



Certification Program & Application

Certificate D: Hearing Instrument Dispensing for Children Aged 12 – 16

Applicant Information (mandatory full registration status)

Name: _____ Registration #: _____

Email or Phone: _____

Training/Employment Setting: Hospital Outpatient Agency Private Clinic School

Other: _____

I hereby attest that, pursuant to Part 10 of the College Bylaws and as prescribed below, I have successfully completed the certificate program requirements for Certificate D within three years prior to the date of this application, and that the information in respect of the following knowledge, skills, and competency is accurate and complete.

Applicant Signature _____ Application Date _____

Supervisor Information (mandatory full registration status and a holder of Certificate D or other regulated health professional – pre-approval for supervisors **outside of BC** is required.)

1. Name: _____ Registration #: _____

Health Care Professional designation and Certificate D where applicable:

Email or Phone: _____ Supervisor Signature _____

2. Name: _____ Registration #: _____

Health Care Professional designation and Certificate D where applicable:

Email or Phone: _____ Supervisor Signature _____

3. Name: _____ Registration #: _____

Health Care Professional designation and Certificate D where applicable:

Email or Phone: _____ Supervisor Signature _____

Completed Form & Fee

\$100 per certificate. After completion of the Certification Program, please upload this form and submit the application fee through the [Registrant Portal](#) of the [CSHBC website](#).

Date Submitted: _____



Pre-Requisites: Certificate D

The following PRE-REQUISITES are required prior to commencement of the CERTIFICATION PROGRAM objectives – pre-requisite education/courses **must have been completed within the past 7 years.**

Pre-requisite 1: Full registration status as a Registered Hearing Instrument Practitioner (RHIP).

Pre-requisite 2: Completion of formal coursework in paediatric hearing instrument dispensing approved by the Quality Assurance & Professional Practice (QAPP) Committee.

Institution:

Course Name:

Date Completed:

Note: For applicants who have not completed a graduate-level course within the past 7 years, a substantially equivalent pre-requisite course must be completed.

This includes: an online course covering topics such as candidacy and selection, outcome measures, and rehabilitation following a CI; AND an in-depth manufacturer's course on CI.

Institution:

Course Name:

Date Completed:

Certification Program: Certificate D

The CERTIFICATION PROGRAM is a progressive learning process that includes knowledge, clinical judgment, practical application of skills, and demonstrated competencies – **the program must be completed within 3 years.** If the time exceeds 3 years a request for extension must be submitted for consideration.

Program Objectives	Knowledge, Skills, and Demonstrated Competencies for Certification Program	
Objective 1	Attains foundation knowledge for providing hearing instrument dispensing services to children aged 12 to 16	Supervisor Initials
1.1	Understands the roles and responsibilities of team members in the provision of paediatric amplification services	
1.2	Minimum two years clinical experience; training may commence after completion of one-year experience once the pre-requisites have been met	
1.3	Training setting allows for hands on practical experience with the relevant population	
1.4	Familiarity with emergency processes in the applicable setting	



Objective 2 Attain the background clinical knowledge for providing hearing instrument dispensing services to children

Supervisor
Initials

- 2.1 Has an advanced understanding of:
 - 2.1.1 • the difference between speech and language
 - 2.1.2 • the frequency composition of speech (e.g., English/French, male and female speakers) sounds, such as vowels, voiced and unvoiced consonants)
 - 2.1.3 • the relationship between different configurations of hearing loss and early speech development
 - 2.1.4 • the relationship between different configurations of hearing loss and early language development (e.g., difficulties with morphemes such as plurals and possessives)
 - 2.1.5 • the impact of different signal-to-noise ratios upon comprehension and the different needs of children versus adults
 - 2.1.6 • continued language development in the teen years (e.g., improvement in abstract language, increased vocabulary, increased complexity of syntax)
- 2.2 Understands the effects of age on:
 - 2.2.1 • the onset of the hearing loss
 - 2.2.2 • the identification and treatment of the hearing loss
 - 2.2.3 • the degree/configuration of the hearing loss
 - 2.2.4 • the stability of the hearing loss and its educational implications
- 2.3 Understands the demands of the different educational environments for students aged 12 – 16
- 2.4 Understands the impact of classroom acoustics on students with hearing loss
- 2.5 Understands the available assistive listening devices and classroom acoustic modifications
- 2.6 Understands the different roles of the classroom teacher, learning assistance teacher and hearing resource teacher/teacher of the deaf and hard of hearing; speech-language pathologists; pediatricians
 - 2.6.1 • Can identify key personnel in applicable school districts and/or independent schools
- 2.7 Understands available resources (e.g., the Ministry of Education Provincial Resource Program – Auditory Outreach)
- 2.8 Understands the Individualized Educational Plan (IEP) and the role of the hearing instrument practitioner
- 2.9 Understands the family and social dynamics of hearing loss, including the importance of peer group and culture upon hearing aid acceptance or rejection



