



American Board of Swallowing and Swallowing Disorders

Application Track for Board Certified Specialist – Swallowing and Swallowing Disorders

**These are examples, but should not be considered an exhaustive list, of how to grow and enrich your experience base in order to move forward to become a candidate for Board Certification.*

Make sure you have robust and varied professional accomplishments/activities across a Minimum of two of the three areas (Education/Mentorship, Leadership, Scholarship/Research).

Year	Clinical Practice	Continuing Education	Education/Mentorship*	Leadership*	Scholarship/Research*
1	Concentrate on finding a good supervisor with expertise in dysphagia (preferably someone who is BCS-S). Look for as many opportunities as you can to evaluate and treat a variety of patients/clients with dysphagia.	<p>Begin to attend intermediate dysphagia courses. These can often be found at the state s-l-h association meeting and at ASHA national convention.</p> <p>Review the ABSSD website and develop a dysphagia specific CE log to track your CEU's over the next 5 years *save syllabi from conferences/conventions that offer multiple topics. *specify online vs. live format</p> <p>*Be sure to specify individual dysphagia speakers and sessions from conventions that offer topics outside of dysphagia. (i.e. ASHA)</p> <p>Read journals such as <i>Dysphagia</i>. Join ASHA SIG 13 and read SIG13 <i>Perspectives</i> and complete CE questions.</p>	<p>Give a dysphagia in-service to fellow SLP's working in your facility/organization.</p> <p>Be a co-presenter with clinical staff to present an in-service to patient/family group.</p> <p>Join a dysphagia journal group.</p>	<p>Look for dysphagia-related opportunities at site of employment to develop leadership skills; e.g. work on a department committee; assist with departmental dysphagia quality improvement activities.</p> <p>Fill out ASHA Committee Pool form for dysphagia-related opportunities.</p>	Contact a local university to inquire about any opportunities to participate in research.

		Record ALL CEU activities that directly relate to dysphagia, For those CEU events that include dysphagia along with other topics, keep a copy of the syllabus or content to be able to accurately report partial CEU's for these events. The syllabus will be required to be submitted along with your CEU reporting to show how much partial credit you are allowing and why.			
2	Continue to develop your skill base in dysphagia focusing on as many diagnoses as you can. Make sure your practice allows for diverse diagnostics and treatment opportunities.	Continue to attend more intermediate CE activities and begin to seek out more advanced CE activities related to dysphagia. Accrue at least 15 hours of continuing education related to dysphagia this year. Record ALL CEU activities that directly relate to dysphagia, For those CEU events that include dysphagia along with other topics, keep a copy of the syllabus or content to be able to accurately report partial CEU's for these events. The syllabus will be required to be submitted along with your CEU reporting to show how much partial credit you are allowing and why	Give a dysphagia in-service as the primary speaker to the ancillary staff within your facility/organization. Independently present a dysphagia topic to patient/family group. Provide in-service to area dysphagia journal groups. Teach a community-based group (e.g. normal elderly on effects of aging on swallow function or; disease-specific support groups) Develop facility-specific patient or staff dysphagia educational materials.	Contact state speech-language-hearing association and explore opportunities to volunteer on a committee demonstrating incorporation of dysphagia-related opportunities. Collaborate with supervisor to critically consider strengths/weaknesses of the current dysphagia program. Begin to formulate quality improvement dysphagia-related initiatives. Serve on various dysphagia-related interdisciplinary committees at the place of employment. This provides exposure to the 'big picture'.	Become familiar with the IRB process at your facility. Consider participating in a current dysphagia research project in your facility. (i.e. data collection, etc...) Work with other clinical staff and associates on dysphagia-related grants.
Year	Clinical Practice	Continuing Education	Education/Mentorship*	Leadership*	Scholarship/Research*

