



Alberta College of
Speech-Language Pathologists
and Audiologists
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ACSLPA Continuing Competence Program

External Feedback – Guideline/Document Review - Audiology

*** What is your competence goal for the upcoming year? The goal should be SMART (specific, measurable, achievable, realistic, tangible) and focus on what you intend to learn (e.g., I will improve my knowledge and skills in...).**

I would like to increase my knowledge and skills primarily in mentoring/training as well as hearing screening in general. Specifically, I will focus on learning more about the EHDI program in Alberta. I hope to improve my knowledge and skills on hearing screening (i.e. operation, pitfalls, etc.) and mentoring, so that I can be an effective trainer and resource for the screeners. This will involve familiarization with screening protocols, as well as a review of current literature on mentoring and training.

External Feedback – Guideline/Document Review

A guideline/document review allows you to compare your own practice or performance against an objective standard. You may choose to review a guideline/document of ACSLPA's or another organization (such as your employer or SAC).

Title of guideline being reviewed (provide link where applicable):

Pediatric Auditory Brainstem Response Assessment Procedures and Protocols for use under the Alberta EHDI Program

Note: the text box allows for 4000 characters or about 500 words.

Review each section of the guideline/document and reflect on its contents. You may review a clinical guideline (e.g., dysphagia guidelines, hearing screening guidelines) or non-clinical guideline (e.g., infection prevention and control, occupational health and safety considerations, interprofessional collaboration, documentation).

Review each section of the guideline/document and provide a brief reflection on its contents. Your reflection should include responses to some or all of the following questions your guideline review.

- **Do you currently meet or fulfill this item in your daily practice/work environment?**
- **What might you need to do differently to ensure you are meeting this expectation in the future?**
- **Can you delineate the steps that would be required to ensure you meet this/these guideline(s) or expectation(s)?**

- **What is the importance of this guideline in your professional role?**
- **Which competency area does this guideline address?**
- **Does the guideline or any aspect of it generate future learning goals/continuing competence goals for you? What might those be?**

* My learning objective this year related to my involvement in the Early Hearing Program in Alberta, both in training hearing screeners and conducting diagnostic ABR assessments. It is timely to compare my practice with these guidelines. These guidelines are important to my role as a pediatric audiologist to ensure competency. With the introduction of the Early Hearing Program, I anticipate that I will see a greater number of diagnostic ABRs in the near future. In addition, I will be a mentor to other audiologists conducting ABRs and will need to demonstrate good practice. As part of my role with the Early Hearing Program I will assist in peer-reviews of the ABRs conducted by other audiologists in the province. As such, it will be very important for me to have a good understanding of the guideline and the associated rationale for any changes in clinical practice. One recommendation of the guideline is to initially place both earphones in the ears to allow for switching between the ears while testing. This is ideal so that equivalent information is obtained for each ear. Currently, I only do this if the baby's positioning easily allows for it. In future, I will make an effort to place both earphones in the baby's ears, as it really is more informative. Another focus of the guidelines is to use objective measures of response presence or absence to support interpretation of results. I often use objective measures (but not always) which may lead to testing inefficiency and ambiguity in test interpretation. To make sure that I consistently use these objective measures, I will need to make quick, online decisions. This means that in addition to visual replicability, I will need to use specific criteria (for SNR and RN) to label a collection of runs as 'Response present' (i.e. labelling wave V), 'no response' or 'could not evaluate' immediately. This practice will inform and optimize my test strategy. It will also be valuable to have a peer review my test results to provide feedback on my response decisions and strategy.

The guidelines firstly address 'professional integrity' as they outline provincial expectations for ABR assessments. They also address the 'central role as an audiologist', specifically foundational principles and assessment skills. There are multiple aspects of the guideline that have the potential to generate future learning goals. Mostly they relate to the impact of the Early Hearing Program on provincial processes. These processes will continue to evolve and I will need to keep informed about these changes. For example, for infants who are diagnosed with hearing loss, the intervention processes may change from current practice. Also, future learning goals may relate to my role as a communicator. Given that children with hearing loss will be identified at an earlier age than previous, I may need to seek extra guidance on effective counselling (i.e. seeking evidence-based literature, attending conferences, online learning). Counselling a family with no suspicions of hearing loss in their baby will be different from a family whose hearing-impaired child demonstrates a speech/language delay.