continuing in PSR who have met the requirements of the PSR program in the previous year are eligible to use the appropriate title and post nominals. Eligible Practising members and Full-time Postgraduate Student members in PSR use MSPAA, CPSP.

Table 1: Appropriate title and post nominals for each membership category

Membership category	Title for those meeting PSR requirements	Post nominals
Practising member *	Certified Practising Speech Pathologist	CPSP
Full-time Postgraduate Student member *	Certified Practising Speech Pathologist	CPSP
Non Practising member *	Certified Speech Pathologist	CSP
Re-entry member	Certified Speech Pathologist	CSP
Alumnus member	Not eligible to join PSR program	n/a
Student member	Not eligible to join PSR program	n/a
Associate member	Not eligible to join PSR program	n/a

* includes new graduate members and Fellows and Life members as appropriate

Eligible Non Practising members and Re-entry members use MSPAA, CSP. Fellows of the Association use FSPAA followed by CPSP or CSP depending on their membership category. (Refer to Table 1 for further information.)

Those who opt in to the program, or rejoin PSR after previously opting out, have to meet the requirements of the program for one calendar year before they are eligible to use the title and post nominals. For those continuing in PSR, this twelve month qualifying period applies to participants who do not meet the program's criteria in the previous calendar year through failing to meet the minimum annual or triennial points requirement or who recommence subsequent to an unsuccessful PSR audit. Also, in line with the Association's constitution, membership renewal forms with the completed PSR Declaration form and payment must be received by two months after the end of the membership year (that is, by the last working day of February) for members to continue in their current PSR triennium. This means that participants who are joining or rejoining PSR, or who fail to meet the points criteria, or who recommence after an unsuccessful PSR audit, or who miss the cut-off date for PSR renewals, will not be eligible to use the appropriate title and post nominals until demonstration of satisfactorily meeting PSR requirements for the full calendar year.

- ***PSR provides a means to structure, recognise and reward participation in professional development activities.***

A system of recognising continuing education provides a means of tangibly rewarding members of the profession who continue to enhance their knowledge and skills. Many members are currently doing sufficient professional development to satisfy the minimum requirements of the program. PSR acknowledges their commitment and provides a structure for maintaining currency of professional knowledge.

- ***Members receive formal acknowledgement of their commitment to continuing professional development.***

Continuing PSR participants who successfully meet the requirements of the program for the previous year and/or satisfactorily complete a triennium will receive a *Certificate* that states that the speech pathologist has met the requirements of the program and is eligible to use the certified title and post nominals for the year stated in the certificate. Members may choose to display this certificate or to provide their employers with a copy for their employee files.

- ***PSR provides an objective measure in the area of continuing professional development.***

Continuing professional development that is linked to certification by the Association may give speech pathologists a basis on which to negotiate with employers for funding or time release to attend continuing professional development activities.

Major employer bodies and health funds continue to be sent information on the PSR program.

- ***Certified status is a criteria listed in the online Practitioner search.***

Members who have earned Certified status will have this noted in their record on the online Practitioner search on the Association website.

- ***Certified Practising Speech Pathologist status is a criteria recognised in the Mutual Recognition Agreement.***

Certified Practising Speech Pathologist status is one of the criteria required by international speech pathology associations who were signatories to the Mutual Recognition Agreement (MRA), that was implemented in 2005, when applying to these Associations for membership.

How do I join or continue in the PSR program?

■ *The majority of members of the Association are eligible to undertake the program.*

The program is available to members of Speech Pathology Australia in the membership categories of Practising, Non Practising, Full-time Postgraduate Student, Overseas and Re-entry member.

New graduates are eligible to join the PSR program. New graduates who upgrade to Practising membership or who join as a Practising member must opt in to PSR by the last working day of February or wait until the following renewal year to opt in. This is to ensure that activities are accrued over a twelve-month period post-completion of the speech pathology course (as per MRA requirements), with only activities undertaken post-completion being able to be counted towards PSR requirements. Those completing the course from March

onwards of any year will need to wait until the following renewal year as a Practising member to opt in to PSR.

Those in the membership categories of Alumnus, Student, or Associate member are not eligible to participate in the program, as outlined in Table 1.

The requirements for completion of the PSR program are the same for all members who elect to participate. Members, whether they are working full-time or part-time, have the same obligation and need to maintain currency of knowledge.

Participation in the PSR program is voluntary.

Table 2 outlines the means of entry and timeframes for participants in the PSR program.

Opting in or continuing in PSR is a straightforward process

PSR is viewed as an integral member benefit and an essential component of our profession's demonstration of its commitment to maintaining and extending knowledge and skills. Therefore, participation in PSR does not attract an additional fee; that is, for members in membership categories eligible to participate in PSR, the membership fee includes the option of opting in to or continuing in PSR.

The process is straightforward:

- Eligible renewing members can indicate if they wish to opt in to, continue in or opt out of PSR when renewing membership, either online or by mail or fax to National Office.

