



College of Audiologists and
Speech-Language Pathologists of Ontario
Ordre des audiologistes et
des orthophonistes de l'Ontario

PERSONAL AND CONFIDENTIAL

VIA REGISTERED MAIL & E-MAIL: laura.niles@ontario.ca

May 29, 2015

Minister's Task Force on the Prevention of the Sexual Abuse of Patients and the *Regulated Health Professions Act, 1991* (Sexual Abuse Task Force)
Ministry of Health and Long-Term Care
Health System Labour Relations and Regulatory Policy Branch
12th Floor, 56 Wellesley Street West
Toronto, ON, M5S 2S3

Attn: Laura Niles, Task Force Administrative Coordinator

Dear Ms. Niles:

Re: Sexual Abuse Task Force

Further to our March 4, 2015 correspondence, we are pleased to forward the requested information received from the educational institutions in Ontario that provide audiology and/or speech-language pathology programs of instruction. In your February 6, 2015 letter, you requested that we provide as many details as possible regarding the curriculum offered in the Ontario educational institutions that prepare our members for practice related to sexual assault, sexual abuse of patients, and boundary violations, including amount of time spent on the topic and whether the student is tested on the topic. In addition, you asked that we provide details on other ways our members demonstrate knowledge of Ontario jurisprudence related to sexual abuse of patients, practitioner-patient boundaries and other relevant ethical topics (e.g., entrance exam, jurisprudence exam, application for registration, continuing education, etc.). We forwarded your request to each of the four Ontario educational institutions that provide audiology and/or speech-language pathology programs, and received the following responses:

University of Ottawa (Audiology and Speech-Language Pathology programs)

- The professional practice course talks about elder abuse, but not specifically about sexual abuse.
- The AAC [augmentative and alternative communication] course talks about abuse, and communication issues around reporting abuse in general, but not specifically about sexual abuse.

University of Toronto (Speech-Language Pathology program)

- The Advanced Principles of Clinical Practice (SLP 1535H) course has an Aboriginal lead from the Central Local Health Integration Network discussing aboriginal cultural competency for speech-language pathology and the speaker addresses some of the recent media that includes the missing and murdered women where sexual assault and abuse is part of the story. The class is two hours in length; the time spent on this topic is approximately fifteen minutes. Students are assigned a reflection paper on this topic.
- The Inter-professional Education (IPE) curriculum offerings in this area include the following session, which was offered three times this year. The university began offering this approximately ten to fifteen years ago:
 - o Responding effectively to Partner Violence and Sexual Assault: Strategies for Practice and Inter-professional Care. Students' self-select to attend this session from the curriculum offerings, meaning not all students attend. The session is two hours in length and students are assigned a reflection paper on this topic.
 - o Description of the session: An inter-professional team at Women's College Hospital will offer an introductory interactive learning session on intimate partner abuse and sexual assault. The focus will be on understanding the relevance of this issue across various healthcare professions, identifying the health impacts and myths surrounding interpersonal violence, and discussing practical ways of responding effectively to these issues in clinical practice.
 - o Content included in this session: strategies for screening and/or asking about violence; responding to patient/client disclosures; sharing of community and online resources for practitioners and patients/clients. This session involves presentations by healthcare professionals, large and small group discussion, use of teaching videos and case discussion.

Western University (Audiology and Speech-Language Pathology programs)

- The School of Communication Sciences and Disorders has submitted a report in which they canvassed their full-time and part-time faculty regarding course content related to sexual assault, sexual abuse of patients, and boundary violations. The four-page report, dated May 16, 2015 is enclosed for your review.

Laurentian University (Speech-Language Pathology Program)

- The undergraduate level third year professional practice course briefly mentions key points of the CASLPO Position Statements "Sexual Abuse Prevention Program" and "Professional Relationship and Boundaries" (as well as others) as part of an overview of the CASLPO website's "Resources" section.
- In the master's level professional practice course, students are assigned Position Statements which they are required to present to the class. The "Sexual Abuse Prevention Program" and the "Professional Relationship and Boundaries" documents are among the Position Statements assigned this past semester. Short discussions follow the presentations. At the end of these

discussions and presentations, it is emphasized to the students the importance of familiarizing themselves with these documents as well as other CASLPO documents/resources. Students are encouraged to access the CASLPO website and it is indicated to them that, should they have any questions, CASLPO staff are the key people with whom to communicate. The students are not tested on the topic.