Objective 3	Make appropriate patient / client selection and determining candidacy	Supervisor Initials
3.1	Demonstrates knowledge of hearing instrument candidacy	
3.2	Can obtain pertinent information from medical records	
3.3	Can obtain client history and review relevant results	
3.4	Can conduct candidacy assessments	
3.5	Can conduct the necessary audiological evaluation accurately	
3.6	Understands the referral criteria to other health professionals and specialists	
3.7	Ability to utilize functional test information (e.g., SIFTER results)	
Objective 4	Understands assessment procedures appropriate to the population, including risks and precautions	Supervisor Initials
4.1	Understands, interprets, and demonstrates ability to perform, accurate behavioral /functional and objective assessment procedures including:	
4.1.1	• pure tone tests and speech tests for thresholds, comfort and uncomfortable listening levels	
4.1.2	• speech tests for intelligibility (developed for both adult and non-adult populations)	
4.1.3	• speech testing at different signal-to-noise ratio and its effect on speech intelligibility	
4.1.4	• tests of middle ear function	
4.1.5	• sound level measurements in classroom setting, including estimations of signal-to-noise ratio and its effect on speech intelligibility	
4.2	Understands the need for, and makes appropriate referrals for additional testing including:	
4.2.1	• (central) Auditory Processing Disorder testing	
4.2.2	• perceptual or cognitive testing	
4.2.3	• behavioural or psychological testing	
4.2.4	• educational assessment testing	
4.2.5	• speech and language testing	
4.2.6	• auditory training	
Objective 5	Perform children's hearing instrument fitting and provide assistive listening technology and habilitation	Supervisor Initials
5.1	Understands and applies knowledge of:	



- 5.1.1 Significant unilateral permanent hearing loss
- Observation of 1 case
 - Case management and application of fitting strategy for 1 case, performed under close supervision

Dates Completed:

- 5.1.2 Minimal to mild bilateral permanent hearing loss
- Observation of 1 case
 - Case management and application of fitting strategy for 2 cases, performed under close supervision

Dates Completed:

- 5.1.3 Fluctuating mild to moderate, conductive hearing loss
- Observation of 2 cases
 - Case management and application of fitting strategy for 2 cases, performed under close supervision

Dates Completed:

- 5.1.4 Moderate bilateral permanent hearing loss
- Observation of 2 cases
 - Case management and application of fitting strategy for 2 cases, performed under close supervision

Dates Completed:

- 5.1.5 Profound bilateral permanent hearing loss
- Observation of 2 cases
 - Case management and application of fitting strategy for 2 cases, performed under close supervision

Dates Completed:

NOTE: Observations may be completed with any qualified practitioner and not necessarily the supervisor of the applicant in training. Observations of procedures in other modalities (e.g. digital recordings) are acceptable where appropriate

- 5.2 Demonstrates an ability to collaborate with the inter-professional team (including educators) and family
- Minimum of 3 cases under close supervision
- 5.3 Demonstrates an understanding of appropriate treatment interventions and their rationale, including:
- 5.3.1 • classroom management strategies (advantageous seating, use of sound field technology)
 - 5.3.2 • ear-level FM systems without hearing aids
 - 5.3.3 • hearing aids alone (no personal FM)



- 5.3.4 • hearing aids plus FM
- 5.4 Understands the implications of non-compliance and the related counseling required, as well as the ability to recommend alternatives suitable to the reality of the child

