

Essential Skills and Attributes required for the Study of Audiology

A. Purposes

This document provides information for applicants to Audiology programs, students, faculty, staff, accessibility service providers, health professionals, and the public about the essential skills and attributes (ESAs) expected of candidates in Audiology entry-to-practice programs. The purposes of the ESA document are to:

- provide information to prospective Audiology students so they can make an informed choice regarding applying to a program;
- help prospective and current students decide if they should register with student accessibility services;
- help students, accessibility advisors, faculty, staff and health professionals develop reasonable accommodations such that students may meet the ESA requirements;
- help ensure the safety of students during the education program and
- help ensure the safety of clients during student-led clinical encounters.

B. Essential Skills and Attributes for Graduate Study in Audiology

(Adapted from Geisel School of Medicine, Dartmouth College:

<https://geiselmed.dartmouth.edu/admin/learnserv/esmpg.shtml>)

The Audiologist functions as a scholar, communicator, collaborator, clinician, professional, advocate, and leader (CAASPR Draft Essential Competencies for SLP Practice; CanMEDS Framework: <http://www.royalcollege.ca/rcsite/canmeds/canmeds-framework-e>). Ontario university Audiology programs provide Audiology students with opportunities to develop the essential competencies to fulfill these roles, and to become eligible for entry-level practice in Ontario. To practice as an Audiologist in Ontario, an

individual must also become registered with the provincial regulatory organization, the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO).

Essential Skills and Attributes (ESAs) refer to the skills and attributes that allow students to develop scientific knowledge, specific skills, and attitudes, and to meet essential competency standards for professional practice. ESAs are the foundation for academic success and for the practice of Audiology upon graduation. An offer of admission to an Audiology program should not be interpreted as evidence that the program has independently verified that an applicant possesses these ESAs.

Graduate students in Audiology must demonstrate skills and attributes in four broad areas:

- Sensorimotor function
- Cognition
- Communication
- Professionalism

i. Sensorimotor Function

Students must have sufficient sensorimotor function to:

- Participate in all classes, groups, and activities that are part of the curriculum, including small group discussions and presentations, large-group lectures, one-on-one interactions, demonstrations, client encounters (at a distance and face to face)
- Read, write, and use digital media
- Perform basic assessment procedures, including examining clients
- Provide intervention and other aspects of care

- Function in a variety of settings (e.g., hospitals, private practice, schools, community settings)
- Perform in an acceptably independent and competent way in clinical environments that may sometimes be stressful and distracting
- Demonstrate competencies

Examples of activities requiring sensorimotor capabilities include, but are not limited to: reading books, articles, and online resources; participating in classes, small groups, client presentations, review sessions, and laboratory work; using a computer; interacting with clients of different ages (from infants to older adults), in a variety of settings (e.g., hospital, school, private clinic, community setting); using clinical tools and instruments either directly or in an adaptive form to perform audiological, vestibular, and electro-acoustic evaluations in a safe, effective, and efficient manner; and wearing appropriate equipment, such as a gloves, gown, and mask, as called for by the clinical situation.

ii. Cognition

In addition to basic cognitive functions such as language, memory, attention, and visuospatial functions, students must be able to demonstrate higher-level cognitive abilities, including:

- Executive functions (e.g., initiation, behavioral regulation, cognitive flexibility)
- Calculation
- Analysis
- Synthesis
- Organization
- Application
- Rational thought

- Clinical reasoning
- Ethical reasoning
- Sound judgment

Examples of higher-level cognitive abilities include, but are not limited to:

understanding, synthesizing, and recalling material presented in classes, laboratories, small groups, client interactions, and meetings with preceptors; successfully passing oral, written, and practical exams; understanding ethical issues related to the practice of Audiology; engaging in problem solving independently and in small groups; interpreting the results of client examinations and diagnostic tests; analyzing client and environmental characteristics, and determining the appropriate sequence of events to effect successful intervention; working through clinical problems and exhibiting sound judgment in a variety of clinical settings; making concise, cogent, and thorough presentations based on various kinds of data collection, including web-based research; knowing how to organize information, materials, and tasks in order to perform efficiently in clinical settings; initiating, planning, and organizing classroom-based and clinical tasks; understanding how to work and learn independently; understanding how to function effectively as part of a healthcare team.

iii. Communication

Students must be able to communicate skillfully with faculty members, other members of the healthcare team, clients, families, and other students, in the language of their graduate program (English or French), in order to:

