



Australian Government

Department of Education, Employment and Workplace Relations

HLTAU501C Conduct screening hearing tests for children

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to conduct screening hearing tests for individuals who are employed in industry or other employment that might give rise to hearing loss

Application of the Unit

Application

Work performed requires specific knowledge in relation to conducting screening hearing tests and the ability to communicate well. The skills required are limited to performance of screening tests within mass hearing loss identification programs

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

PERFORMANCE CRITERIA

1. Prepare for *screening tests*

- 1.1 Ensure *information*, including required forms are accessible and ready for use
- 1.2 Assess the environment for screening test suitability
- 1.3 Check *equipment and attachments* for assessments and ensure they are calibrated ready for use
- 1.4 Ensure *personal protective equipment* is available and used if required

2. Establish a positive relationship with the client

- 2.1 Explain the test procedure clearly and simply to the client
- 2.2 Gain *informed consent* from client where applicable
- 2.3 Give client the opportunity to ask questions and discuss concerns
- 2.4 Identify and meet special needs of client
- 2.5 Maintain *confidentiality of client* information

ELEMENT**PERFORMANCE CRITERIA****3. Conduct otoscopy**

- 3.1 Follow *personal hygiene and infection control* procedures
- 3.2 Conduct otoscopy to produce valid, reliable and accurate results and in accordance with *relevant policy and procedures*
- 3.3 Identify *contra-indications for proceeding* with further screening tests
- 3.4 Make *referral* to appropriate agency for further assessment and treatment if required

4. Conduct further screening hearing tests

- 4.1 Follow *personal hygiene and infection control* procedures
- 4.2 Conduct screening hearing tests to produce valid, reliable and accurate results and in accordance with relevant policy and procedures
- 4.3 *Take steps* maximise test accuracy, validity and reliability
- 4.4 Conduct a re-test if test results are unreliable
- 4.5 Record results in accordance with relevant policies and procedures

5. Review test results with client and their carer

- 5.1 Examine results to determine *outcome of screening test*
- 5.2 Communicate outcome of tests clearly and simply to the client and their carer
- 5.3 Discuss options for further tests with client
- 5.4 Give the client/carers the opportunity to ask questions and discuss areas of concern
- 5.5 Record, document and file in accordance with relevant policies and procedures

ELEMENT**PERFORMANCE CRITERIA**

6. Refer client to appropriate facility

6.1 Make referral to appropriate agency for detailed assessment if client fails screening test

6.2 Establish contact with referral facility and key client information provided

6.3 Discuss relevant issues and concerns with relevant personnel at facility

6.4 Follow up referral with facility to ensure continuity of case management

7. Clean and store equipment

7.1 Clean and/or dispose of equipment in accordance with manufacturers' requirements and infection control procedures

7.2 Store equipment and attachments in accordance with organisation policy and procedures

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:

- Current relevant Australian Standards
- Knowledge and understanding of relevant abbreviations and symbols
- Relevant anatomy and physiology to enable test performance to be accurate and of minimum risk to clients
- Relevant aspects of hearing loss, its types and its effects
- Relevant aspects of the auditory process
- Requirements for accurate conduction of hearing tests

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Accurately perform screening hearing tests on children
- Accurately perform simple otoscopic examination on children
- Communicate effectively with client regarding the procedures and the outcomes of the tests
- Conduct accurate screening hearing tests on children
- Operate audiometry equipment correctly and in accordance with manufacturers' specifications
- Recognise conditions when test results may be unreliable
- Recognise when a client is not giving true thresholds

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:

- Deal with conflict
- Use interpersonal skills to relate to people from a range of social, cultural and religious backgrounds and physical and mental abilities
- Use numeracy skills ranging from the ability to interpret data and record client results
- Use oral communication skills-language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Effective verbal and nonverbal communication skills with a range of internal and external persons are essential, together with competence in English or a community language, depending on client group
- Use problem solving skills including an ability to use available resources and plan daily work routine
- Use reading and writing skills-literacy competence required to fulfil job roles in a safe manner and as specified by the organisation. The level of skill required involves reading and documenting clinical information and understanding procedure manuals
- Work with others and display empathy with client and carers

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

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

EVIDENCE GUIDE

Context of and specific resources for assessment:

- Access to appropriate workplace and equipment where screening hearing tests 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 of the National Acoustic Laboratories
- Manufacturers' specifications for the use and storage of equipment

Method of assessment

- Observation in the work place
- 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
- Case studies and scenarios
- Interviews/Questioning
- Role plays

Related units:

- This unit can be assessed independently, however holistic assessment practice with other audiometry units of competency is encouraged

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.

Screening tests restricted to:

- Pure tone audiometry tests ie air conduction screening test, air conduction threshold test

Information may include:

- Client medical history
- Referral letter
- Consent form
- Correspondence
- Previous test results
- Current Standards

Equipment and attachments may include:

- Otoscope
- Screening audiometer

Personal protective equipment may include:

- Gloves

Clients may include:

- Children (of school age) and their carers

Informed consent may include:

- Written
- Verbal
- Implied

RANGE STATEMENT

Client confidentiality may include:

- Legal and ethical requirements
- Secure location for written records
- Consulting rooms with privacy
- Information disclosed to an appropriate person consistent with the responsibility of this position
- Adherence to Privacy Act

Personal hygiene/infection control procedures may include:

- Washing hands
- Current National Health and Medical Research Council (NHMRC) guidelines for infection control in health care settings
- Standard Precautions and Additional Precautions as defined by the NHMRC
- Current Australian Standards
- Local Government ordinances
- Other legislative requirements

Relevant policies and procedures may include:

- Organisation
- Industry standards (state and national)
- Office of Hearing Services
- Privacy Act
- Research organisations e.g. National Acoustic Laboratory (NAL)
- Relevant state/territory OHS bodies
- Industry professional bodies
- Relevant Australian standards

Contraindications for proceeding with further screening tests include:

- Excessive cerumen
- Foreign body
- Discharge from the ear
- Atresia

Referral agencies may include:

- Audiologist
- Medical practitioner
- Medical facilities

RANGE STATEMENT

Steps taken to maximise test accuracy may include:

- Sound proof facility
- Client comfort

Outcome of tests may include:

- Pass or fail test

Unit Sector(s)

Not Applicable