Objective 6 Accurately interpret the hearing results and evaluate outcomes

**Supervisor
Initials**

- 6.1 Demonstrates the ability to evaluate the effectiveness of the chosen hearing instrument(s) and prescribed technology including:
 - 6.1.1 • electro-acoustic assessment on chosen aid
 - 6.1.2 • real ear measurement with REUR, REAR, REOR, RESR, and 180° Directionality
 - 6.1.3 • Assess both objective and subjective responses
- 6.1.4 Demonstrates ability to evaluate client progress
 - Performs a minimum of two evaluations under close supervision;
 - Performs a minimum of five evaluations under general supervision
- 6.2 Based on the program results, demonstrates an ability to provide recommendations regarding the following:
 - 6.2.1 • assessment of hearing evaluation in quiet and noisy environments through pure tone, bone conduction, speech and speech-in-noise testing
 - 6.2.2 • impact on communication – with consideration to education impact, social impact as well as patient and family observation
 - 6.2.3 • evaluation of technology benefits, style, lifestyle, cognitive understanding and environment
 - 6.2.4 • impact on communication – with consideration to education impact, social impact as well as patient and family observation
 - 6.2.5 • review of possible adjustments to learning environments for the introduction of Assistive Listening Devices
- 6.3 Able to administer and interpret functional assessments (e.g., SIFTER) as an indicator of the child's performance

Objective 7 Counsel monitor and document client progress

**Supervisor
Initials**

- 7.1 Demonstrates the ability to counsel the child, family and inter-professional team (including educators) by:
 - 7.1.1 • The provision of written as well as oral instruction of assessment results, hearing aid maintenance/function, expected outcomes and follow up schedule
 - 7.1.2 • Child inclusion in decisions pertaining to their hearing health whenever possible under guidance from family



- 7.1.3 • Being available to receive or return calls following the initial hearing loss diagnosis
- 7.1.4 • Meeting with the child's inter-professional team to discuss treatment plan (with appropriate family permission)
- 7.1.5 • Maintaining records of all correspondence with other parties in accordance with established documentation guidelines
- 7.2 Able to recognize barriers to successful outcomes and modify the treatment plan by:
 - 7.2.1 • Being aware of economic, familial, or social barriers which may hinder child to receive full benefit from amplification (e.g., single family home, blended family, foster family, school issues, shared custody, etc.)
 - 7.2.2 • Being able to give alternatives to treatment plan as issues arise in a timely manner
 - 7.2.3 • Retaining copies of all modifications to treatment plan, in written form, for reference in file
- 7.3 Able to monitor, through objective and subjective results, hearing aid function by:
 - 7.3.1 • Providing timely follow up via telephone after initial fit
 - 7.3.2 • Providing follow up with aided verification according to industry standards, after initial fit, with adjustments as needed
 - 7.3.3 • Scheduling follow-up or "bring forward" for hearing re-assessment and, ear mold and hearing aid maintenance on an appropriate schedule

Extensions:

By mutual agreement between the supervisor and trainee, any or all objectives may be extended beyond the minimum requirements

Were any objectives extended beyond the minimum requirements? Yes No

If yes, which objectives were extended beyond the minimum requirements?

What was the rationale for the extension and was the issue resolved? Yes No

CSHBC Related Documents

- Certified Practice & Above Entry Level Practice (SOP-PROF-06)*
- Infection Prevention & Control Guidelines for Audiology (ACPG-08)*
- Supervision (SOP-PRAC-07)*



Practical Learning Log

Registrant Name:

Supervisor Name:

Certificate Name:

Registrants must check the certification program for any sequential activities. (e.g., if it says all constant supervision activities must be completed before close supervision, then the log dates must reflect those requirements). Observations must always precede practical training. The minimum observation and practical training requirements are outlined in each certification program and should be logged accordingly.

Objective Number:

Description of the objective including the required supervision level and number of practical activities required in the objective:

	Date	Client First Name and Last Initial	Supervisor Initials
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Objective Number:

Description of the objective including the required supervision level and number of practical activities required in the objective:

	Date	Client First Name and Last Initial	Supervisor Initials
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			



Objective Number:

Description of the objective including the required supervision level and number of practical activities required in the objective:

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Date

**Client First Name
and Last Initial**

**Supervisor
Initials**

Objective Number:

Description of the objective including the required supervision level and number of practical activities required in the objective:

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Date

**Client First Name
and Last Initial**

**Supervisor
Initials**



Objective Number:	Date	Client First Name and Last Initial	Supervisor Initials
Description of the objective including the required supervision level and number of practical activities required in the objective:	1		
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		

Note: If there is a specific need for a deviation from the required order please note why the process was changed and what the outcome was.