

Audiology Core Competencies Demo Worksheet

The Audiology Core Competencies worksheet is a reference document to guide expectations related to the expected level of competence *prior* to the initiation of the final-year externship. A few examples with a key to the worksheet is provided below.

The marked level of competency for each skill is a recommendation only. These recommendations are made with due acknowledgment of individual differences. For some advanced and tertiary skills, no “Exp” (expected) recommendations are provided, as not all students may have had the opportunity to begin developing those skills before the externship.

EXAMPLE 1. Student A has progressed steadily on these skills with her status after the first, second, and third years marked by 1, 2, and 3, respectively.

Note that, by the third year, student A is at the recommended competency level in two of the skills and exceeds the recommendation in the rest.

Exp = Expected

| AUDIOLOGY CORE COMPETENCIES | Student Name: A | | | | | | | | | | |
|--|-----------------|-----|-----|---------|-----|-----|-----------|-----|-----|---------|-----|
| | Emerging | | | Present | | | Developed | | | Mastery | |
| | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 95% | Exp |
| PATIENT INTERVIEW/AUDIOLOGIC CASE HISTORY | | | | | | | | | | | |
| Exhibits professional behavior during interactions | | | 1 | | | 2 | | | | 3 | 95% |
| Asks appropriate questions | | | | 1 | | | 2 | | | 3 | 90% |
| Asks appropriate follow-up questions | | | | | 1 | | 2 | | | 3 | 90% |
| Uses both open and closed questions | | | | | | | | | 3 | | 90% |
| Facilitates a professional atmosphere | | | 1 | | | 2 | | | | 3 | 90% |
| Puts the patient at ease | 1 | | | | | | 2 | | | 3 | 90% |

EXAMPLE 2. Chronically underperforming student B is documented in the first few rows. The progress in the first two years should have been a flag for the program. In this sense, the competencies chart can serve as a progress monitor.

| AUDIOLOGY CORE COMPETENCIES | | | | Student Name: B | | | | | | | |
|--|----------|-----|-----|-----------------|-----|-----|-----------|-----|-----|---------|-----|
| | Emerging | | | Present | | | Developed | | | Mastery | Exp |
| | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 95% | |
| HEARING AID EVALUATION | | | | | | | | | | | |
| HEARING AID SELECTION | 1 | 2 | 3 | | | | | | | | 90% |
| Selects appropriate test battery to support HA selection process (MCL, LDL, COSI, HHHI, lifestyle assessments, QuickSIN, TEN test, etc.) | | 1 | | | 2 | | | 3 | | | 90% |
| Accurately performs test battery | | | 1 | | | 2 | 3 | | | | 90% |
| Demonstrates knowledge of hearing aid technology | | 1 | | | 2 | | | | 3 | | 90% |
| Selects appropriate technology based on test performance and patient needs | 1 | 2 | 3 | | | | | | | | 90% |
| Counsels patient successfully on hearing aid choices | | | | | | | | | | | 90% |
| HEARING AID FITTING | 1 | | | | 2 | 3 | | | | | 90% |
| Demonstrates ability to insert earmold/device into ear | | | | | | | | | | | 95% |
| Accurately trims earmold tubing length | | | | | | | | | | | 95% |
| Exhibits ability to determine appropriate fit (likeliness of discomfort, feedback, etc.) | | | | | | | | | | | 95% |
| Instructs patient on care and use, according to patient's level of understanding | | | | | | | | | | | 95% |
| HEARING AID PROGRAMMING | | | | | | | | | | | 90% |
| Prepares patient with regard to accurate device and programming software setup | | | | | | | | | | | 95% |
| Successfully manipulates program software to support optimized performance of devices (able to change output, compressions settings, feedback, and program management, etc.) | | | | | | | | | | | 90% |