- Eligible new members can indicate if they wish to opt in to PSR on their application form when they join.
- If a member joins or renews without electing to participate in PSR, and later becomes eligible to, or wishes to opt in to PSR, the member can either complete and return the opt in form in this booklet, or go to the Association website to download an opt in form to complete and return, or contact the PSR Coordinator at National Office on 03 9642 4899, or fax to 03 9642 4922, or email psrandpd@speechpathologyaustralia.org.au for further information.

Table 2: Timeframes for those opting in to PSR or continuing in PSR

Table 2a: Opting in to PSR			
Means of entry into PSR	Time of entry into PSR	Timeframe to commence PSR	Eligibility to use appropriate certified title and post nominals
New eligible members opting in to PSR	Opting in to PSR on or prior to 30 November, or by last working day of February for new graduates (refer above)	Immediate – retrospective recording to beginning of year	After twelve month qualifying period (that is from 1 January of the year of opting in to PSR), subject to confirmation from the Association that the requirements of the PSR program have been met. (This confirmation is based on receipt and approval of the completed PSR Declaration by the cut-off date of the last working day of February of the renewal year.)
Current or renewing members opting in to PSR for the first time	After 30 November	Will need to wait until renewal for subsequent year to opt in to PSR as of 1 January of renewal year	
Members opting in to PSR after previously opting out			

Table 2b: Continuing in PSR

PSR status	Date of receipt of renewal form and PSR Declaration with payment	Eligibility to continue in current triennium or to recommence	Eligibility to use appropriate certified title and post nominals
Renewing members continuing in PSR who have submitted completed PSR Declaration declaring requirements of the program have been met for the year stated on the PSR Declaration form	By cut-off date of the last working day of February of renewal year	Continue in current triennium or, if in final year of triennium, commence a new triennium	Continuing eligibility subject to receipt of confirmation from the Association that the requirements of the PSR program have been met.
	After cut-off date of the last working day of February but before 30 November of renewal year	Will need to recommence triennium as of 1 January of renewal year	Cease to be eligible to use title and post nominals – become eligible to use again after twelve month qualifying period (that is 1 January of the year subsequent to recommending PSR triennium) subject to confirmation from the Association that the requirements of the PSR program have been met. (This confirmation is based on receipt and approval of the completed PSR Declaration by the cut-off date of the last working day of February of the renewal year.)
	After 30 November of renewal year	Will need to wait until renewal for subsequent year to recommence PSR	
Renewing members continuing in PSR who have not met PSR program criteria in the calendar year prior to renewal year, viz.: <ul style="list-style-type: none"> - failing to meet the minimum annual or triennial points requirement - recommencing subsequent to an unsatisfactory outcome on a PSR audit - failing to have membership renewal and completed PSR Declaration and payment to National Office by two months after the end of the membership year (that is by the last working day of February) as required by the Association’s constitution 	Before 30 November of renewal year	Will need to recommence triennium as of 1 January of renewal year	Cease to be eligible to use title and post nominals – become eligible to use again after twelve month qualifying period (that is 1 January of the year subsequent to recommending PSR triennium) subject to confirmation from the Association that the requirements of the PSR program have been met. (This confirmation is based on receipt and approval of the completed PSR Declaration by the cut-off date of the last working day of February of the renewal year.)
	After 30 November of renewal year	Will need to wait until renewal for subsequent year to recommence PSR	

How does the PSR program work?

■ ***Points are accrued over a triennium.***

To maintain Certified Practising Speech Pathologist or Certified Speech Pathologist status the participant must accrue a minimum total of 60 points in three years, with a

minimum of 15 points each year.

The cycle of the program begins at the start of the calendar year, 1 January, and concludes on 31 December of the third year. Points are not cumulative beyond the

end of each cycle. When a continuing PSR participant satisfactorily completes a triennium, a new triennium is commenced.

The cycle may be extended for PSR participants on parental leave or with significant illness who request an extension at renewal time which then allows the participant two calendar years to meet the annual points requirement. Exemption or extension is not granted to participants going overseas for extended periods.

New graduates may only count activities completed post-completion of the speech pathology course.

The requirements of the PSR program are fair and achievable.

To meet the required standard, the participant must accrue a minimum total of 15 points each year and a minimum total of 60 points in three years. This equates to approximately 20 hours of continuing education per year or approximately 25 minutes per week.

Members must accrue points from a minimum of two different activity types each year. A maximum of 12 points per activity type per year is permitted. This is to ensure professional development has occurred through at least two different modes of learning.

Activity types are outlined in Table 3.

A minimum of 10 points per year must be accrued in

activities related to clinical practice. Activities related to clinical practice are any professional development activities that enhance your ability in direct client management. Examples include: reading articles or attending workshops on assessment and therapy; peer support and attendance at special interest groups with a clinical focus; undertaking quality assurance projects that will impact on provision of services to clients; activities undertaken in areas such as benchmarking, casemix, evidence-based practice and clinical pathways. However, activities that relate purely to practice management and do not impact on direct service provision to clients would not be considered clinical practice but may still be relevant for your professional development plan and thus accrue PSR points. Examples include: development of a business plan or mission statement; attending a taxation seminar; increasing knowledge in budget formulation.

