



Australian Government

Department of Education, Employment and Workplace Relations

HLTAU508B Identify needs for referral

Release: 1

HLTAU508B Identify needs for referral

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to assess the need for medical, audiometric or rehabilitative referral, through an applying an understanding of anatomy and physiology of the hearing and balance organs, the pathologies that cause hearing loss and balance disorders and the common signs and symptoms of these

Application of the Unit

Application

Work performed requires specific knowledge in relation to the recognition of a range of hearing disorders and the ability to communicate well

All tasks are conducted in accordance with industry standards, organisation policies and procedures, and infection control guidelines

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Identify the need for medical or audiological referral arising from client interview

PERFORMANCE CRITERIA

- 1.1 Demonstrate knowledge of the anatomy and physiology of the auditory and vestibular systems and central auditory pathways
- 1.2 Discuss the difference between a clinical sign and a symptom
- 1.3 Demonstrate a broad knowledge of the factors that can cause a disruption of the auditory and/or vestibular system
- 1.4 Demonstrate knowledge of the possible effect of a peripheral and central lesion on the auditory system and common signs and symptoms that would be evident to identify each
- 1.5 Demonstrate knowledge of the possible effect of a peripheral and central lesion on the vestibular system and common signs and symptoms that would be evident to identify each
- 1.6 Accurately identify an appropriate professional for referral in each case and explain the rationale for each referral
- 1.7 Demonstrate knowledge of the *rehabilitative criteria for audiological referral*

ELEMENT**PERFORMANCE CRITERIA**

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| 2. Identify the need for an audiometric referral | 2.1 Demonstrate knowledge of the <i>audiometric criteria for medical referral</i> |
| | 2.2 Demonstrate knowledge of the typical pathologies that can cause these types of audiometric results and explain why medical referral is needed |
| | 2.3 Demonstrate knowledge of how different types of audiological and electrophysiological tests can be used to provide further information to differentially diagnose a lesion |
| | 2.4 Identify the need for urgent versus non-urgent referral based on audiometric criteria |
| 3. Make appropriate referrals to other health care professionals | 3.1 Identify the different professionals that may be involved in the rehabilitation of hearing loss and their role in the rehabilitative process |
| | 3.2 Determine the need for referral to <i>other health professionals or agencies</i> |
| | 3.3 Include relevant information in referral and/or brief appropriate health professional on reason for referral |
| | 3.4 Include client in referral communications |
| | 3.5 Document referral in accordance with organisation requirements |
| 4. Work in collaboration with other agencies | 4.1 Identify a range of health care professionals and services |
| | 4.2 Consult other health care professionals and support services to determine the most appropriate source for referral |
| | 4.3 Relate effectively and knowledgeably with other health care professionals |
| | 4.4 Provide assistance to other health care professionals, services and/or carers as required |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- The anatomy and physiology of the hearing and balance organs
- The aetiology of pathologies that affect the hearing and balance organs and how these present in the client interview as signs or symptoms
- The audiometric patterns that arise from hearing pathologies
- Identification of factors that require medical or audiometric referral
- Identification of factors that require referral from complex rehabilitation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply knowledge to determine whether a client needs to be referred and if so to whom
- Write comprehensive and accurate referrals

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Use interpersonal skills to relate to people from a range of social, cultural and religious backgrounds and physical and mental abilities
- Use numeracy skills including the ability to interpret data and record client results
- Use oral communication skills-language competence required to fulfil job role in a safe manner and as specified by the organisation. Assessors should look for skills in asking systematic questions, providing clear information, listening to and understanding client areas of concern, and demonstrating ethical practice and procedures in dealing with clients. Effective verbal and non verbal communication skills with a range of internal and external persons are essential together with competence in English or a community language, depending on the client group
- Use problem solving skills including an ability to use available resources and determine accuracy of test results
- Use reading and writing skills-literacy competence required to fulfil job roles safely and

REQUIRED SKILLS AND KNOWLEDGE

effectively. The level of skill required involves reading and documenting clinical information and understanding procedure manuals

- Work with others

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- Access to appropriate workplace, equipment and instruments where assessment can take place or the simulation of realistic workplace setting, including access to equipment for assessments
 - Relevant organisation policy, guidelines, procedures and protocols
 - Relevant professional bodies policies and guidelines on the conduct of screening hearing tests
 - Relevant legislative and regulatory documents
 - Relevant publications from peer-reviewed sources
 - Access to professional library for accurate and current relevant information
 - Manufacturers' specifications for the use and storage of equipment

EVIDENCE GUIDE

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- Clinical skills involving direct client care are to be assessed initially in a simulated clinical setting (laboratory). If successful, a second assessment is to be conducted during workplace application under direct supervision.
- Practical case presentation
- Case studies and scenarios
- Interviews/questioning/written examination
- Role plays

Related units:

This unit is to be assessed in conjunction with the following related units:

- HLTAU505B Dispense and maintain hearing devices for adults and provide communication counselling
- HLTAU506B Develop, implement and evaluate an individual hearing program
- HLTAU507B Apply hearing device technology

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Anatomy and physiology may include:

- Peripheral auditory system
- Central auditory system
- Peripheral vestibular system
- Central vestibular system

Pathologies may include:

- Otosclerosis
- Otitis media
- Cholesteatoma
- Glomous tumour
- Acoustic neuroma
- Meniere's disease
- Benign positional vertigo
- Auditory neuropathy
- Large vestibular aqueduct syndrome
- Viral/bacterial labyrinthitis
- Perilymphatic fistula

Electrophysiological and audiological tests may include:

- Otacoustic emissions
- Auditory evoked potentials (including electrocochleography, auditory brainstem response, obligatory and discriminatory cortical auditory evoked potentials)
- Electronystagmography
- Hallpike test

Audiometric criteria for medical referral include:

- Fluctuating hearing loss
- Asymmetric hearing loss
- Inconsistent audiometric results
- Sudden hearing loss
- Conductive hearing loss

RANGE STATEMENT

Factors that identify a need for audiometric referral may include:

- Asymmetric hearing loss
- Balance problems
- Unilateral or sudden onset tinnitus
- Sudden hearing loss
- Facial palsy
- Fluctuating hearing loss

Rehabilitative criteria for audiological referral include:

- Profound hearing loss or severe communication impairment, which means communication difficulty that:
 - prevents the person from communicating effectively in his or her own environment
 - is caused or aggravated by significant physical, intellectual, mental, emotional or social disability

Rehabilitative needs for referral may include:

- Profound hearing loss
- Severe communication impairment

Other health professionals or agencies may include:

- Audiologists
- Other allied health practitioners
- Medical practitioners
- Medical facilities
- Rehabilitation centres
- Self help organisations

Unit Sector(s)

Not Applicable