



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
Step one: Select				
1. Carries out hearing test: <ul style="list-style-type: none"> Explains hearing test to child and caregiver Practices test response Carries out hearing test Records results correctly. 				
2. Collects relevant information on the assessment form: <ul style="list-style-type: none"> Identifies when a child needs referral to an ear and hearing professional Selects hearing aids that best meet the child's needs based on results of the hearing test. 				
Step two: Fit				
3. Checks hearing aids: <ul style="list-style-type: none"> For damage With listening tube and uses Ling sounds. 				
4. Programmes hearing aids: <ul style="list-style-type: none"> Before starting - connects hearing aids to the programming device correctly Creates a record, enters hearing test results correctly Selects type of earmould, prescriptive 				

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formula and 'first fit'. <ul style="list-style-type: none"> Saves the settings and closes application before disconnecting the hearing aid from the programmer. 				
5. For hearing aid trial: <ul style="list-style-type: none"> Fits hearing aid: <ul style="list-style-type: none"> Selects correct earmould size Adjusts earmould tube to fit Checks fit. Adjusts hearing aid: <ul style="list-style-type: none"> Adjusts volume to hear speaking voice 1.5 metres away clearly with no feedback (whistling). 				
Step three: Use				
6. Teaches child and caregiver how to use hearing aids: <ul style="list-style-type: none"> Explains: <ul style="list-style-type: none"> Benefits of hearing aids Building up use Parts of a hearing aid. Explains and demonstrates: <ul style="list-style-type: none"> Turning hearing aid on and off and adjusting volume Putting on and taking off hearing aids Replacing and looking after battery. 				
7. Teaches child and caregiver to care for hearing aids: <ul style="list-style-type: none"> Cleaning earmould and hearing aid Avoiding water damage Storing safely. 				

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Step four: Follow up				
<p>8. Hearing aid follow up for children:</p> <ul style="list-style-type: none"> • Asks questions and checks child hears at least five of the six Ling sounds to find out if child is fully benefitting • If not, checks hearing aids, ear health and carries out problem solving as needed • Identifies if child has a problem which requires in person follow up • Refers to ear and hearing professional if needed. 				
<p>9. Carries out cleaning/repairs:</p> <ul style="list-style-type: none"> • Cleans hearing aids and removes ear wax • Replaces spare parts if needed - earmould/earmould tube, ear hook, battery. 				
For all steps				
10. Demonstrates safe and child-friendly practice in all service steps.				

Notes for mentors

Use this service delivery checklist to help:

- Evaluate how learners perform the tasks to safely provide programmable hearing aids and whether:
 - They can safely provide programmable hearing aids 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 Programmable hearing aids 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 the tasks for all four steps in one session, as follow up will happen later.

To use the checklist:

- Observe learners providing programmable hearing aids. This may be through role play (practising with each other) or with people who require hearing aids.
- 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 provide programmable hearing aids independently?

- To provide programmable hearing aids safely, a learner should consistently complete all tasks correctly.
- Remember, mentoring and supervision is an ongoing process, to continue improving skills.