We trust the above satisfactorily answers the questions regarding educational curricula contained in your February 6, 2015 letter. We would be pleased to answer any further questions or receive any comments on this or our earlier response at your convenience.

Yours sincerely,



Scott Whyte
President



Brian O'Riordan
Registrar

Encl. Western University Report, dated May 16, 2015

cc: Members of CASLPO Council
Beth-Ann Kenny, Executive Coordinator, Federation of Health Regulatory Colleges of Ontario
Mary Cook, Executive Director, Ontario Association of Speech-Language Pathologists and
Audiologists (OSLA)
Joanne Charlebois, Executive Director, Speech-Language & Audiology Canada (SAC)

Task Force on the Prevention of Sexual Abuse
Established by the Ministry of Health and Long-Term Care

Report to CASLPO

**School of Communication Sciences and Disorders
Western University
16th May 2015**

“Please provide as many details as possible regarding the curriculum offered in the Ontario educational institutions that prepare your members for practice related to sexual assault, sexual abuse of patients, and boundary violations, including amount of time spent on the topic and whether the student is tested on the topic.”

Responses from Full-time and Part-time faculty in our School:

1. “When teaching in the (our) clinic (i.e., H. A. Leeper Speech and Hearing Clinic), I review the CASLPO boundaries relative to professional/client relationships, boundaries, etc. within the clinical setting. This is normally addressed in the context of other documents within a 1.5 hour teaching session on professional practice issues. I do not test the students. I do not have a specific curriculum component in the theoretical course on this topic.”
2. “This topic gets some coverage in the Intro to Professional Practice course when students are required to explore the professional misconduct legislation. It includes both sexual misconduct between/among professionals and between professional and client. We also briefly address the issue of SLPs providing home practice and the issue of safety when entering client homes. The topic also is discussed when the Duty to Report Abuse of a Vulnerable Population (which includes sexual abuse) legislation is covered. Students are not tested on the content. Content is covered through student presentations.”
3. “This is not addressed at all in:
CSD 9512a – Acoustics, Perception and the Auditory System
CSD 9527b – Modern Practices in Assistive Hearing Technologies I (Implantable Devices)
CSD 9534L – Advanced Topics”
4. “I touched on this topic in the CSD 9511y course (i.e., Applications in Audiometry) but did not spend significant time on it (maybe a 10 minute overview) as I assumed that it was covered in the professional issues course. I did not test on the topic. I do cover this issue with students that (sic – who) come into our lab under the Hearing Science umbrella. But these are not students that have any connection with CASLPO.”
5. “I address boundary violations as part of the Counseling for SLPs course (CSD 9635b). I spend only about 5-10 minutes on this topic (a few Power Point slides). I do not test on this topic.”
6. “No - I don't cover these topics in swallowing (i.e., CSD 9633b Swallowing and Dysphagia; CSD 9643b – Clinical Applications in Swallowing and Dysphagia)”.
7. “I don't address this at all with the students in my (co-taught) course (i.e., CSD 9527b - Modern Practices in Assistive Hearing Technologies I (Implantable Devices))
8. “Nothing on this in any of my courses:
CSD 9632a – Audiology & Hearing Science for the SLP
CSD 9642q – Clinical Application in Audiology & Hearing Science for the SLP
CSD 9514a – Speech Science for Audiology

CSD 9519q – Module – Noise I – Hearing Conservation

CSD 9533q - Module – Noise 2”

