

Trainee Assessment

Newborn Hearing Screening

Unit standard	Version	Level	Credits
26735 Demonstrate knowledge of the use and maintenance of hearing screening equipment for the UNHSEIP	3	3	3
26737 Carry out newborn hearing screening for the Universal Newborn Hearing Screening Intervention Programme	4	4	8
26738 Demonstrate knowledge of referral and habilitation for the UNHSEIP	3	3	4
29547 Demonstrate knowledge of causes of hearing loss in babies and risk factors for congenital and delayed hearing loss	1	4	5
29548 Demonstrate knowledge of the Universal Newborn Hearing Screening Intervention Programme (UNHSEIP)	1	3	18

Trainee name:

Your workplace:

Your date of birth:

NSN number (if you know it):

Contact details Ph:

Email:

Declaration

- I was told about and understand the assessment requirements and appeals process.
- I have prepared my answers myself.
- Any evidence I have provided as my own, I produced myself.
- I understand that this assessment may be used for moderation and quality control purposes.
- I understand that when I achieve this unit standard my result will be registered with the New Zealand Qualifications Authority.

I confirm the above declaration:


Yes No

Date:

Assessment summary (completed by assessor)

Unit standard results

I have assessed the trainee and confirm that the requirements have been met to demonstrate competency in:

Unit standard	Version	Level	Credits	✓
26735 Demonstrate knowledge of the use and maintenance of hearing screening equipment for the UNHSEIP	3	3	3	<input type="checkbox"/>
26737 Carry out newborn hearing screening for the Universal Newborn Hearing Screening Intervention Programme	4	4	8	<input type="checkbox"/>
26738 Demonstrate knowledge of referral and habilitation for the UNHSEIP	3	3	4	<input type="checkbox"/>
29547 Demonstrate knowledge of causes of hearing loss in babies and risk factors for congenital and delayed hearing loss	1	4	5	<input type="checkbox"/>
29548 Demonstrate knowledge of the Universal Newborn Hearing Screening Intervention Programme (UNHSEIP)	1	3	18	<input type="checkbox"/>
	Assessor's name:		Assessor's number:	
	Signature:		Date:	

Trainee information

This integrated assessment assesses five unit standards, enabling you to demonstrate your knowledge and your performance in the workplace. Tasks 1 - 6 are theory questions and Task 7 consists of three workplace observations.

Collectively these unit standards provide 38 credits of the total 61-62 credits required to achieve the New Zealand Certificate in Health and Wellbeing (Level 3) (Newborn Hearing Screening). You are required to complete one of three unit standards on culture and a further five compulsory unit standard.

Before you start

- The assessor/observer will talk about what you need to do.
- Complete the knowledge questions in Tasks 1-6 first.
- Work with your assessor/observer to complete Task 7, the workplace observations. You may have had a recent workplace practical assessment, which can be provided as evidence.
- If you have completed the Universal Newborn Hearing Screening and Early Intervention Programme (UNHSEIP) Assessment Checklist during the last 12 months, you do not have to complete the workplace observations within this assessment. Attach the UNHSEIP checklist from your Annual Competency Exercise (ACE) to this assessment for your assessor. This must not be your first ACE checklist.

As you go

- Answer all questions. For knowledge assessment questions you can choose to write your answers or your assessor/observer may record your verbal answers for you.
- Your assessor or observer will complete the observation forms in this assessment when they observe your work. Sometimes they may ask you to do a specific task or ask a question about what you are doing.
- If you need help with this assessment, please contact your assessor.

When you finish

- Make sure you have completed any parts where the assessor/observer has said you need to do more work.

Appeals

If you wish to appeal against the assessment result or process, talk to your assessor.

If you are still not satisfied, you can appeal to Careerforce by completing the assessment result appeal form. You can find this form online at www.careerforce.org.nz/contact/forms

Feedback

Careerforce regularly reviews our assessment and learning resources. As a user, we would appreciate feedback on how you found it. Feedback can be provided to Careerforce via:

- our online feedback form at www.careerforce.org.nz/contact/resource-assessment-feedback
- email to info@careerforce.org.nz

Definitions

The word **trainee** in this assessment refers to you, the person being assessed. Other terms that may be used are candidate, student or employee.

An **organisation's policies and procedures** are the policies and procedures of the employer and include ethical codes, standards and other organisational requirements.

NICU refers to a neonatal intensive care unit specialising in the care of ill or premature newborn infants.

SCBU refers to the Special Care Baby Unit which takes premature and term babies who do not require intensive care, but are unable to be cared for on a regular postnatal ward.

