



Australian Government

HLTAUD002 Conduct play audiometry

Release: 1

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Modification History

Release	Comments
Release 1	<p>This version was released in <i>HLT Health Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.</p>

Application

This unit describes the skills and knowledge required to prepare for and conduct play pure tone audiometry tests for school age children without any developmental delay, using standard test protocols.

This unit applies to any person who assesses school aged children's hearing. This may include audiometrists, allied health assistants who support audiologists in health care organisations, nurses and Aboriginal and Torres Strait Islander health workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Prepare for tests

1.1 Ensure information, including required forms, is accessible and ready for use

1.2 Achieve required ambient noise levels in preparation of testing environment

1.3 Prepare, calibrate and check equipment and instruments

1.4 Ensure personal protective equipment is available and used

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

2. Establish a positive relationship with child and carer

2.1 Explain the test procedure clearly and simply to the child

2.2 Gain consent from carer where applicable

2.3 Give child the opportunity to ask questions and discuss concerns

2.4 Identify and meet special needs of child

2.5 Maintain confidentiality of client information

3. Conduct otoscopy

3.1 Follow personal hygiene and infection control procedures

3.2 Conduct otoscopy in a non-threatening manner and produce valid, reliable and accurate results in accordance with relevant policy and procedures

3.3 Identify and respond to any abnormalities of the ear canal

3.4 Identify contra-indications for proceeding with further hearing assessments

3.5 Make referral to appropriate agency for further assessment and treatment if required

4. Complete hearing test

4.1 Follow personal hygiene and infection control procedures

4.2 Conduct play audiometry following procedures for correct use of equipment

4.3 Produce valid, reliable and accurate results in accordance with relevant policy and procedures (threshold or pass/fail screening)

4.4 Take steps to maximise test accuracy, validity and reliability

4.5 Identify unreliable results and complete re-test according to standard protocols

4.6 Conduct screening tympanometry in accordance with

ELEMENT

PERFORMANCE CRITERIA

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required procedures

4.7 Record results in accordance with relevant policies and procedures

4.8 Clean and store equipment in accordance with manufacturers' requirements and infection control procedures

5. Review test results with child and their carer

5.1 Examine results and determine outcome from data obtained

5.2 Communicate outcome of tests clearly and simply to the child and their carer

5.3 Discuss options for further tests with carer

5.4 Give child and carer the opportunity to ask questions and discuss areas of concern

5.5 Document and file test results in accordance with relevant policies and procedures

6. Refer client to appropriate facility

6.1 Make referral to appropriate agency if required

6.2 Establish contact with referral agency and provide key client information

6.3 Discuss relevant issues and concerns with relevant personnel at facility

6.4 Follow up referral to ensure continuity of case management

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this

unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>