



Learner:		Mentor:		Date:	
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Tasks	Did not perform Without being reminded	Performed inadequately Before being helped	Performed satisfactorily Before being helped	Performed excellently Before being helped
Before ear health screen				
1. Sets up appropriately: <ul style="list-style-type: none"> Chair for person and themselves Has equipment ready: <ul style="list-style-type: none"> An otoscope and speculum/s Tissues for dry mopping Ear washout kit Checks otoscope is working Washes hands. 				
2. Explains the ear health screen: <ul style="list-style-type: none"> Asks if the person consents. 				
Screening questions				
3. Asks person (or caregiver if child) screening questions: <ul style="list-style-type: none"> Identifies if referral required. 				
Ear check: Outside of ear				
4. Checks outside of ear: <ul style="list-style-type: none"> Checks front and back of pinna is healthy Identifies if referral required. 				
Ear check: Inside of ear				
5. Before looking in the person's ear: <ul style="list-style-type: none"> Selects correct size of speculum for the 				

Tasks	Did not perform Without being reminded	Performed inadequately Before being helped	Performed satisfactorily Before being helped	Performed excellently Before being helped
person and cleans before using <ul style="list-style-type: none"> • Checks for sign of ear pain by gently pressing the tragus • If any sign of ear discharge, removes discharge first with dry mopping • Holds person's pinna correctly to straighten ear canal (adult/child) • Holds the otoscope correctly. 				
6. Checks inside of person's ear with otoscope: <ul style="list-style-type: none"> • Inserts speculum gently in ear canal: <ul style="list-style-type: none"> ◦ Stops if person experiences pain • Identifies if inside of person's ear is healthy • If ear is not healthy: <ul style="list-style-type: none"> ◦ Identifies if ear washout or referral required ◦ If necessary, plans follow up after person has treatment. 				
Dry mopping				
7. Dry mopping: <ul style="list-style-type: none"> • Explains dry mopping and asks for consent • Prepares tissue wick correctly • Inserts tissue wick correctly: <ul style="list-style-type: none"> ◦ Depth (2-3 centimetres) and time (10 seconds) ◦ Repeats with new tissue wick until it is no longer wet • Checks with otoscope all fluid has been removed. 				

Tasks	Did not perform Without being reminded	Performed inadequately Before being helped	Performed satisfactorily Before being helped	Performed excellently Before being helped
Ear washout				
<p>8. Ear washout:</p> <ul style="list-style-type: none"> • Checks if it is safe to carry out ear washout. Asks about: <ul style="list-style-type: none"> ◦ Pain in ear, known hole in eardrum, previous ear surgery ◦ Identifies need for referral if necessary • Explains ear washout and asks for consent • Checks water temperature is correct: <ul style="list-style-type: none"> ◦ Points syringe correctly (top of ear canal and slightly backwards) • Checks ear canal is clear with otoscope and repeats washout up to three times if necessary: <ul style="list-style-type: none"> ◦ If ear washout is not successful, ask to return next day ◦ If ear washout is not successful after two visits, refer to ear and hearing professional • Stops ear washout if person complains of ear pain. 				
Throughout				
9. Demonstrates safe and person-centred practice throughout screen.				

Notes for mentors

Use this service delivery checklist to help:

- Evaluate how learners perform the tasks to safely carry out an ear health screen and whether:
 - They can safely carry out a simple ear health screen independently, or
 - Need extra mentoring and if so, which tasks they need to practise.

Note that:

- This checklist focuses on the most important tasks that are covered in the Hearing assistive products module.
- There may be other tasks you would like your learners to develop. You can further develop this checklist if this would be helpful.
- You may not be able to observe all tasks in one session, as follow up will happen later.

To use the checklist:

- Observe learners carrying out an ear health screen. This may be through role play (practising with each other) or with people who require a screen.
- Always make sure that practice with people is carried out safely.
- Note on the form whether the learner has performed each task using the following:
 - **Did not perform:** Without being reminded
 - **Performed inadequately:** Before being helped
 - **Performed satisfactorily:** Before being helped
 - **Performed excellently:** Before being helped.
- Include comments on what the learner has done well, or areas that need further practice.

Providing feedback to learners:

- Discuss your observations with learners. Share with them their strengths and areas needing more practice.
- Provide a copy of the completed checklist to the learner as their record.
- Continue to provide mentoring and support; and re-evaluate as they develop skills and confidence.

When is a learner ready to carry out an ear health screen independently?

- To carry out an ear health screen, a learner should consistently complete all tasks correctly.
- Remember, mentoring and supervision is an ongoing process, to continue improving skills.