UNHSEIP refers to the Universal Newborn Hearing Screening and Early Intervention Programme and its National Policy and Quality Standards.

aABR refers to Automated Auditory Brainstem Response.

Parent(s) refers to legal guardian(s).

A **workplace assessor** or **assessor** is the person who will assess you.

An **observer** is someone who understands the assessment, works closely with you and can confirm that you have performed the task competently.

The terms **verifier and verification** may be used in some assessments instead of observer or observation.

References

National Screening Unit. (2016). *Universal newborn hearing screening and early intervention programme (UNHSEIP): National policy and quality standards*. Wellington: Ministry of Health. Available www.nsu.govt.nz/health-professionals/universal-newborn-hearing-screening-programme/procedures-guidelines-and-repor-0

See also Appendix G UNHSEIP Diagnostic assessment data form

www.nsu.govt.nz/system/files/page/unhseip_diagnostic_assessment_data_form.pdf

Task 1: Hearing loss and risk

1 Describe the following types of hearing loss and outline which parts of the ear are affected.

Conductive

Describe the type of hearing loss.

What part of the ear is affected?

Sensorineural

Describe the type of hearing loss.

What part of the ear is affected?

Mixed

Describe the type of hearing loss.

What part of the ear is affected?

Auditory neuropathy

Describe the type of hearing loss.

What part of the ear is affected?

2 Describe one possible cause for each of the following types of hearing loss.

Congenital

Progressive

Acquired

3 Describe and give an example of each of the following **five** risk factors for congenital hearing loss and delayed onset (or progressive) hearing loss.

Craniofacial anomalies

Congenitally acquired infections

Syndromes associated with hearing loss

Head /brain trauma

Another risk factor

4 What is the reason for identifying risk factors?

Task 2: Knowledge of the UNHSEIP

- 1 Describe in broad terms the sequence of events in the hearing screening pathway. Start the sequence with the initial communication with the parents and end it with intervention options. You can refer to the 'About screening' topic in Module one in the UNHSEIP Screener Manual.

- 2 What are the procedures to record, distribute, store and protect data?

3 Provide **three** reasons for why results are recorded in the way that they are.

4 Describe the difference between hearing screening and diagnosis in terms of purpose, expected outcomes and limitations.

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5 What is the aim of the UNHSEIP? You need to identify **two parts** of the aim of UNHSEIP and its impact on babies born with hearing loss.

6 What are the goals of UNHSEIP? Describe them with regard to the following topics.

Hearing screening
Diagnosis
Intervention

7 Describe five benefits and two areas of potential harm (or risks) of the nationally organised hearing screening programme.

