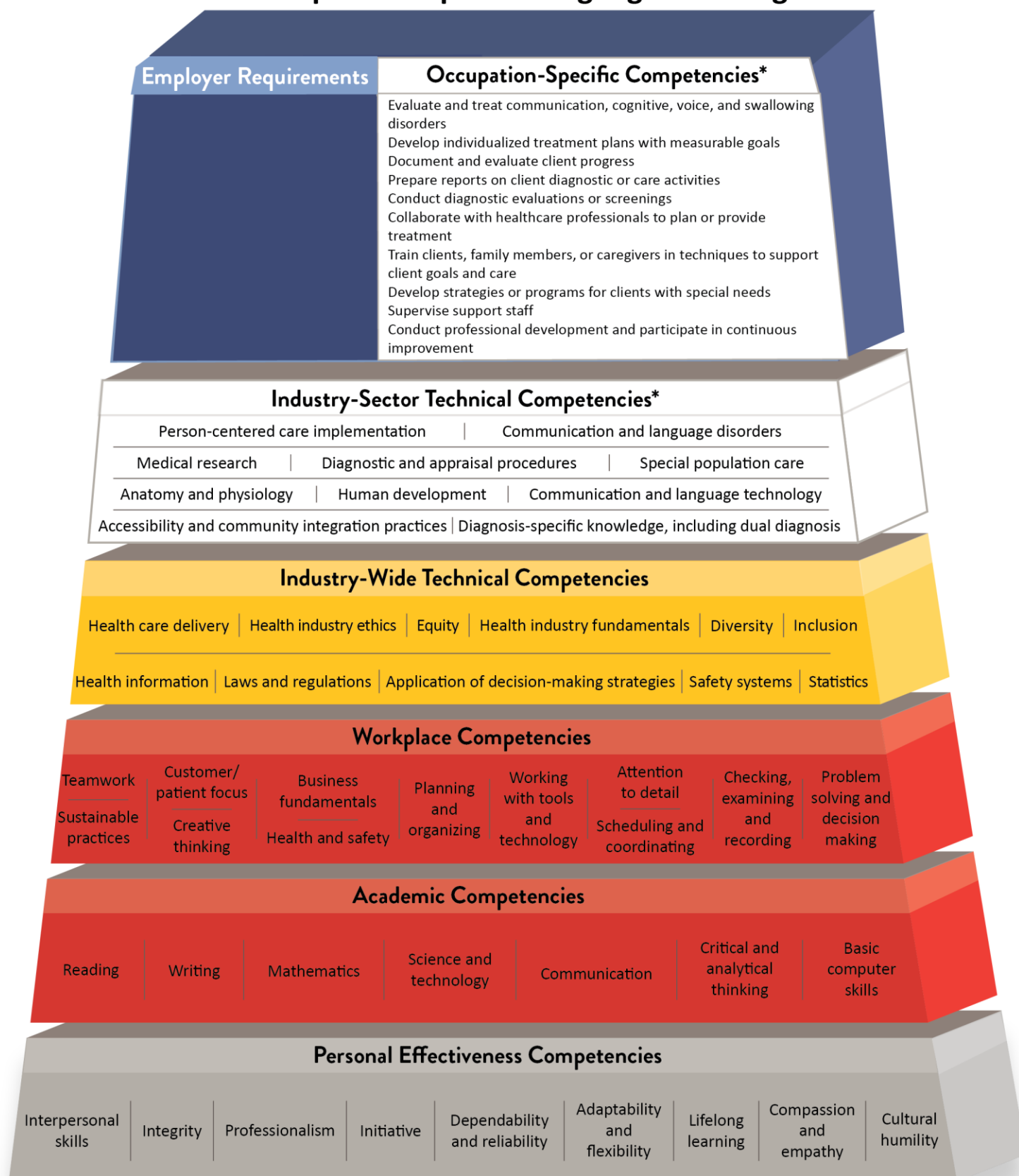


Minnesota Dual-Training Pipeline

Competency Model for Health Care Services

Occupation: Speech Language Pathologist



Based on: Fundamentals of Health Care Competency Model, Employment and Training Administration, United States Department of Labor, February 2025. For more detailed information about competency model creation and sources, visit dli.mn.gov/business/workforce/health-care-services.