<p>3</p>	<p>Begin to develop an advanced skill area. For example, are you most interested in dysphagia in adults related to a specific disease/etiology (e.g. head and neck CA; dementia) or in pediatrics (e.g. behavioral feeding disorders, cerebral palsy, craniofacial disorders, syndromes, NICU). Research that area, reading articles on the topic. Track your hours.</p>	<p>Continue to attend intermediate and advanced CE courses – some suggestions are: Dysphagia Research Society, ASHA courses, ABSSD courses, web-based courses on www.swallowingdisorders.org</p> <p>Regularly complete the CE activities from Perspectives Newsletters from SIG13;</p> <p>Accrue at least 30 hours of intermediate and/or advanced continuing education related to dysphagia this year.</p> <p>Record ALL CEU activities that directly relate to dysphagia, For those CEU events that include dysphagia along with other topics, keep a copy of the syllabus or content to be able to accurately report partial CEU's for these events. The syllabus will be required to be submitted along with your CEU reporting to show how much partial credit you are allowing and why</p>	<p>Inquire at a local university if there is an opportunity for you to guest lecture in the undergraduate dysphagia class.</p> <p>Be the primary supervisor of a graduate student and oversee a dysphagia-related project.</p> <p>Explore opportunities for you to mentor Speech-language pathologists within your institute on dysphagia-related skills.</p> <p>Lead or co-author a poster on a dysphagia-related topic to the local, regional, or state association.</p>	<p>Select a quality improvement goal related to dysphagia. Develop a comprehensive program, collect data, report results (e.g. improving performance of oral care in the facility).</p> <p>Chair a dysphagia-related committee within your organization.</p> <p>Volunteer to serve on a SIG13 committee.</p> <p>Serve on a committee related to dysphagia at the state, regional or national level. Your committee pool form should still be active. Gain support from anyone you know who is involved in leadership at ASHA.</p>	<p>Help to develop dysphagia-related research protocols.</p> <p>Submit and have accepted a dysphagia-related research proposal to the IRB at your facility or in conjunction with an academic site.</p>
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<p>4</p>	<p>Contact ABSSD and request a BCS trained mentor to work with you to prepare for application in the next year or so.</p> <p>Explore the career ladder at your institution for advancement in your position that enhances your clinical expertise in dysphagia.</p> <p>Continue to track your dysphagia hours.</p>	<p>Accrue at least 30 hours of intermediate and/or advanced continuing education in dysphagia.</p> <p>Record ALL CEU activities that directly relate to dysphagia, For those CEU events that include dysphagia along with other topics, keep a copy of the syllabus or content to be able to accurately report partial CEU's for these events. The syllabus will be required to be submitted along with your CEU reporting to show how much partial credit you are allowing and why</p>	<p>Present a paper, workshop, or seminar at a local, state, or regional conference.</p> <p>Consider being a primary author or co-author of a dysphagia-related paper published in a dysphagia professional peer-reviewed publication such as SIG 13 Perspectives.</p> <p>Submit a dysphagia-related poster to ASHA or another national convention.</p> <p>Present a dysphagia case or topic at Grand rounds within your facility.</p> <p>Guest lecture at a local university in graduate dysphagia class.</p> <p>Serve as primary CF supervisor who provides direct clinical services to individuals with dysphagia.</p>	<p>Continue to explore ASHA or SIG committee volunteer opportunities if you have not yet been successful.</p> <p>Explore opportunities for advancement to senior level or supervisory positions within your department.</p> <p>Lead an initiative to expand a dysphagia-related program.</p>	<p>Present a dysphagia specific paper at a scientific meeting. (i.e. DRS, etc...)</p>
<p>5</p>	<p>If you used an ABSSD appointed trained mentor, follow up regarding BCS-S candidacy. Apply if ready.</p> <p>If you're not ready, discuss with your ABSSD mentor any needs to enhance your dysphagia clinical experience.</p>	<p>Review your CEU log sheet as well as your ASHA transcript for CEU's in dysphagia and make sure you have achieved the required number of CEUs prior to applying for BCS-S. (See website for actual numbers.)</p> <p>If you're not ready to apply, continue to accrue at least 30 hours CE this year.</p> <p>Record ALL CEU activities that directly relate to dysphagia, For those CEU events that include dysphagia along with other topics, keep a copy of the syllabus or content to be able to accurately report partial CEU's for these events. The syllabus will be required to be submitted along with your CEU</p>	<p>**Review and continue the activities you have completed over the past three years. Critically consider the growth in your dysphagia-related skills, a variety of activities, and if you are ready to submit if you feel the requirements are met.</p> <p>**Review that all items submitted are dysphagia related</p>	<p>Develop, consistently chair/lead, and plan a community-based, dysphagia-related, evidenced-based study group.</p> <p>Review the ABSSD website and Appendix C to consider your strengths and areas to enrich your application.</p>	<p>Publish an article on dysphagia or participate in dysphagia research with someone who is BCS-S.</p>

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