Benefit 1

Benefit 2

Benefit 3

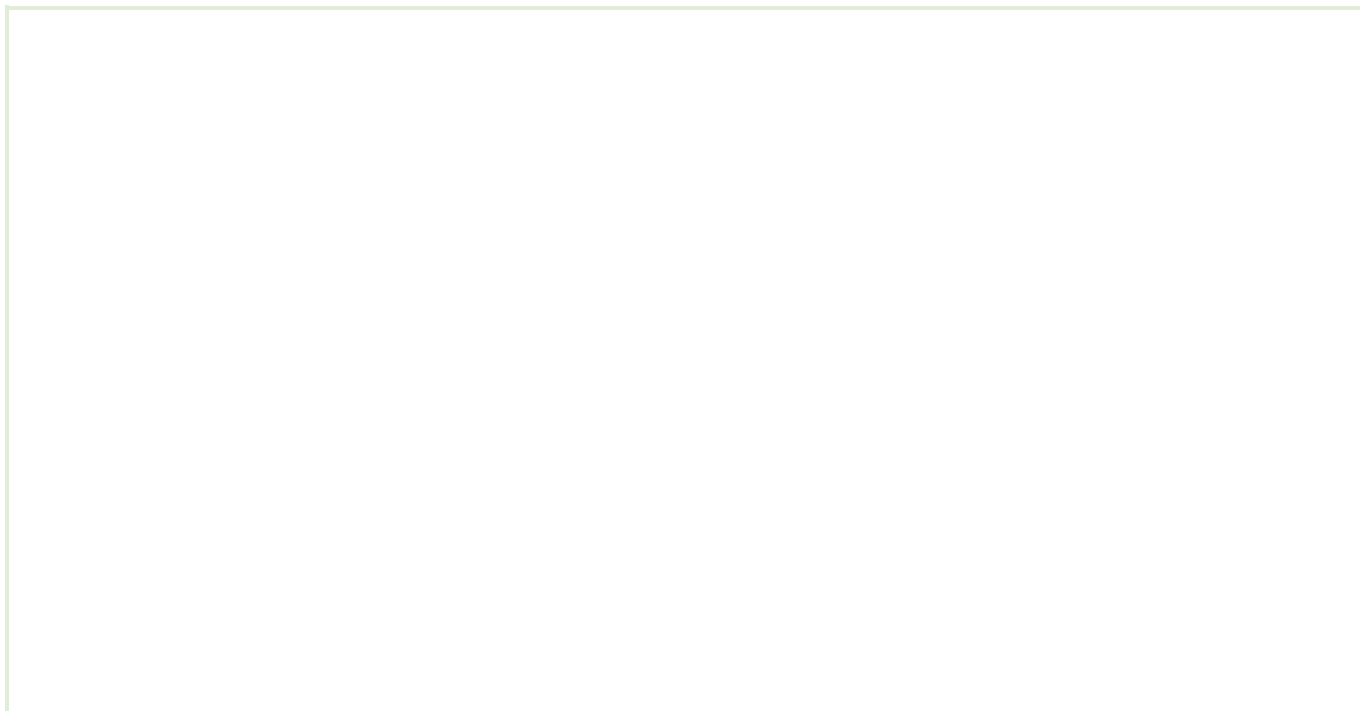
Benefit 4

Benefit 5

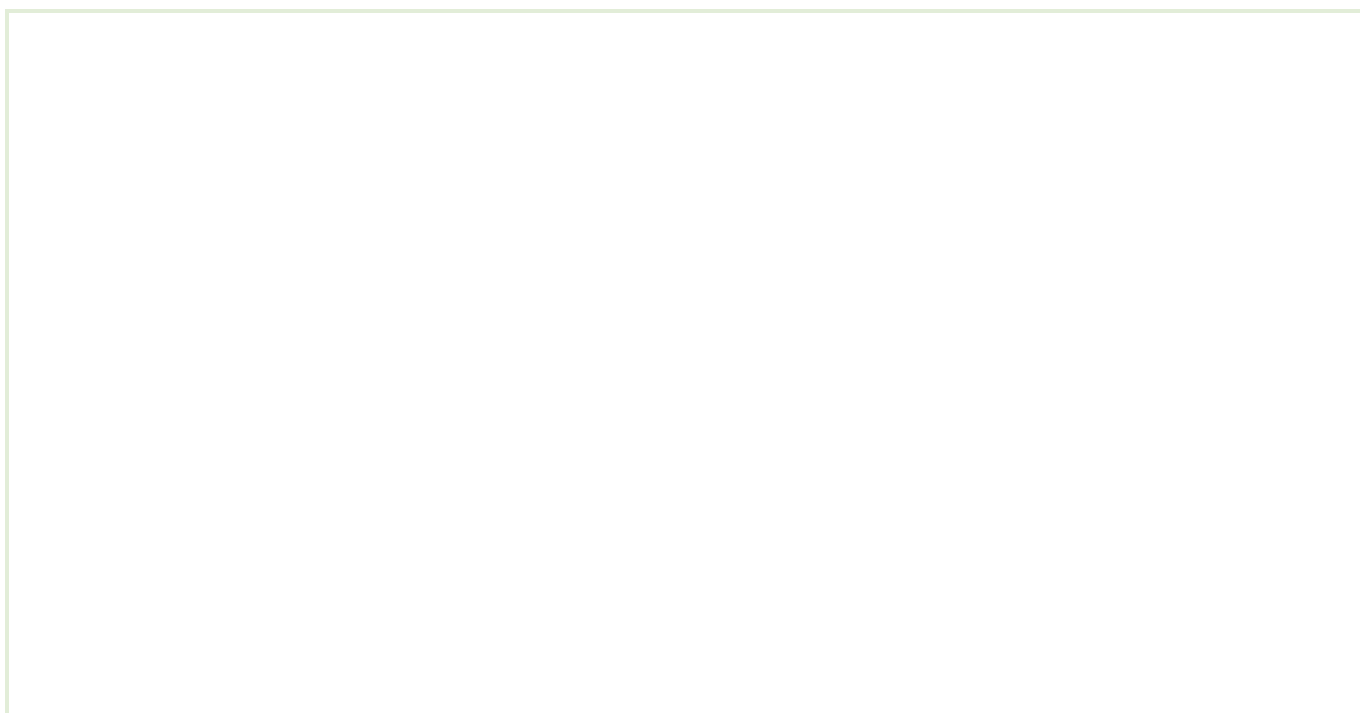
Harm 1

Harm 2

8 Describe the differences between opportunistic hearing screening and the nationally organised screening programme.



9 Describe the ways in which population-based newborn hearing screening programmes target inequalities in health outcomes.