9. “I cover these issues briefly in the AAC section of the special topics course (i.e., CSD 9637b - AAC and Other Special Topics in SLP). I would say that it is really minimal--- perhaps 15 minutes and then there are some examples of low-tech boards that allow the students to see how they can make vocabulary accessible to those who use AAC to ensure that they can communicate about sexual (and other) abuse. The 15 minutes in lecture is to make them aware of the high risk functionally non-verbal people are for abuse. It is not highlighted, it is just one point about access to communication and thinking out of the box and I review with them a couple of personal past experiences I have had with having to help report sexual abuse on the behalf of an AAC user and the need for us to be vigilant. The students are not directly tested on this material.”
10. “I discuss confidentiality, privacy and consent to assess and treat during my sessions with the students - have not addressed sexual assault, etc. (CSD 9637b – Head Trauma topic in Special Topics course).”
11. “Historically there have been two lecturers in the Professional Issues course (i.e., CSD 9636a – Professional Practice Issues (SLP): Ms. Lisa Braverman, from Steineke, Macura, LeBlanc, spoke for many years covering all legislation, including sexual abuse/boundaries. This was a portion of a 3-hour lecture. Additionally, there have been years when a lawyer from Western's Equity Services office came to talk about this, human rights and other workplace issues. This would have been a 2-hour lecture. Neither of these lectures focused on sexual assault, per se. The students were not tested on the topic. Neither of these lecturers presented during the past 2 years.”
12. “This is not a formal part of any of my lectures (i.e., CSD 9634b Aural Habilitation/Rehabilitation for the SLP) although I do sometimes briefly mention in "things I have learned" during my last lecture, I talk about how confidentiality of issues disclosed by families is important, keeping thorough records of all contacts and concerns expressed by parents, and how some children with hearing loss may be vulnerable - and may need support in learning vocabulary for a variety of issues (toileting, playground dynamics and 'colloquial expressions' - including swearing). I generally 'assume' that this topic is thoroughly covered in the professional issues course.”
13. “This not addressed in my sections of the neuro clinic practica (i.e., CSD 9601, CSD 9602 and CSD 9603).”
14. “I do not in any of my courses: CSD 9516b – Evoked Potentials and Emissions and CSD 9512a – Acoustics, Perception and the Auditory System” (co-taught)
- 15.

Course	Description	Specific notes on this topic
9520a <u>Professional Practice I</u>	This is an introductory course in professional and clinical practice in the field of audiology. It will introduce students to the profession of audiology, professional competency expectations, professional practice behaviour, reflective practice, regulation of the profession as a health service provider, evidence-based practice and preferred practice guidelines. In addition, the course will prepare students for active participation in the MCISc audiology program at Western, ensuring that students have an introductory	This course introduces professional regulation, behaviour, family-centred practice, and evidence-based practice. As such it provides foundations for training on this topic but does not address it specifically.

	understanding of family-centered/client-centered care.	
<u>9532a</u> <u>Counseling</u>	This course will provide an in-depth overview of foundations of counseling for adults and children with hearing, vestibular and tinnitus disorders and their families. Counseling approaches designed to maximize a patient's ability to understand, adapt and cope with a hearing loss will be discussed.	Boundaries and Scope of Practice with Counseling, including what is within, beyond, how boundaries might be challenged, what to do if boundaries are challenged and setting boundaries (Chpt 1 in Flasher & Fogle, Counseling Skills for SLPs and AUDs) is covered in 9532a. "Advances" from clients are discussed as challenges to boundaries and that clinicians need to refocus clients and set rules of acceptable behaviour that if breached the contract with the client is then terminated. The importance of client and clinician comfort and safety are discussed in terms of setting an appropriate atmosphere and making sure that the clinician is sitting with clear access to an exit. This is covered during the first lecture (3 hours). The focus of this is that we do not "counsel" outside of the areas of the direct impact of the hearing loss. Questions on this may appear on the final exam.
<u>9523a</u> <u>Professional Practice III</u>	The objective of this course will be to expand students understanding of evidence-based practice, ethics in practice, and the importance of utilizing evidence in practice. An introduction to knowledge translation and implementation science will also be provided in an effort to improve their understanding of strategies to create knowledge and implement this knowledge into practice. This course will also review professional practice competencies to assist students for their final clinical placement and transition to audiology practice after graduation.	Students are expected to read all of CASLPO's guidelines, position statements, standards and to be aware of the regulations. They have been provided with the PS on Professional Relationships and Boundaries and PS on Sexual Abuse Prevention Program and are expected to have read them. We have 3 hours of delegated classroom time to discuss the standards as a class. The class is set up in a seminar / discussion format to say exactly how much so the exact amount of time per topic varies. There is a question on their final exam on this topic.
<u>Clinical practica (various)</u>	On a case-by-case basis, students may receive exposure to clinical practice that is relevant to this question. We do not have any objective measures of how frequently this topic emerges within	

	clinical practica but would expect this to vary across sites and time.	
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