



Australian Government

Department of Education, Employment and Workplace Relations

HLTAU506B Develop and implement an individual hearing program

Release: 1

HLTAU506B Develop and implement an individual hearing program

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to identify the communicative needs of clients, document these needs, develop intervention strategies to overcome these, and implement and evaluate the program using a recognised technique

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

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Apply an understanding of communication impairment to the development of realistic communication goals | 1.1 Demonstrate an awareness of the <i>social implications of a communication</i> impairment |
| | 1.2 Demonstrate knowledge of client communicative needs <i>assessment tools</i> |
| | 1.3 Demonstrate ability to select and use an appropriate communicative assessment tool for client |
| | 1.4 Demonstrate knowledge of the need for developing realistic expectations for clients in a hearing program |
| | 1.5 Demonstrate sound knowledge of the benefits and limitations of <i>hearing devices and their use in overcoming communication breakdown</i> |

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 2. Assess the communicative needs of clients with hearing impairment and implement hearing program | <ul style="list-style-type: none">2.1 Identify <i>factors contributing to the communicative breakdown</i>2.2 Identify <i>impact of client's hearing impairment on carers/relatives</i>2.3 Negotiate and develop realistic communication goals with the client2.4 Accurately document effects of communication impairment and the communicative needs of the client in client records2.5 Use information gathered to formulate a hearing <i>program to minimise effects of hearing loss</i>2.6 Use the program to appropriately meet the communication goals of the client2.7 Effectively implement the hearing program ensuring client participation and commitment |
| 3. Evaluate the hearing program | <ul style="list-style-type: none">3.1 List the different evaluative tools that are available and the different factors that they assess3.2 Explain the benefits and limitations of the different evaluative tools in the assessment of effective rehabilitation3.3 Use the evaluative tools to determine outcomes of hearing program3.4 Identify remaining communicative needs and establish whether these can be met with additional advice or basic communicative strategies |
| 4. Work in collaboration with other agencies | <ul style="list-style-type: none">4.1 Identify a range of health care professionals and services4.2 Consult other health care professionals and support services to determine the most appropriate source for referral4.3 Relate effectively and knowledgeably with other health care professionals4.4 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:

- Communication impairments and possible social consequences
- The interrelationships with other professions
- Other agencies providing services to people with complex hearing health needs

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Establish effective working relationships with external agencies
- Interpret and record results accurately and identify options available to clients
- Meet client needs and establish realistic goals through effective communication with client
- 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

REQUIRED SKILLS AND KNOWLEDGE

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 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 exams
- 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
- HLTAU507B Apply hearing device technology
- HLTAU508B Identify needs for referral

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

Social and psychological implications of a communication impairment include:

- Social and physical isolation
- Reduced participation in activities requiring hearing ability
- Tension between the hearing impaired person and their carer/friends/family
- Depression and anxiety

Assessment tools may include:

- Interview

and one of the following

- Client-Oriented Scale of Improvement (COSI)
- Abbreviated Profile of Hearing Aid Benefit (APHAB)
- Glasgow Hearing Aid Benefit Profile (GHABP)
- Hearing Aid User Questionnaire (HAUQ)
- Hearing Inventory for the Elderly (HIE)

Knowledge of hearing devices and their technical features include:

- Hearing aids
- Assistive listening devices
- Alerting devices
- Hearing aid technology features and benefits

Factors contributing to complexity of needs may include:

- Other disabilities
- Other health issues
- Severity of hearing loss
- Non-English speaking background
- Primary communication mode is signing
- Residential environment (such as aged care facility)

Impact of client's hearing loss on carers/relatives may include:

- Tension caused by difficult communication
- Restricted social contact
- Dependence on carer
- Cost of hearing aids and other assistive devices
- Attending appointments

RANGE STATEMENT

Hearing programs may include

- Assistive listening device dispensing
- Hearing aid dispensing
- Provision of basic communication strategies

Other health professionals or agencies may include:

- Audiologist
- Other allied health professionals
- Medical practitioner
- Medical facilities
- Rehabilitation centres
- Self help organisations

Unit Sector(s)

Not Applicable