- Elicit information
- Convey information
- Clarify information
- Create rapport

- Develop therapeutic relationships
- Demonstrate competencies

Examples of areas in which skillful communication is required include, but are not limited to: answering oral and written exam questions; eliciting a history from a client; presenting information in oral and written form to preceptors; participating in small-group discussions/interactions that may sometimes be fast paced; writing assessment reports and documenting treatment; making presentations (formal and informal) in academic and practicum settings; communicating with members of the healthcare team; talking with clients and their families about communication, hearing, and balance issues; interacting in a therapeutic manner with clients; educating clients, their families, and other stakeholders involved in the client's care; interacting with and responding to clinical preceptors; and writing notes and papers and completing assignments on a web-based educational platform.

It is important to note that some programs may have specific communication requirements to meet the needs of the population in a particular geographical area.

iv. Professionalism

Students must demonstrate mature and ethical conduct. They must be able to:

- consistently display integrity, honesty, empathy, caring, fairness, respect for self and others, diligence, and dedication;
- promptly complete all assignments and responsibilities attendant to the assessment and treatment of clients;
- communicate with, examine, and provide care for all clients—including those whose gender, ethnicity, culture, sexual orientation, or spiritual beliefs are different from students' own;
- develop mature, sensitive, and effective relationships, not only with clients but with all members of healthcare teams;

- abide by all provincial, national, and local laws and regulations, as well as all University's codes of conduct;
- tolerate physically, emotionally, and mentally demanding workloads;
- function effectively under stress, and proactively make use of available resources to help maintain both physical and mental health;
- adapt to changing environments and be able to learn in the face of uncertainty and
- take responsibility for themselves and their behaviors.

Examples of professional behavior include, but are not limited to: showing up for required experiences on time and prepared; handing in assignments on time; refraining from plagiarizing or cheating; treating faculty, staff, and other students with respect; making an effort to understand prejudices and preconceptions that might affect client interactions or collegial relationships (especially in the areas of race and ethnicity, sexual orientation, gender, disability, age, and religious difference); developing successful working relationships with preceptors, staff, and peers by accepting and integrating constructive feedback with open-mindedness and the intention to improve; maintaining a professional demeanor in clinical interactions; representing oneself accurately; appreciating and preserving client confidentiality; responding sensitively to clients' social and psychological issues; understanding social biases and stigmas, and not reinforcing them; developing empathic listening skills; advocating for clients when appropriate; using hospital/clinic resources responsibly; showing up prepared and on time for all clinical meetings; getting advice when handling ethical dilemmas; and contributing to the effectiveness, efficiency, and collegiality of care provider teams.

C. Students with Disabilities

Ontario Audiology programs are committed to ensuring that students are afforded an academic environment that is dedicated to the advancement of learning and that is based on the principles of equitable access and individual dignity; as such, they are

committed to facilitating the integration of students with disabilities into the University community. Their Faculties/Schools also strive to preserve the academic integrity of the University and the program by affirming that all students satisfy the essential requirements of the program and program courses.

Each student with a disability is entitled to reasonable accommodation that will assist her/him to meet the program standards and academic requirements. Reasonable accommodation cannot compromise the essential requirements of a program or client/patient safety and well-being. The purpose of a reasonable accommodation is to ensure the student with a disability has the same opportunity as his/her student peers to attain the required operational level, but is not meant to guarantee success in the program.

Exploring reasonable accommodation options may involve the exercise of flexibility by both the University and the student with a disability, while maintaining the academic and technical standards and requirements of the program. The student with a disability must be able to demonstrate the requisite knowledge and behaviours, and perform the necessary skills independently and safely. In rare circumstances an intermediary may be appropriate. Instances when an intermediary may not be appropriate include, for example, where the intermediary has to provide cognitive support; or is a substitute for cognitive skills; or is solely conducting an assessment or treatment; or supplements clinical reasoning or judgment. The appropriateness of an intermediary will be assessed on a case by case basis.

Before accepting an offer of admission, students who may require disability related accommodations are strongly advised to review the policies, procedures, and regulations regarding accommodations and consult with the University's student accommodation services and the Faculty/School making the offer. Please note that certain accommodations obtained in previous educational settings may not be appropriate, particularly with respect to clinical requirements. If admitted, students will be required to follow the policies and procedures of the University and the Faculty/School within which the program is located.

Note: Specific programs in Ontario may have additional program specific essential requirements.

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