■ ***A diverse range of activities are recognised.***

Participants can engage in a variety of activities to meet the personal professional development goals identified. These activities must be relevant and extend skills and knowledge.

PSR activities are available in a range of formats and styles. Activities can be drawn from a number of different areas or service providers and can be accessed through a variety of methods as outlined in Table 3.

Table 3: Professional Self Regulation - activity types and points value

- Activities must be relevant, extend the member’s knowledge and skills and be related to the individual’s PSR plan.
- The participant must accrue a minimum of 15 points each year and a total of 60 points in three years. The cycle of the program will begin on 1 January and conclude on 31 December of the third year.
- Points are not cumulative beyond each three year cycle of the program.
- A maximum of 12 points per activity type per year is able to be counted to ensure professional development occurs via at least two different modes of learning. Participants are encouraged to participate in as broad a range of activities as is appropriate.
- A minimum of 10 points per year must be accrued in activities related to clinical practice.

Independent study (Code IS)

- Active reading, watching videos and internet-based learning including e-learning packages = *1 point per article/ website; 3 points per book; 1 point per video watched or e-learning package undertaken of 3 hours or less and 2 points per video or e-learning package of longer than 3 hours.*
- An extra point can be earned if this is followed by a presentation of a summary of the material in written or spoken format to a group of colleagues in person, via telephone conferencing or by videoconferencing = *1 point per item presented.*
- Self-study packages available through the Association = *6 points per self-study package.*
- Critical appraisals of evidence relevant to clinical management = *2 points per appraisal.*
- Rating a paper for the speechBITE™ website = *1 point per paper.*
- Administering new assessments = *2 points per new assessment.*

Attendance at conferences, seminars and expositions (Code C/S)

- Attendance at conferences and seminars arranged through Speech Pathology Australia or through other organisations that offer lectures or presentations with opportunity for only brief discussion or question time = *1 point per hour of attendance at a presentation.*
- Attendance at relevant expositions = *1 point per expo attended.*

Attendance at workshops and special interest groups (Code W/S)

- Attendance at workshops and other events arranged through Speech Pathology Australia or other organisations that offer opportunity for discussion, practical skill development and active interaction, including workshops, listservs or web-based discussion, videoconferences or videoteleconferences = *1 point per hour of attendance.*
- Attendance at special interest groups = *1 point per hour of attendance.*
- Completion of training to become a speechBITE™ rater including attendance at the workshop and successful completion of the rater's accuracy test = *6 points.*

Teaching or presenting at a workshop or conference, to community groups, to other professionals, to client and carer groups (Code T/P)

- Teaching as part of or additional to the participant's usual work activities, provided that it enhances the presenter's competencies by meeting the requirements of the individual's personal continuing education plan and is not a repeat presentation = *3 points per hour of presentation time.*
- Development of website information = *2 points per website page to a maximum of 6 points.*
- Development of written information = *2 points per article or chapter.*

Participation in research activities and quality improvement activities (Code R/QI)

- Actively engaged in planning, designing, implementing and documenting a research or quality improvement activity, including publication of research articles or texts = *6 points for completing project or 2 points for planning and design stage, 2 points for implementation stage and 2 points for documentation stage.*

Student supervision (Code S)

- Supervision of undergraduate speech pathology students in a clinic = *3 points per third and fourth year speech pathology student per placement; 1 point per first and second year speech pathology student.*
- Supervision of re-entry speech pathologists and postgraduate students = *3 points per re-entry speech pathologist or postgraduate student.*
- Supervision of other students such as allied health assistants = *1 point per non-speech pathology student per placement.*

Mentoring, peer support and staff supervision (Code M)

- Participants form a professional relationship which involves active, ongoing one to one discussion and support that extends the professional practice skills of the mentor/mentee, peer or supervisor/staff member. Contact can be via direct contact, email, phone or video link-up = *1 point per hour of contact.*

Participation in Association activities (Code A)

- Active participation in Association business such as Councillor, portfolio member, Branch executive member or editorial committee member for Association publications = *6 points per year or pro rata points as appropriate. (To claim points as a portfolio member or Branch executive member the participant must demonstrate active involvement as reflected in attendance at the majority of relevant meetings and actively undertaking tasks.)*
- Active contribution to position paper or article published in the ACQ or the Journal, including as a reviewer = *2 points*
- Active involvement in reference groups, task groups and forums = *2 points per project or pro rata points as appropriate.*

External study (Code ES)

- External study refers to formal courses leading to a further qualification from a university or other tertiary institution. The course must be linked to the professional goals and responsibilities of the participant. Study can be by distance education as well as by attendance at classes. Proof of successful completion of the course may be required = *Completing study towards a degree or diploma: 12 points for full-time study; 6 points for part-time study; 3 points per single subject.*

