

**HAASA Competency Exam**

**INFORMATION FOR EXAMINEES – CASE STUDY**

Dear students and supervisors,

In this article, the members of the Exam Panel share valuable information about the Case Studies which are required during the exam process. If you are planning to submit yourself to the exam process, we would ask that you carefully read this article and act on it if necessary.

**Purpose and Process:**

The point in appearing before the Exam Panel is to demonstrate to the examiners that the Student has acquired sufficient knowledge to make a variety of clinical judgments on behalf of and in co-operation with their client. During the process, the Student is required to sit a written exam and later present two Case Studies.

The Exam Panel will use the supplied Case Studies to engage the student in a conversation that aims to evaluate the breadth and depth of knowledge required to dispense hearing instruments unsupervised so that the Student is eligible to become a Full Member of HAASA.

**Required Content of the Case Studies:**

A clinician should have sufficient exposure to an array of devices that ensure that their client has a choice not only in the style but also various technologies. Case studies must, therefore, contain different hearing device manufacturers, i.e., both case studies CANNOT have the same device manufacturer. As a practitioner, it is incumbent on them to provide a variety of devices to their client.

Case studies must also contain different types of fittings. For example, if the Student has used BTE’s for both case studies then both CANNOT have a dome style coupling, whether one is a thin tube and other is a RIC/RITE is irrelevant. One of the studies needs to be a custom fitting. Preferably, one of the case studies would be an ITE or ITC. The student must be able to demonstrate their clinical judgment in determining why they

chose the device as opposed to another device.

This might include, but is not limited to:

• gain and output requirements

• microphone array performance

• adaptive parameters

• user controls

• compatibility with other devices

• size and shape

**A few Tips from our Experience:**

A Student’s decision to dispense one device over another should NOT be based on what their supervisor dispenses. This does not demonstrate the Student’s clinical judgment. While we are well aware of the fact, that the Supervisor’s portfolio influences the Student’s decision this cannot be the sole reason for a recommendation or choice of a device and cannot be used as an explanation.

Additionally, we recommend that Students avoid phrases such as “I chose the product because it had a program button." Instead, it is required that the student explains why a program button was essential in helping their client achieve their hearing goals.

Further, the Exam Panel often focuses on the basic skills of understanding and adjusting the physical acoustic parameters of a hearing solution and verification techniques of such. The examiners expect to see that the Student has appropriate knowledge of the acoustic effects of vents, domes and other characteristics of acoustic couplings.

We strongly recommend that Students pay attention to the following summary of requirements:

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| --- | --- | --- |
| **Required** | **Avoid** | **Recommended** |
| Two different Audiograms with one of them being asymmetrical | Two cases with very similar Audiograms | One of the cases should include a conductive component |
| Two different device manufacturers | Two manufacturers with shared fitting software (eg Connex) |  |
| At least one custom mould fitting | Two RIC/Slim Tube dome fittings | One BTE case One ITE/ITC case |
| Supervisor’s Name and Signature |  |  |
| Full sets of REM results before and after adjustments | Submitting incomplete measurements | G50/65/80 and MPO Sweep |
| Written explanation of why devices were chosen |  | Document the decision-making process and name other options |
| Written reasoning of why changes to the fitting/parameters/moulds were made |  | Explain how the changes affect the client’s outcome and provide background information |

The exam process is designed so that the Student has sufficient time and opportunity to present their knowledge and capability of working unsupervised. This enables the student to become a Full Member of HAASA and apply for a QP number. HAASA has initiated a feedback process for examinee’s which can be in the form of a teleconference with their supervisor present or a letter which also will go to the supervisor after the

exam process. This can only be taken up within 30 days from your results communicated to you.

We wish all students the very best in their studies and exam preparations and encourage them and their supervisors to get in touch with us if they have any questions regarding the exam process or preparation.

For any questions, please contact the Executive Board Administration Officer via the email haasa@haasa.org.au.

With best wishes, the Exam Panel of HAASA