10 Describe **three** consequences for a baby’s future development if hearing loss is not diagnosed within the first six months.

11 Describe **three** rights of consumers (babies and parents) upheld by the Code of Rights and the UNHSEIP.

12 Describe **four** procedures that demonstrate the ‘family-centred’ foundation of the UNHSEIP.

Task 3: Communication and consent

1 Describe **three** benefits of effective communication with parents.

2 Handling of personal information must ensure privacy and confidentiality under the Privacy Act (1993). How do you do this and what must be explained to parents/guardians about their personal information?

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3 Describe your communication strategy when interacting with parents to ensure they understand the information you have provided eg pamphlets and information documentation.

4 Give an example of how you have used the following communication strategies. **29548 8.1**

Empathy
Cultural sensitivity
Interpreters

5 Using plain English, what would you say when explaining the function and use of the following hearing screening equipment to parents?

Hand set

Ear cushions

Electrodes

6 Using plain English, how do you describe hearing screening outcomes for babies to parents?

Pass

Refer aABR1

Refer aABR2

Incomplete or not successful

7 Explain or provide an example of how you have communicated with parents of babies in NICU and SCBU regarding a newborn's specific needs.

8 Why is informed consent required prior to screening? Who can give consent?

9 What must you explain to parents about informed consent?

10 Describe the procedures if a parent does not give consent and declines the hearing screening.

11 Describe what needs to be documented when informed consent is accepted.

Task 4: Preparing for hearing screening

- 1 Describe the ideal screening conditions for baby and mother for **three** of the four settings that follow.

Make sure that you include readiness of the baby for screening, suitability of the screening environment including ambient noise levels, and any safety considerations.

Maternity ward

Home

Clinic

NICU/SCBU

2 Describe five strategies for settling babies, in accordance with the Baby Friendly Hospital Initiative www.babyfriendly.org.nz

Strategy 1

Strategy 2

Strategy 3

Strategy 4

Strategy 5

3 Describe the procedures for locating a baby for hearing screening.

If born in a hospital

If born in a birthing unit

If the mother and baby have been discharged early

If born at home

4 Describe the procedures to verify that you have the correct baby prior to screening.

5 Describe the procedures for tracking a baby through hearing screening.

6 Describe the procedures if a baby misses screening.

If the parent misses or does not attend screening appointment

If the parent misses or does not attend a rescreening appointment

Task 5: Hearing screening

1 What does aABR testing measure?

2 What are the benefits and limitations of aABR?

3 Explain **six reasons** why auditory brainstem responses may not be recorded during aABR hearing screening.

Reason 1
Reason 2
Reason 3
Reason 4

Reason 5

Reason 6

4 Think about the hearing screening equipment you use. Describe **two error** messages that may appear, and how you respond to these.

Error 1

Error 2

Task 6: Post screening

1 Describe the situations where a baby is referred to audiology.

2 Describe the referral procedures of a baby to audiology. You must include the type of referral being made and the timeframe for the referral to reach audiology.

3 What is the role of the audiologist in assessment, diagnosis and intervention options? Describe their role for each of the following **three** aspects.

Identifying hearing loss

Treating hearing loss

Monitoring hearing loss

4 Describe the role of a Ministry of Education Advisor on Deaf Children (AoDC) in the habilitation of babies.

5 Describe **two** services and organisations and their assistance and advice able to be provided to parents of a child diagnosed with a hearing loss.

6 Explain the following **three** habilitation options and how these interventions can aid babies diagnosed with hearing loss.

Hearing aids
Cochlear implants
Sign language

Task 7: Workplace Observations

If the trainee has completed the Universal Newborn Hearing Screening and Early Intervention Programme (UNHSEIP) Assessment Checklist during the last 12 months, this workplace observation does not need to be completed. The UNHSEIP checklist from the annual competency exercise (ACE) must be attached to this assessment. This must not be your first ACE checklist.

Your work will be observed over a period of time. The observer may be your assessor or an observer, such as your manager, supervisor or team leader, who can verify that they have observed you carrying out your day-to-day work. If so, the assessor may contact this person to discuss this form and the responses made.

As in all your work, it is important that you:

- comply with the Code of Rights, the legislation and any relevant New Zealand Standards when carrying out this activity.
- respect the cultural beliefs and values of the people you are supporting. Your practice must reflect appropriate values, processes, and protocols in relation to working with Māori and Pacific peoples and/or people from other cultures, in a range of settings and environments.
- work within your organisation's policies and procedures.