Mastering technology (Code T)

- Developing knowledge and competence in use of medical/allied health technological procedures, computer-based equipment, computer programs, audiovisual equipment, videoconferencing and teleconferencing equipment related to professional practice = *2 points per clinical technology mastered; 1 point per non-clinical technology mastered.*

Other (Code O)

- Activity types not outlined above that are relevant, extend the member's professional competence and are related to the participant's PSR plan = points must be determined in consultation with the PSR Coordinator.
- Active role in organising special interest groups or private practice associations = *2 points per year or pro rata points as appropriate.*
- Active involvement in Speech Pathology Week = *1 point.*
- Reviewer for other than Association journals = *2 points*

■ ***The issue of self regulation of continuing professional development is the major concern in all stages of the program.***

The program is designed around the principle of individual members taking responsibility for the content, relevance and quality of their own continuing professional learning and development.

Each participant plans a personal program which addresses his/her own needs and identifies an appropriate and acceptable method for meeting those needs. All activities should result in increased professional competence and influence professional behaviour.

When preparing the plan the participant may wish to consult with peers or a mentor to determine the most suitable program. The professional area(s) to be targeted are recorded on the PSR plan and log form. The plan and log form remains with the participant and is essentially a private document. If the participant is audited, copies of the plan and log form(s) are forwarded to the PSR Coordinator.

■ ***The PSR plan and log form is an individual and flexible document.***

There is not an exclusively 'correct' way to complete the PSR plan and log form. Each form is a personal document that should reflect the individual's areas of professional practice and objectives within this area.

Sample forms reproduced later in this booklet are actual forms submitted by speech pathologists. Accordingly each reflects varying and individual priorities, relevancy and personal styles.

■ ***The recordkeeping is manageable.***

Completion of the plan and log forms initially involves time to become acquainted with the structure and terminology; with familiarity and experience the process becomes less time consuming.

■ ***Enquiries, comments and concerns can be directed to the PSR Coordinator.***

The PSR Coordinator is a speech pathologist who has been appointed by the Association to administer the program and works with an advisory group of speech pathologists representing various areas of the profession. The PSR Coordinator can be contacted at National Office, email psrandpd@speechpathologyaustralia.org.au, phone 03 9642 4899 or fax 03 9642 4922.

■ ***The program is subject to ongoing review.***

The PSR program is subject to monitoring and evaluation. Member feedback is critical and has resulted in many amendments and additions to the program. The Association anticipates and welcomes continued feedback from participants.

What is the process of developing an individual PSR Plan?

■ ***Individual plans are formulated identifying professional areas.***

Each participant first needs to determine the professional areas he/she wishes to address in the continuing professional education he/she will undertake.

There is no set number for how many plan and log forms each participant needs to complete but generally one form should be completed for each professional area addressed. However, this can be as broad as 'paediatric clinical practice' or more specific such as 'Autism Spectrum Disorder' or 'Childhood Apraxia of Speech' depending on the participant's personal plan.

Plans should be viewed as dynamic documents that require review. Participants may find their PSR plans need to be adapted or modified to reflect changes in their work, interests or professional needs.

Professional area

Areas of professional activity can include nominated areas of clinical practice, administrative skills, teaching and educational abilities, technological skills and commitment to the Association.

After determining the professional area the participant needs to fill in the corresponding section on the PSR plan and log form which is labelled 'Professional area'.

A separate form generally needs to be completed for each professional area to be addressed. A plan and log form is available for duplication on the back page of this booklet and can also be downloaded from the Association website.

Table 4 outlines some professional areas. The list is by no means exhaustive.