DRAFT Competency Model for Speech Language Pathologist

Speech Language Pathologist – Speech Language Pathologists assess and treat persons with speech, language, voice, and fluency disorders. They may also select alternative communication systems and teach their use. Speech Language Pathologists also may perform medical research related to speech and language problems. Licensure is required under guidelines per [Minn. Rule 148.515](#) Qualifications for Licensure and overseen by the Minnesota Department of Health. National Credentialing is available through the American Speech Language Hearing Association.

*Pipeline recommends the Industry-Sector Technical Competencies as formal training opportunities (provided through related instruction) and the Occupation-Specific Competencies as on-the-job (OJT) training opportunities.

Industry-Sector Technical Competencies

Related Instruction for dual training means the organized and systematic form of education resulting in the enhancement of skills and competencies related to the dual trainee's current or intended occupation.

- **Person-centered care implementation** – Understand and be able to implement approaches to planning, delivery, and evaluation of care that are grounded in respectful principles that support people in living, learning, working, and enjoying life in the most integrated settings, and living lives that are meaningful, as defined by the person.
- **Communication and language disorders** – Understand the range of developmental and acquired disorders that feature an impairment in a person's ability to understand, process, or use spoken, written, or nonverbal symbol systems.
- **Medical research** – Knowledge of basic medical research principles and the methods used to develop, implement and evaluate research related to speech language pathology.
- **Diagnostic and appraisal procedures** – Knowledge of the principles of evidence-based assessment practice, the use of diagnostic tools, and their application in clinical decision-making for assessment and treatment planning decisions for language and speech disorders.

- **Special population care** – Knowledge of care of abuse victims, pediatric and geriatric patients and individuals who exhibit challenging behaviors as well as co-occurring mental disorders or neuro-cognitive disorders.
- **Anatomy and physiology** – Have a foundation of knowledge in normal physiology, pathophysiology, histology, integumentary, skeletal, muscular, nervous, and sensory systems.
- **Human development** – Knowledge of the physical, cognitive, and psychosocial development of humans throughout the lifespan.
- **Communication and language technology** – Understand how to effectively use the variety of technological resources such as assisted listening devices, augmentative and alternative communication devices, alerting devices, technology to improve treatment for the client / patient.
- **Accessibility and community integration practices** – Knowledge of the policies, programs, and practices that enable people with disabilities to have a meaningful life.
- **Diagnosis-specific knowledge, including dual diagnosis** – Ability to learn about a person's condition and how multiple diagnoses might require unique support needs and coordination among multiple disciplines.

Occupation-Specific Competencies

On-the-Job Training is hands-on instruction completed at work to learn the core competencies necessary to succeed in an occupation. Common types of OJT include job shadowing, mentorship, cohort-based training, assignment-based project evaluation and discussion-based training.

- **Evaluate and treat communication, cognitive, voice, and swallowing disorders** – Understand how to evaluate speech and language test results, or medical or background information to diagnose and plan treatment for speech, language, fluency, voice, or swallowing disorders.
- **Develop individualized treatment plans with measurable goals** – Know how to develop or implement treatment plans with measurable goals for communication, cognitive, voice, and swallowing disorders, based on assessments and recommendations of physicians, social workers, or other clinicians.
- **Document and evaluate client progress** – Understand team support of client progress and intervention while being able to keep record of intervention milestones and setbacks and assess how progress is or is not moving forward.

- **Prepare reports on client diagnostic or care activities** – Know how to write reports and maintain proper documentation of information, such as client Medicaid or billing records or caseload activities, including the initial evaluation, treatment, progress, and discharge of clients.
- **Conduct diagnostic evaluations or screenings** – Know how to administer hearing or speech and language evaluations, tests, or examinations to individuals or groups to collect information on type and degree of impairments, using written or oral tests or special instruments.
- **Collaborate with healthcare professionals to plan or provide treatment** – Know how to collaborate with therapy team, participate in and write reports for meetings regarding clients' progress, such as case conferences, in-service meetings, or intervention assistance team meetings.
- **Train clients, family members, or caregivers in techniques to support client goals and care** – Educate clients and family members about various topics, such as communication techniques or strategies to cope with or to avoid personal misunderstandings.
- **Develop strategies or programs for clients with special needs** – Know how to use computer applications to identify or assist with communication disabilities and communicate with students who use an alternative method of communications, using sign language or computer technology.
- **Supervise support staff** – Provide supervision, coaching, and feedback for assistants and student interns training to join the field.
- **Conduct professional development and participate in continuous improvement** – Participate in conferences, training, continuing education courses, or publish research results to share knowledge of new speech disorder treatment methods or technologies.

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