Observation 1 Administration and communication

<p>The trainee must do the following tasks.</p> <p>The observer/assessor may also use this column to record comments.</p>	<p>Assessor/observer to complete</p> <p>✓</p>
<p>The trainee will be observed completing the administrative requirements and communicating with parents in preparation for newborn hearing screening, in accordance with the UNHSEIP and its National Policy and Quality Standards. The trainee does the following tasks.</p>	
<p>Obtained and prepared forms.</p>	<input type="checkbox"/>
<p>Using plain English, explained to parents the purpose and procedures of hearing screening and the steps involved.</p>	<input type="checkbox"/>

<p>Explained the potential hearing screening results and included:</p> <ul style="list-style-type: none"> • pass. • refer aABR1. • refer aABR2. • reasons why screening may not be successful. 	<input type="checkbox"/>
<p>Correctly provided information to parents that would enable them to give informed consent.</p>	<input type="checkbox"/>
<p>Correctly explained to parents the purpose of collecting their baby’s personal information and how it will be kept confidential.</p>	<input type="checkbox"/>
<p>Provided correct information to parents when hearing screening is declined.</p> <p><i>If this is not able to be observed, the observer is to write down what the trainee said they would do to ensure the correct information is given to parents when they decline hearing screening.</i></p>	<input type="checkbox"/>
<p>Set up an appointment.</p>	<input type="checkbox"/>

Observation comments from the observer or assessor

General comments:

Observation 2 Preparation for hearing screening

The trainee must do the following tasks.

The observer/assessor may also use this column to record comments.

Assessor/observer to complete



The trainee will be observed preparing the place and the equipment for newborn hearing screening. The trainee does the following tasks.

Selected a suitable screening environment that meets the health and safety requirements and ambient noise levels.

Observer to write down the place – community setting, hospital, private home or another place.

Wore the correct clothing and footwear and was well groomed.

Maintained good health and hygiene standards, applying infection control procedures.

Observer to write down one thing the trainee did to demonstrate this.

Correctly checked the following:

- the availability of hearing screening equipment.
- the operation of the hearing screening equipment.

Correctly set up the hearing screening equipment and made sure it was clean.

Observation comments from the observer or assessor

General comments:

Observation 3 Hearing screening

<p>The trainee must do the following tasks.</p> <p>The observer/assessor may also use this column to record comments.</p>	<p>Assessor/observer to complete</p> <p>✓</p>	
<p>The trainee needs to be observed undertaking screening with two different babies. The trainee does the following tasks.</p>	<p>Baby 1</p>	<p>Baby 2:</p>
<p>Confirmed the identity of each baby.</p> <p>Observer to write down how the identity was confirmed.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Entered the data into the machine before using it.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Adhered to infection control procedures.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Prepared the skin and positioned the baby correctly.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Considered the emotional state of the baby.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Involved the parents.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Positioned equipment items correctly, including:</p> <ul style="list-style-type: none"> • hand set. • ear cushions. • electrodes. 	<input type="checkbox"/>	<input type="checkbox"/>
<p>Operated equipment correctly.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Correctly carried out troubleshooting (if appropriate).</p>	<input type="checkbox"/>	<input type="checkbox"/>

Removed equipment, and, where necessary, disposed of consumables correctly.	<input type="checkbox"/>	<input type="checkbox"/>
Communicated the hearing screening results to parents, using plain English.	<input type="checkbox"/>	<input type="checkbox"/>
Explained the next step in the hearing screening process to parents. Explanations may include any of the following: <ul style="list-style-type: none"> parental monitoring of baby for future hearing loss. aABR screening to be carried out. referral to audiologist. hearing surveillance. no further follow up. 	<input type="checkbox"/>	<input type="checkbox"/>
Recorded and stored hearing screening results for each baby according to the National Policy and Quality Standards.	<input type="checkbox"/>	<input type="checkbox"/>
Cleaned and stored the equipment appropriately, ready for next screening.	<input type="checkbox"/>	<input type="checkbox"/>

Observation comments from the observer or assessor

General comments:

If you are an observer, please give your details as the assessor may wish to contact you.

Observer's name:		Designation:	
Signature:		Date:	
Contact details (workplace, phone, email):	Workplace: Phone: Email:		

Assessor's feedback to trainee

When the assessor agrees that you have completed all tasks successfully, they will sign it off on the assessment summary page at the front of this assessment.