Table 4: Examples of Professional areas

<p>Clinical Practice</p> <p>Accent Modification</p> <p>Acquired Brain Injury Acute setting</p> <p>Adolescent Language</p> <p>Adult Clinical Practice</p> <p>Adult Neurogenic Communication</p> <p>Adult Rehabilitation</p> <p>Auditory Processing Disorder</p> <p>Augmentative and Alternative Communication</p> <p>Autism Spectrum Disorder</p> <p>Benchmarking</p> <p>Casemix</p> <p>Cerebral Palsy</p> <p>Childhood Apraxia of Speech</p> <p>Cleft Palate</p> <p>Clinical Pathways</p> <p>Cognitive Rehabilitation</p> <p>Community Health</p> <p>Cultural and Linguistic Diversity</p> <p>Deaf/Hearing Impairment –</p> <ul style="list-style-type: none"> - adult/acquired - aural rehabilitation - prelingual/congenital <p>Dementia</p> <p>Disability</p> <p>Dysphagia –</p> <ul style="list-style-type: none"> - paediatric - adult <p>Early Intervention</p> <p>Feeding</p> <p>Fluency</p> <p>Head and Neck</p> <p>Language-Learning Disability</p> <p>Literacy</p> <p>Mental Health</p> <p>Motor Speech</p> <p>Movement Disorders</p> <p>Paediatric Clinical Practice</p> <p>Phonology</p> <p>Progressive Neurological Disorders</p> <p>Psychiatric practice</p> <p>Rural and Remote Practice</p> <p>Sensory Impairment</p> <p>Severe Communication Impairment</p> <p>Swallowing and Saliva Control</p> <p>Tracheostomy</p> <p>Voice –</p> <ul style="list-style-type: none"> - paediatric - adult 	<p>Business Management Skills</p> <p>Facility Management</p> <p>Finance and Budgeting</p> <p>Human Resource Management</p> <p>Information Systems</p> <p>Marketing and Communications</p> <p>Negotiation Skills</p> <p>Operations Management</p> <p>Strategy</p> <p>Time Management</p> <hr/> <p>Teaching and Educational Abilities</p> <p>Adult Learning</p> <p>Clinical Education</p> <p>Presentation/Training Skills</p> <p>Student Supervision</p> <p>Training Allied Health Assistants</p> <p>Training co-workers</p> <hr/> <p>Technological Skills</p> <p>Audiovisual equipment</p> <p>Computer programs and/or systems</p> <p>Computer-based equipment</p> <p>Databases</p> <p>Information access</p> <p>Teleconferencing and Videoconferencing</p> <hr/> <p>Commitment to the Association (Speech Pathology Australia)</p> <p>Branch Executive member</p> <p>Contribution to ACQ</p> <p>Contribution to position papers</p> <p>Councillor</p> <p>Portfolio member</p> <p>Task group member</p>
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Objectives related to professional areas

A combination of elements underlies quality of performance in professional areas. Participants are encouraged to reflect on their objectives for learning and development in each nominated professional area, but these objectives do not need to be entered on the PSR plan and log form.

A small sample of examples of objectives is contained in Table 5. The list is by no means exhaustive or exclusive and overlap between professional areas may occur. The objectives identified may be broad or specific according to the participant's level of knowledge, experience and expertise in each professional area. Participants will need to think through and identify their own individual objectives within each professional area.

Table 5: Examples of objectives - Clinical Practice	
Professional area	Examples of objective
Acquired Brain Injury	Enhance knowledge and skills in assessment of patients in a vegetative state. Update knowledge of current treatment approaches for social pragmatics and conversational skills.
Acquired Hearing Impairment	Update knowledge of devices available. Extend knowledge in evaluation of individual versus group treatment for training clients in use of hearing tactics.
Adolescent Language	Investigate methods of effective service delivery to secondary schools.
Adult Clinical Practice	Enhance knowledge and skills in developing long-term support groups. Explore and develop use of narrative-based practice in therapy.
Adult Rehabilitation	Evaluate use of communication groups in therapy.
AAC (Augmentative and Alternative Communication)	Continue to maintain updated knowledge of electronic communication devices. Increase skills in use of AAC to develop communication and literacy within the sociolinguistic context.
Autism Spectrum Disorder	Develop practical classroom strategies for use in treatment. Enhance knowledge of communication systems for use in therapy.
Child and Adolescent Mental Health	Extend skills in provision of group therapy for developing social skills.
Childhood Apraxia of Speech	Extend skills in differential diagnosis of dyspraxia in non-verbal toddlers.
Cleft palate	Update knowledge of modified feeding equipment. Extend knowledge of skills for promoting oral air flow.
Cultural and Linguistic Diversity	Explore and develop screening tool for pragmatic assessment of children with English as a second language. Attend training session on working with interpreters.
Fluency	Investigate approaches to treatment of adolescent stutterers. Enhance knowledge and skills of programs utilised in the treatment of stuttering.
Language-Learning Disability	Increase knowledge of assessment tools. Explore collaborative management approaches.
Phonology	Extend knowledge and ability to assess acquisition of consonant clusters.
Prelingual hearing impairment	Increase abilities in assessing prelinguistic skills in children with profound hearing impairment.
Progressive Neurological Disorders	Increase knowledge of rarer neurological disorders. Increase knowledge of therapy for patients with Parkinson's.
Rural and Remote Practice	Develop resources appropriate to language and culture of populations in catchment area. Establish peer network/negotiate supervision and monitoring for discussion of clinical issues.

Table 5: Examples of objectives - Business Management Skills

Professional area	Examples of objective
Facility Management	Formulate needs assessments for space and equipment. Increase skills in developing submissions.
Finance and budgeting	Increase knowledge and skill in budget formulation and monitoring.
Human Resource Management	Enhance skills and process of staff supervision. Develop plan for professional development of staff.
Information Systems	Implement upgrade of client database system. Attend advanced course on financial system used across facility.
Marketing and communications	Develop promotional material on speech pathology for local Community Health Centres and preschools.
Operations Management	Review system for staff rostering and space allocation.
Strategy	Formulate service vision, mission and objectives.

Table 5: Examples of objectives - Teaching and Educational Abilities

Professional area	Examples of objective
Presentation/Training skills	Develop presentation skills in providing training to preschool teachers.
Student Supervision	Increase knowledge of problem-based learning approach.
Training Allied Health Assistants	Enhance skills in effective training of speech pathology assistants.

Table 5: Examples of objectives - Technological Skills

Professional area	Examples of objective
Computer programs	Attend training in accounting package used for private practice.
Videoconferencing	Increase competence in using videoconferencing with clients.
Use of audiovisual equipment	Extend skills in use of a digital video camera for producing client resources.

Table 5: Examples of objectives - Commitment to the Association

Professional area	Examples of objective
Branch Executive member	To actively undertake the role of Branch (name).
Portfolio member	To contribute to Branch (name) portfolio throughout the year.
Task Group	Involvement in developing the Association's (name).

What is the process of completing the Log section of the PSR plan and log?

■ *Activities undertaken are recorded on the PSR plan and log.*

Once the plan for professional areas and objectives is developed the participant undertakes activities to meet the personal professional development goals identified. These activities must be relevant and extend skills and knowledge.

Activities are recorded on the PSR plan and log available for duplication on the final page of this booklet and can also be downloaded from the Association

website.

If a participant is unsure as to whether an activity is appropriate to include or how many points it attracts, contact should be made with the PSR Coordinator.

Activity type

PSR activities are available in a range of formats and styles. Activities can be drawn from a number of different areas or service providers and can be accessed through a variety of methods (as outlined in Table 3).

Codes for each activity type are provided in Table 6.

Table 6: Codes for recording Activity Types

Each activity type has been coded to reduce the recording demands in completing the log.	
Activity Type	Code
Independent study	IS
Attendance at conferences, seminars and expositions	C/S
Attendance at workshops and special interest groups	W/S
Teaching or presenting at a workshop or conference, to community groups, to other professionals, to client and carer groups	T/P
Participation in research activities and quality improvement activities	R/QI
Student supervision	S
Mentoring, peer support and staff supervision	M
Participation in Association (Speech Pathology Australia) activities	A
External study	ES
Mastering technology	T
Other	O

Activity completed

The participant needs to specify the activity completed. Examples are provided in Table 7 and in the sample forms later in this booklet. Sufficient details of the activity must be provided.

Table 7: Examples of activity completed

Read (author and title) and made notes.
Conducted a search on (topic) and visited websites including (web addresses).
Watched a DVD (title and speaker) on (topic) and presented information to colleagues.
Attended (name) Conference.
Attended (title) workshop presented by (speaker/s).
Participated in (listserv/web-based discussion on topic).
Regularly attended (special interest group) meetings.
Presented on (topic) to group of parents at (community health centre/preschool/school).
Participated in review of outcome measures for (client group).
Supervised fourth year student from (university) for (length of placement).
Acted as mentor for new graduate.
Regular meetings with fellow speech pathologist for discussion of clinical issues.
Served as active member of (Branch and name) portfolio for Speech Pathology Australia.
Completed (course) part-time at (educational institution).
Developed competence in using (computer program) for (purpose/area).
Involved with (activity) at (location) for Speech Pathology Week.

Date/Time and Points earned

Participants need to state the date each activity was completed and the time where relevant. Points are assigned to the various activities participants complete to meet the requirements of the program. The number of points allocated to activity types is outlined in Table 3. Participants should round points up to the nearest whole number where applicable.

Outcome of the activity

Whilst outcome does not have to be recorded on the PSR plan and log form, participants are encouraged to reflect on the outcome of the activity after it has been completed - what has been learned, what knowledge has been gained and how this will influence professional behaviour and skills.

Table 8: Examples of outcome of the activity

Updated and increased knowledge in (area) and applied this knowledge in treatment of (area).
Extended skills in assessing (area) by using (tool) with four clients. Information gained assisted with program planning.
Extended knowledge and hands-on ability for (clinical area) through attendance at (workshop). Have commenced applying techniques in therapy.
Have gained knowledge and established peer support network through attendance at (special interest group).
Presentation on (area) received positive evaluation results, with 80% of participants reporting their knowledge of (area) had increased.
Outcome of project was positive, with subsequent increase in appropriate referrals to speech pathology.
Pilot of revised client satisfaction survey was successful, with information received being beneficial for service delivery.
Trial of new stock control system was not successful. Alternative systems to be explored.
Developed skills in budget formulation and monitoring.
Through increasing competence in videoconferencing, was able to participate in regular case reviews.

Supporting documentation

Participants are advised to briefly record the relevant supporting documentation in case of audit. Examples include title and authorship of articles and books read, attendance certificates, website addresses, proformas, letters, meeting minutes, lecture notes and diary entries. A form for recording contact dates for the activity type 'Mentoring, peer support and staff supervision' can be found in this booklet. As client confidentiality remains of paramount importance, client records must not be provided. All supporting documentation, such as diary entries, must be de-identified.

In Summary

Participants will need to specify the following on each plan and log form:

Plan:

- Professional area – refer Table 4

Log:

- Activity type – refer Tables 3 and 6
- Activity undertaken – refer Table 7
- Date and time for each activity
- Points earned from each activity – refer Table 3
- Supporting documentation

The PSR plan and log form is available on the final

page of this booklet and on the Association website. Additionally, a *PSR plan and log information* leaflet that contains an overview of information and a plan and log form is available from National Office or can be downloaded from the Association website.

Sample plan and log forms formulated by 'real' speech pathologists are reproduced later in this booklet using pseudonyms to preserve confidentiality.

- ***The plan and log forms remain private documents unless required for audit purposes.***

The plan and logs remain with the participant and are essentially private documents. If audited, the participant must supply forms and documentation as requested to the PSR Coordinator at National Office.

- ***The annual PSR Declaration is to be submitted with membership renewal.***

At renewal time, each participant completes the PSR Declaration. This declaration requires the participant to indicate whether they are continuing in PSR or opting out. If continuing and declaring the requirements of the program have been met, the participant must supply the number of points accrued in each activity type over the past year and then sign a declaration, or indicate

agreement if renewing online, stating the minimum total and clinical practice points required for the year have been met. At the end of the triennium, the participant must also declare that the minimum of 60 points has been accrued over the triennium.

If the participant is continuing but has not met the requirements of the program and wishes to recommence, this must be nominated on the declaration.

Requests for extension are also contained on this declaration. Those requesting an extension or granted an

extension for the previous year are required to nominate this on their declaration form.

If the participant elects to opt out of the PSR program, the relevant section of the declaration must be completed.

This PSR Declaration is sent out with the membership renewal and can be returned with the renewal via mail or fax, or completed with the online renewal.

The information from these declarations is maintained on the membership database.

What does the random audit process involve?

■ *The audit process is necessary to ensure the validity of the program.*

For the Association to be able to offer assurance to peers, consumers and employers that speech pathologists participating in PSR are meeting the requirements of the program, the Association needs an audit process.

■ *Random selection of participants to undergo audit is undertaken continuously.*

At various points throughout the year, participants are selected randomly from the membership database. An initial letter notifying the participant of the audit is then sent. This letter outlines the audit process and aim, which is not to 'catch people out' but to confirm that information supplied is correct and complete.

■ *The audit process takes place in stages.*

After the randomly selected PSR participant has received an initial letter of audit notification, the participant is required to send copies of PSR plan and log forms from the preceding year to the PSR Coordinator.

These forms are reviewed and follow up occurs with the PSR Coordinator providing feedback, gathering further information as required, and requesting selected supporting documentation.

To date, most PSR participants have been assessed as having met the requirements of the program.

However in some cases, the audit ascertains that a PSR participant has failed to meet the program's requirements and ceases to be eligible to use the certified title and post nominals. In this case the PSR participant will have three options:

1. Electing to recommence the triennium. This means

the participant is not eligible to use the title and post nominals until the program's requirements have been met for 12 months with another audit to confirm this;

2. Opting out. If you opt in at a later stage you will not be eligible to use the relevant title and post nominals until you have met the program's requirements for 12 months and have been re-audited and passed the audit.
3. Lodging an appeal for consideration by an independent appeals committee.

If the participant is not able to undertake an audit due to legitimate reasons such as illness or leave, the participant is asked to contact the PSR Coordinator to discuss deferment of the audit.

■ *For audit purposes all relevant plan and log forms and supporting documentation must be retained for 12 months after the end of each triennium.*

Audits occur retrospectively. Initially, only the preceding year is audited. However, in some cases where inconsistencies have occurred, the audit may extend to include the full triennium. Therefore, all plan and log forms and supporting documentation should be retained for a year after the end of each triennium.

Requests for supporting documentation may include title and authorship of articles and books read, attendance certificates, website addresses, proformas, letters, meeting minutes, lecture notes and diary entries. As client confidentiality remains of paramount importance, client records must not be provided. All supporting documentation, such as diary entries, must be de-identified.

**For further information contact the PSR Coordinator
at the National Office of Speech Pathology Australia.**

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Speech Pathology Australia Professional Self Regulation (PSR) plan and log

Member name: Melanie Moore

Member number: (Speech Pathology Australia member number)

Plan:

Professional area: Paediatric Clinical Practice

Log:

Activity Type	Activity	Date/Time	Points earned
W/S	Attended (Branch) CPD event on phonological awareness (event title and speaker names provided)	24/2/(year) 4 – 6 pm	2
IS	Read and took notes on 4 articles (titles and authors listed) on differential diagnosis of language disorders	March (year)	4
IS	Read and took notes on 2 articles (titles and authors provided) and watched one hour video (title and presenter provided)	May (year)	3
IS	Read and completed training in (name of test supplied) language assessment. Administered and interpreted.	June (year)	2

Supporting Documentation: Certificate of Attendance/Notes on articles read/Letter for video hire and notes/Notes on test

Speech Pathology Australia Professional Self Regulation (PSR) plan and log

Member name: Debra Baranski

Member number: (Speech Pathology Australia member number)

Plan:

Professional area: Adult Clinical Practice

Log:

Activity Type	Activity	Date/Time	Points earned
W/S	Membership of and attendance at 6 meetings of Dysphagia Special Interest Group	2/3/yr, 4/5/yr, 6/7/yr, 7/9/yr 5/10/yr, 7/12/yr	6
C/S	Attendance at half day seminar on treatment of adult language disorders.	13/7/yr	3
IS	Participation in Journal Club in Speech Pathology Department at work. Reviewed and presented 3 journal articles during the year.	24/5/yr, 26/7/yr 8/11/yr	6
R/QI	Implementation and completion of Quality Improvement project reviewing modified diets and fluid consistencies at place of work.	March - August (year)	6

Supporting Documentation: Minutes of DIG/Certificate of Attendance for seminar/Notes on journal articles/Documentation for QI project

Speech Pathology Australia Professional Self Regulation (PSR) plan and log

Member name: Simon Vale

Member number: (Speech Pathology Australia member number)

Plan:

Professional area: Strategy (Business management skills)

Log:

Activity Type	Activity	Date/Time	Points earned
IS	Literature and internet searches – notes and summarisation of 8 articles and 5 websites.	July to December (year)	12 (max. per activity type)

Plan:

Professional area: Operations Management (Business management skills)

Log:

Activity Type	Activity	Date/Time	Points earned
ES	Part-time enrolment by distance at (name of educational institution supplied) – single subject (subject name supplied)	Semester 1 (year)	3

Supporting Documentation: Notes and printed information from websites/certificate of course completion

Speech Pathology Australia Professional Self Regulation (PSR) plan and log

Member name: Fiona Edsey

Member number: (Speech Pathology Australia member number)

Plan:

Professional area: Clinical education (Teaching and Educational Abilities/Student supervision)

Log:

Activity Type	Activity	Date/Time	Points earned
IS	Requested a reference list and relevant videos from (University name supplied)	June	3
	Read 2 articles and watched 1 video and took notes (title of video and title and authors of articles provided).	July-August	
	Requested student supervision workshops by videoconference if possible.	Second semester	
W/S	Participated in videoconferencing on clinical education.	August (date and time)	2
S	Clinical placement of 3rd year student.	3 weeks from (date) to (date)	3

Supporting Documentation: Notes from articles and video/minutes of videoconference/Letter from University re: student placement

Participation in the Professional Self Regulation (PSR) program is available to members of Speech Pathology Australia in the categories of Practising, Non Practising, Full-time Postgraduate Student, and Re-entry membership, including Fellows and Life members.

For those in these membership categories, the membership fee includes the option of opting in to or continuing in PSR; that is, PSR participation does not incur an additional fee.

This PSR Opt In form is for use by a member who joins or renews without electing to participate in PSR, and later becomes eligible to, or wishes to opt in to PSR. Please note that this form is not to be used by new graduates - please contact National Office or refer to the website for further information. The member can either complete and return this opt in form, or go to the Association website to download the PSR opt in form to complete and return, or contact the PSR Coordinator at National Office on 03 9642 4899, or fax to 03 9642 4922, or email psrandpd@speechpathologyaustralia.org.au for further information. (Eligible renewing members can indicate they wish to opt in to or continue in PSR when renewing membership, either online or by mail or fax to National Office. Eligible new members can indicate if they wish to opt in to PSR on their application form when they join.)

Date: _____

Name: (Mr/Mrs/Ms/Miss/Dr) _____

Address: _____

_____ Postcode: _____

Current Membership Status:

Membership Number: _____

- Practising
- Non Practising
- Full-time Postgraduate Student
- Re-entry

I wish to Opt In to the Speech Pathology Australia Professional Self Regulation (PSR) program
(Please note: cut off date for joining PSR is 30 November, with the exception of new graduates - please refer to National Office or the Association website for further information.)

Signature: _____

Record of Contacts for activity type 'Mentoring, peer support and staff supervision'

Date of Contact	Length of Contact	Topic Code (see below)	Actions	
			Required	Completed

CODES: Ca = Career Issue / W = Workplace Issue / Cl = Clinical Issue / P = Personal Issue / O = Other (give details)

Please record all contacts and keep this form. It will assist you in your completion of the PSR Declaration at renewal time.
 You will need to tally the points and record the total (noting the 12 point ceiling) in the activity type 'Mentoring, peer support and staff supervision'.
 This form may also need to be sighted if you are randomly selected for a PSR audit.

Speech Pathology Australia Professional Self Regulation (PSR) plan and log

Member name:

Speech Pathology Australia Member Number:

Plan:

Professional area:

Log:

Activity Type	Activity	Date/ Time	Points earned

Supporting Documentation: