

College of Speech and Hearing Health Professionals of BC

Proposed new Part 12 (Support Personnel) College Bylaws

EXPLANATORY NOTES

October 5, 2011

Introduction

The College of Speech and Hearing Health Professionals of British Columbia (the College), established under the *Health Professions Act* (HPA), regulates three health professions: Audiology, Hearing Instrument Dispensing and Speech-Language Pathology. The mandate of the College under section 16(1) of the HPA is to serve and protect the public, and to exercise its powers and discharge its responsibilities under all enactments in the public interest.

When Part 4.1 (Restricted Activities) of the HPA comes into force,¹ it will prohibit persons who are not authorized registrants of a college from performing a number of restricted activities.² One exception is if a certified non-registrant has been authorized under the bylaws of a college to perform the restricted activity under delegation or supervision.

Currently, various types of audiology or speech-language pathology (SLP) support personnel provide services to the public that involve performing certain aspects of the restricted activities that have been granted to these two professions under sections 5(1) and (3) respectively of the Speech and Hearing Health Professions Regulation.³ Therefore, to ensure that these support personnel are not later prevented from continuing to provide these services, the College proposes to create a new regulatory model to certify audiology and SLP support personnel so they may then continue to perform these activities without being in contravention of the HPA.

Certifying support personnel is not unique under the HPA. At least two other colleges have established bylaws that regulate personnel who provide services in support of their registrants. The College of Dental Surgeons of BC certifies dental assistants, and the College of Pharmacists of BC registers pharmacy technicians.

¹ An unofficial office consolidation of the HPA showing Part 4.1 is available at the Ministry's website: http://www.health.gov.bc.ca/professional-regulation/pdfs/HPA_unofficial_consolidation_Jul_22_2010.pdf

² For a list of the proposed restricted activities, see: http://www.health.gov.bc.ca/professional-regulation/pdfs/Consultation_Draft_Restricted_Activities_March_19_2010.pdf

³ The current version of the Regulation is available at: http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/31_413_2008

Summary of the New Model:

The new model the College is proposing is set out what will become Part 12 of the College Bylaws (attached to these Notes) and has several key elements, which can be summarized as:

1. There will be five classes of certified support personnel, three for audiology and two for SLP (ref. bylaw 139(1)), and each will have a defined scope of practice (ref. bylaw 138(1)).
2. To become certified in a class, a support person must hold a high school diploma and complete an acceptable program of study (ref. bylaw 140(1)).
3. For a program of study to be acceptable, it must provide graduates with a specific set of defined competencies (ref. Schedule D.1). A program of study could be a formal training program or on-the-job training; either would be acceptable so long as it provides those who complete the program with the defined competencies.
4. The application, certification and renewal fees for support personnel will be reasonable and kept to a minimum so as not to create a financial burden on support personnel (ref. amendments to Schedule A). There should be no cost to employers.
5. Support personnel may be certified in two or more classes, but a multi-certified support person would pay only one set of fees.
6. To ensure that those support personnel who currently are in practice can continue to perform their functions, there will be a time-limited period of grand-parenting to allow these personnel to readily obtain their certifications.
7. Support personnel certificates will expire during a two year cycle (example: if issued as at April 1, 2012 will expire March 31, 2014) (ref. bylaw 141(3), and can be renewed for additional two-year terms, so long as the certified support person maintains the required competencies (ref. bylaw 142).
8. During the time that a support person is undergoing training to become certified, registrants will be responsible to ensure that a support person in training is closely supervised (ref. bylaw 146(3)), and – once certified – has access to general supervision as may be necessary (ref. bylaw 143(1)).
9. A registrant will not be allowed to delegate the performance of any aspect of a restricted activity to a support person, nor allow a support person to perform any aspect of a restricted activity under the supervision of the registrant, unless that support person is certified (ref. bylaw 144(1)) and that delegation is done in accordance to prescribed schedules (ref. Schedule D.2). In other words, registrants will be responsible to ensure that support personnel who perform certain aspects of a restricted activity are certified. And certification is also required for those support persons who may provide services to medically fragile or unstable clients (ref. bylaw 145(1)).
10. Not all restricted activities can be delegated. Registrant will not be allowed to delegate to a support person the performance of certain specific aspects of a restricted

activity, whether or not that person is certified (ref. bylaw 144(2)(b)).

11. Support personnel who provide limited or low-risk activities that do not involve the performance of a restricted activity or the provision of a service to medically fragile clients, such as kindergarten hearing screeners, would *not* have to become certified. However, if a registrant intends to delegate to a support person the provision of any service that falls within the scope of practice of a class of support personnel, the registrant would have to be satisfied that (a) the support person has obtained the general competencies that apply to that class of support personnel, and (b) the service will be provided in accordance to College-approved standards (ref. bylaw 143(2)). This applies only if the registrant is responsible for the supervision of the support person involved.
12. Once certified, a support person would be allowed to use an occupational title and corresponding initials to denote their status with the College (ref. bylaw 148).
13. As registrants will remain responsible for the acts or omissions of the certified support personnel under their delegation or supervision, Part 3 (Inspections, Inquiries and Discipline) of the HPA will not apply to certified support personnel (ref. bylaw 149).

Comments welcome

By sections 19(6.2) and (7) of the HPA, the College invites all interested parties to comment on the attached proposed new Part 12.

Comments should be submitted to the College by **January 7, 2012**, and should be sent by email to:

Diane O'Connor
Registrar & Executive Director
College of Speech and Hearing Health Professionals of BC
EMAIL: registrar@cshhpb.org

A copy of any comments on the proposed new Part 12 should also be sent by email to the Ministry of Health:

Daryl Beckett
Director, Professional Regulation
Ministry of Health
EMAIL: daryl.beckett@gov.bc.ca

All comments received by the College are a matter of public record and can be accessed on request pursuant to the *Freedom of Information and the Protection of Privacy Act*.

AMENDMENTS TO THE COLLEGE BYLAWS

New Part 12 and Consequential Amendments

Approved by the College Board on September 9, 2011

BE IT RESOLVED THAT the Bylaws made by the College of Speech and Hearing Health Professionals of British Columbia under the authority of the Health Professions Act are amended as follows:

Addition of new Part 12 – “Support Personnel”

1. The following new Part 12 is added after section 137:

Part 12 – Support Personnel (Certified Non-Registrants)

Definitions

138(1) For the purposes of this Part:

- (a) “audiology assistant” means the class of certified support personnel in which a person provides, for the purposes of assisting an audiologist, the services of
 - (i) assisting in an audiology assessment,
 - (ii) performing hearing screening on other than an infant,
 - (iii) preparing assessment and treatment materials,
 - (iv) monitoring and maintaining applicable equipment, including hearing instruments,
 - (v) reporting to an audiologist or an audiometric technician information to be documented in a clinical record, and
 - (vi) assisting in the provision of audiology in-service training, education and support, including the use and care of hearing instruments, swim molds, auditory equipment (such as non-prescription, assistive listening devices);
- (b) “audiometric technician” means the class of certified support personnel in which a person provides, for the purposes of assisting an audiologist or performing a restricted activity in accordance with this Part, the services of
 - (i) assisting in an audiology assessment,
 - (ii) performing hearing screening on a person other than an infant,
 - (iii) conducting and interpreting noise level measurements in test environments,
 - (iv) preparing assessment and treatment materials,
 - (v) monitoring and maintaining applicable equipment, including troubleshooting hearing aids and auditory equipment for further assessment by an audiologist or for repair,
 - (vi) taking earmold impressions, and ensuring accuracy and fit,

- (vii) opening, recording information in, maintaining and closing a clinical record, and
- (viii) providing auditory in-service training equipment education and support, including the use and care of hearing instruments, swim molds and auditory equipment (such as assistive listening devices);
- (c) “certified support personnel” mean non-registrants who have been certified in accordance with this Part and are thus certified non-registrants as that term is defined in section 1 of the Act, and a “certified support person” means an individual certified non-registrant;
- (d) “committee” means the quality assurance committee;
- (e) “Early Hearing Program” means the British Columbia Early Hearing Program, the province-wide screening program of the Provincial Health Services Authority, operated in conjunction with the province’s regional health authorities, to identify hearing loss in infants;
- (f) “Early Hearing Program screener” means the class of certified support personnel in which a person provides, for the purposes of assisting an audiologist or performing a restricted activity in accordance with this Part, the services of screening infant hearing and reporting under the BC Early Hearing Program;
- (g) “infant” means a child up to the age of 6 months;
- (h) “restricted activity” means a restricted activity granted to a registrant under section 5 of the Regulation;
- (i) “speech-language pathology assistant” means the class of certified support personnel in which a person provides, for the purposes of assisting an speech-language pathologist, the services of
 - (i) assisting in hearing, communication and swallowing screenings,
 - (ii) preparing assessment and treatment materials,
 - (iii) monitoring and maintaining applicable equipment, and report problems with augmentative and alternative communication (AAC) devices,
 - (iv) reporting on information to be documented in a clinical record, including changes in a person’s communication or swallowing status, and
 - (v) assisting in the provision of speech-language in-service training, education and support;
- (j) “speech-language pathology technician” means the class of certified support personnel in which a person provides, for the purposes of assisting an speech-language pathologist or performing a restricted activity in accordance with this Part, the services of
 - (i) performing hearing, communication and swallowing screenings,
 - (ii) preparing assessment and treatment materials,
 - (iii) monitoring, maintaining and troubleshooting applicable equipment, including augmentative and alternative communication devices (AAC devices),
 - (iv) opening, recording information in, maintaining and closing clinical records, including recording changes in a person’s communication or swallowing and documenting interventions in the clinical record, and

(v) providing speech-language in-service training, education and support;

(k) “supervisor” means a registrant of the College.

(2) Where a provision in this Part refers to a supervisor for a certified support person, only an Audiologist may be the supervisor of an audiology support person and only a Speech-language Pathologist may be the supervisor of a speech-language pathology support person.

Classes of certified support personnel

139(1) For the purposes of this Part, the following classes of certified support personnel are established for audiology support personnel

- (a) audiometric technician,
- (b) audiology assistant,
- (c) Early Hearing Program screener, and

for speech-language pathology support personnel

- (d) speech-language pathology technician, and
- (e) speech-language pathology assistant.

(2) A support person may be certified in two or more classes of certified support personnel and, if so certified, that support person would only pay the application, certification or renewal fee for the class that has the highest fee.

Certification criteria and process

140(1) The committee may certify a support person and assign that person to the appropriate class of certified support personnel listed in section 139 if that person meets the following requirements:

- (a) the applicant holds a high school diploma or equivalent;
- (b) the applicant has completed, within two years of starting, a support personnel program of study acceptable to the committee.

(2) To be assigned to a class listed in section 139, an applicant must provide to or arrange to provide the committee with the following forms, documents or information as proof of meeting the criteria listed subsection (1) for the applicable class of certified support personnel:

- (a) a signed Form #13 application form for certification in the appropriate class of certified support personnel;
- (b) a completed statutory declaration;
- (c) evidence of having successfully completed a support personnel program of study acceptable to the committee, and of having completed that program within two years of starting;
- (d) payment in full of the applicable application and certification fees, as set out in Schedule A.

Grand-parenting (time-limited)

140.1(1) A support person who satisfied the committee that he or she meets the requirement of this section is deemed to meet the certification requirements specified in section 140(1).

(2) The committee may certify a support person and assign that person to the appropriate class of certified support personnel listed in section 139 if the support person provides the committee with

- (a) a signed Form #13 application form for certification in the appropriate class of certified support personnel;
 - (b) a completed statutory declaration;
 - (c) a Form #14 statutory declaration completed by a supervisor attesting that the support person
 - (i) is generally competent to perform the services commonly provided by support persons of the applicable class of certified support personnel, and
 - (ii) has the core competencies for the applicable class as listed in Schedule D.1;
 - (d) payment in full of the certification fee, as set out in Schedule A.
- (3) This section expires and is of no force or effect, and is repealed on April 1, 2013.

Issuing support personnel certificates

141(1) The registrar must, on the instruction of the committee, issue a certificate to a support person who, in the committee's determination, meets the requirement for that certificate as set out in this Part.

(2) A certificate issued under subsection (1) must state

- (a) the class of certified support person as described in section 139,
- (b) the name of the certificate holder,
- (c) the date the certificate was issued, and
- (d) the expiry date of the certificate, as required in subsection (3).

(3) A certificate issued to a support person or any renewal of such a certificate is valid until no later than March 31st of the next fiscal year after the fiscal year it was issued.

(4) If a support person, other than a person certified as an Early Hearing Program screener, is granted a certificate that was not granted in the first six months of the first fiscal year, the committee must reduced the applicable certification fee or certification renewal fee for the balance of the two-year licensing period, pro-rated on a six-month basis.

Support personnel certificate renewals

142(1) To be eligible to renew a certificate issued under this Part, a certified support person must, before the expiry date for that certificate,

- (a) submit to the registrar a completed Form #15 renewal for a certified support person,
- (b) submit to the registrar a completed Form #16 statutory declaration completed by a supervisor attesting that the certified support person seeking to renew a certificate
 - (i) remains generally competent to perform the services commonly provided by support persons of the applicable class of certified support personnel, and
 - (ii) has maintained the core competencies for the applicable class as listed in Schedule D.1,
- (c) pay the certification renewal fee in the amount specified in Schedule A,
- (d) pay any other outstanding fee, debt or levy owed to the college, and

- (e) attest that he or she is in compliance with the Act, the regulations, and these sections.
- (2) Notice of the certificate renewal fees must be delivered to each certified support person no later than 60 days before the expiry date, and must describe the consequences of late payment and non-payment of fees.
- (3) Each certified support person must pay the certificate renewal fee, as set out in Schedule A, in full on or before the expiry date.
- (4) Where a certified support person fails to pay a certificate renewal fee on or before the expiry date, he or she ceases to be entitled to provide services covered under the terms and conditions of that certificate.
- (5) On receipt of payment of the certificate renewal fee, the registrar must issue to the certified support person making payment a receipt bearing the seal of the college and stating that the certified support person is, subject to his or her compliance with the Act, the regulations, and these sections, entitled to provide the services covered under the terms and conditions of that certificate.

Registrant general responsibilities

- 143(1) A registrant must ensure that a certified support person has access to general supervision by a registrant of the appropriate class.
- (2) Subject to sections 144 to 147, a registrant may delegate the provision of any service that falls within the scope of practice of a class of support personnel as defined in section 138(1) to a person who is not a registrant, if the registrant is satisfied that
 - (a) the person has the core competencies for the applicable class of support personnel as listed in Schedule D.1 to provide that service safely, and
 - (b) the service will be provided in accordance with the standards of practice for that class of support personnel approved by the board.

Registrant responsibilities re: restricted activities

- 144(1) A registrant must not delegate the performance of any aspect of a restricted activity to a support person, nor allow a support person to perform any aspect of a restricted activity under the supervision of the registrant, unless
 - (a) the registrant has ensured that the support person has been assigned by the committee to a class of certified support personnel listed in section 139, and
 - (b) the registrant delegates or supervises in accordance with subsection (2).
- (2) For each class of certified support personnel established under section 139:
 - (a) a registrant may delegate to a support person in a class listed in column 1 of Schedule D.2 those aspects of a restricted activity that are listed in the corresponding column 2 of that Schedule;
 - (b) a registrant must not delegate to or supervise a support person in a class listed in column 1 of Schedule D.3 in relation those aspects of a restricted activity that are listed in the corresponding column 2 of that Schedule.
- (3) If the committee determines that a certified support person is not performing a restricted activity safely or in accordance with the standards of practice approved by the board, the committee may direct that a registrant must provide close or constant supervision of that support person until such time as that support person can demonstrate to the satisfaction of the committee that he or she is

capable of performing that activity safely, in accordance with the standards, and without the need for close or constant supervision.

(4) Notwithstanding any other section of this Part, a registrant must not allow or permit a certified support person to perform by delegation or under supervision any aspect of a restricted activity that is subject to an advanced competencies certification program under Part 10 of these Bylaws.

Registrant additional responsibilities re: medically fragile or unstable clients

145(1) For the purposes of this section, “medically fragile or unstable” means the client’s condition can result in an interference with that client’s airway, breathing or circulatory system, or their condition may vary unpredictably or can fluctuate frequently between periods of stability and instability.

(2) A registrant may not, in relation to a client who is medically fragile or unstable, delegate the performance of any aspect of that registrant’s profession’s scope of practice or a restricted activity to a support person, nor allow a support person to perform any aspect of that scope of practice or a restricted activity under the supervision of the registrant, unless the registrant has ensured that the support person has been assigned to a class of certified support personnel listed in section 139.

Support personnel in training

146(1) For the purposes of this section, “support person in training” means a person who is taking a program of study acceptable to the committee that would lead to certification of that person as a support person under this Part.

(2) A registrant must not delegate the performance of any aspect a restricted activity to a support person in training.

(3) A registrant may allow a support person in training to perform those aspects of a restricted activity listed in schedules D.2, but only if the level of supervision of that support person is available as prescribed in the applicable program of study.

Additional requirements

147(1) In delegating to or supervising a certified support person under this Part, a registrant must

- (a) apply the standards of practice for support personnel approved by the board, and
- (b) have coverage or ensure the support person is covered under liability insurance or coverage in a form and amount as required by section 151.

COMMENT: For ease of reference, section 151 reads as follows:

Liability insurance

151(1) An active, limited active or temporary registrant who is self-employed, and any employee of such a registrant, must obtain and at all times maintain professional liability insurance coverage in an amount of at least \$2,000,000 per claim and in a form that is satisfactory to the board.

(2) A registrant who is not self-employed must ensure that the registrant's employer has insurance in place that covers the registrant in the form and amount as specified in subsection (1) or will otherwise indemnify the salaried registrant for any liability arising from an error, omission or negligent act performed by that registrant.

(2) If a certified support person in a class established under section 139 is also registered in another college established under the Act, nothing in this Part authorizes that support person to perform any act that is prohibited by the other college in relation to that support person.

(3) Nothing in this Part authorizes a registrant to perform a restricted activity that the registrant is prohibited from performing under sections 50.1 to 50.4 of the Act.

Titles / Holding-out

148(1) A certified support person may use only the following titles and initials:

- (a) if assigned to the class of audiometric technician, the title "Certified Audiometric Technician" and the initials "C.A.T.";
- (b) if assigned to the class of audiology assistant the title "Certified Audiology Assistant" and the initials "C.A.A.";
- (c) if assigned to the class of Early Hearing Program screener, the title "Certified Early Hearing Program Screener" and the initials "C.E.H.P.S.";
- (d) if assigned to the class of speech-language pathology technician, the title "Certified Speech-language Pathology Technician" and the initials "C.S.L.P.T.";
- (e) if assigned to the class of speech-language pathology assistant, the title "Certified Speech-language Pathology Assistant" and the initials "C.S.L.P.A.".

(2) If a support person has been certified in two or more classes, that person may use the titles and initials associated with each classes for which the person has been certified, in accordance with the use of titles guidelines approved by the board.

COMMENT: The College will be preparing a set of guidelines to help explain the correct use of all occupational titles granted to registrants under the Regulation and to certified support personnel under this Part.

(3) A certified support person must not act or hold him or herself out as being in a class of support personnel established in section 139 unless that person has met the requirements of section 140 or 140.1, and is acting in accordance with this Part.

(4) A registrant must not allow, enable, assist or encourage a support person employed or supervised by that registrant to act as or hold themselves out as being in a class of certified support personnel established in section 139 in relation to the registrant's practice, unless that support person has met the requirements of section 140 or 140.1, and is acting in accordance with this Part.

Application of Part 3 of the Act

149(1) Part 3 of the Act and Part 14 and 15 of the Bylaws do not apply to a certified support person or former certified support person.

(2) Where a certified support person fails to meet or uphold a standard, limit or condition respecting an aspect of practice or the performance of a restricted activity pursuant to the delegation or supervision provisions of this Part, the registrant who delegated to or was supervising that certified support person remains responsible and accountable for that failure.

Consequential amendments to Schedule “A”

2. The following changes are made to Schedule “A”:

1) In section 1 by deleting the definition of “application fee” and replacing it with the following new definition:

(c) “application fee” is a one-time fee that applies to ~~all~~ persons applying to become registrants or certified non-registrants of the college in any class;

COMMENT: Proposed changes to the current definition are noted by strike-through and underlined text.

2) In section 1 by adding the following new definitions:

(d.1) “certification fee” is the fee that applies to support personnel when they are first certified with the college under Part 12;

(d.2) “certification renewal fee” is the biennial fee that applies to support personnel to renew their initial certification with the college under Part 12;

3) In the table of fees by adding the following new types of fees and amounts at the end of the table:

Application fee (all technicians and assistants, except Early Hearing Program screeners and section 140.1 applicants)	\$150
Certification fee (all technicians)	\$100
Certification fee (all assistants)	\$50
Certification fee (Early Hearing Program screeners)	\$25
Certification renewal fee (all technicians and assistants, except Early Hearing Program screeners)	\$50
Certification renewal fee (Early Hearing Program screeners)	\$25

[Addition of new Schedules D.1 to D.3](#)

3. The following new Schedules are added after Schedule “C”:

Schedules D.1 to D.3 - Support Personnel

1. For the purposes of Schedules D.1 to D.3:

COMMENT: The additional definitions set out in section 1 of the Regulation and section 1 of the Bylaws also apply to these schedules.

- (a) “adapt” means to change the physical characteristics of a hearing aid, earmold, or other attachments and “modify” has the same meaning;
- (b) “adjust” means to change or program the electro-acoustic parameters, functions, or features of a hearing instrument or attachments (such as FM systems, Bluetooth devices) in order to meet the requirements of an individual’s hearing loss, needs or preferences;
- (c) “prepare” means
 - (i) prior to fitting session with user, to determine that the hearing instrument was received as ordered,
 - (ii) to attach any accessories and ear molds to the instrument,
 - (iii) to perform a listening, electro-acoustic and programming check, and
 - (iv) to check to ensure that manual switches, controls, features, etc. are working;
- (d) “select” means to choose a hearing instrument with the electro-acoustic response, features, and functions that meet an individual’s hearing, physical, and lifestyle requirements;
- (e) “verify” means to perform objective measures, such as real ear measurements or sound-field testing to determine functional status of the hearing instrument response (i.e. that speech sounds are comfortably audible and loud sounds are tolerable).

Schedule D.1 – Certified support personnel core competencies

1. To be certified under section 140, an audiometric technician must possess the following core competencies:
 - a. understanding of anatomy and physiology of the auditory system;
 - b. understanding of the profession of audiology and the role and scope of the audiometric technician, including specified supervision requirements;
 - c. understanding of the restricted activities they are permitted to perform pursuant to this Part;
 - d. the ability to perform otoscopy and identify possible abnormalities in the external auditory canal or eardrum which may preclude taking an ear impression safely;
 - e. the ability to insert and remove an otoblock and impression material when taking an ear impression;
 - f. understanding of appropriate infection control procedures;
 - g. understanding of biological calibration of clinic and portable hearing equipment;
 - h. understanding of hearing loss and communication strategies;
 - i. understanding of assistive technology;
 - j. understanding of classroom acoustics and how to set up a soundfield FM system;
 - k. understanding of hearing aids, including basic understanding of the internal and external parts;
 - l. the ability to apply hearing aid or assistive technology troubleshooting skills, including the effects of physical modifications on earmolds;
 - m. the ability to prepare a hearing aid for fitting, which can include a listening or programming check;
 - n. the ability to administer hearing and tympanometry screenings, and to explain screening procedures and results;
 - o. the ability to order hearing aids and supplies, manage inventory;
 - p. the ability to collect data for statistical and appropriate documentation requirements;
 - q. the ability to follow safe work practices and patient confidentiality procedures.

2. To be certified under section 140, an audiology assistant must possess the following core competencies:
 - a. understanding of basic anatomy and physiology of the auditory system;
 - b. understanding of appropriate infection control procedures, as per local and college guidelines;
 - c. understanding of the profession of audiology and the role and scope of an audiology assistant, including specified supervision requirements;
 - d. the ability to clean or check hearing aids and assistive listening devices;

- e. the ability to report information for documentation purposes;
 - f. the ability to follow safe work practice and patient confidentiality procedures;
 - g. understanding of hearing loss and communication strategies;
 - h. the ability to conduct general hearing screenings and reporting of results to the audiologist.
3. To be certified under section 140, an Early Hearing Program screener must possess the following core competencies:
- a. understanding of basic anatomy and physiology of the auditory system;
 - b. the ability to explain all aspects of screening infants at an appropriate language level;
 - c. understanding of the profession of audiology and the role of a Early Hearing Program screener, including specified supervision requirements;
 - d. understanding of appropriate infection control procedures to work with infants in different care settings;
 - e. understanding of and the ability to explain the
 - i. importance of infant hearing screening,
 - ii. potential impacts of hearing loss,
 - iii. importance of follow up testing, if necessary, and
 - iv. general structure of the BC Early Hearing Program;
 - f. the ability to administer a hearing screening test, and explaining test procedures and results;
 - g. the ability to have safe and respectful interactions with infants and their family members;
 - h. understanding of principles of family centered care;
 - i. the ability to prioritize infants to be screened;
 - j. the ability to provide basic troubleshooting of screening equipment;
 - k. the ability to enter data and track infants in BC Early Hearing Surveillance Tool (BEST) database;
 - l. the ability to follow safe work practices and patient confidentiality procedures.
4. To be certified under section 140, speech-language pathology technician must possess the following core competencies:
- a. understanding of anatomy and physiology of the communication, swallowing and hearing systems;
 - b. understanding of normal speech, language and hearing development; normal swallowing;
 - c. understanding of the speech-language pathology profession and the role of a speech-language pathology technician, including supervision requirements;
 - d. understanding of communication and related disorders, including intervention and treatment techniques appropriate to the client population;
 - e. understanding of articulation and phonology and related disorders;

- f. the ability to screen communication and swallowing disorders and document the outcomes;
 - g. understanding of hearing loss and its effect on communication,
 - h. the ability to conduct general hearing screenings, other than of infants;
 - i. the ability to identify environmental factors that may interfere with treatment;
 - j. understanding of language learning environments and related impact on literacy;
 - k. understanding of medical stability and those patient conditions that can interfere with interventions;
 - l. the ability to use, demonstrate the use of and troubleshoot augmentative and alternative communication (AAC) devices;
 - m. understanding of the critical factors and patient changes that need to be reported to the supervising speech-language pathologist;
 - n. understanding the psychology and emotional implications of communication and swallowing disorders;
 - o. understanding of family centered care;
 - p. the ability to interact and communicate effectively with clients, their families and care team;
 - q. understanding of the techniques and processes related to application of restricted activities for the population served;
 - r. the ability to collect and report statistical information;
 - s. the ability to document the provision of speech-language pathology technician services;
 - t. understanding of client attitudes, behaviours and cultural beliefs;
 - u. the ability to follow safe work practices and patient confidentiality procedures.
5. To be certified under section 140, speech-language pathology assistant must possess the following core competencies:
- a. understanding of anatomy and physiology of the communication and hearing mechanisms;
 - b. understanding of normal speech, language and hearing development;
 - c. understanding of communication and related disorders (e.g. swallowing) including screening and intervention techniques;
 - d. the ability to follow prescribed interventions for stable clients in accordance with the plan of care;
 - e. understanding of the speech-language pathology profession and the role and scope of the speech-language pathology assistant, including supervision requirements;
 - f. understanding of communication disorders and intervention or treatment techniques appropriate to the client population;
 - g. understanding of articulation and phonology and related disorders;
 - h. understanding of hearing loss and its effect on communication;
 - i. the ability to identify environmental factors that may interfere with treatment;
 - j. understanding of language learning environments and related impact on literacy;

- k. understanding the psychology and emotional implications of communication and swallowing disorders;
- l. the ability to assist in meetings with clients, their families and care team under supervision;
- m. the ability to follow clinical procedures, such as collecting and reporting statistical information to the speech-language pathologists;
- n. understanding client attitudes, behaviours and cultural beliefs;
- o. the ability to follow safe work practices and patient confidentiality procedures.

Schedule D.2 – Delegation of aspects of a restricted activity

COMMENT: If a class of certified support personnel does not appear in this table, a support person certified in that class may not be delegated the performance of any restricted activity granted to registrants of the College. See also Schedule D.3.

<p><i>Column 1</i> Class of certified support personnel (section 140)</p>	<p><i>Column 2</i> Aspects of restricted activities that may be delegated (section 143(2)(a))</p>
<p>Audiometric technician</p>	<ul style="list-style-type: none"> • To prepare a hearing instrument; • To adapt a wearable hearing instrument; • To modify a wearable hearing instrument; • To put an instrument or device into the external ear canal but not up to the ear drum for the purposes of taking an ear mold impression; • To put into the external ear canal but not up to the ear drum for the purposes of taking an ear mold impression, a substance that subsequently solidifies; • To put into the external ear canal for the purpose of tympanometry, air that is under pressure.
<p>Early Hearing Program screener</p>	<ul style="list-style-type: none"> • To put an instrument or device into the external ear canal but not up to the ear drum for the purposes of hearing screening.
<p>Speech-language pathology technician</p>	<ul style="list-style-type: none"> • To put into the external ear canal for the purpose of tympanometry/hearing screening, air that is under pressure; • To put an instrument or a device into an artificial opening in the body for the purposes of cleaning a stoma or TEP (voice prostheses opening).

Schedule D.3 – Restricted activities that may not be delegated or performed under supervision

<p><i>Column 1</i> Class of certified support personnel (section 140)</p>	<p><i>Column 2</i> Aspects of a restricted activity that may <u>not</u> be delegated or performed under supervision (section 143(2)(c))</p>
<p>Audiometric technician</p>	<ul style="list-style-type: none"> • To diagnose; • To prescribe a hearing instrument; • To select a hearing instrument; • To sell a hearing instrument; • To adjust a hearing instrument; • To interpret test results; • To fit or verify a hearing instrument; • To put into the external ear canal for the purpose of cerumen management, air that is under pressure; • To put into the external ear canal for the purpose of cerumen management or assessment of vestibular system dysfunction, water that is under pressure.
<p>Audiology assistant</p>	<ul style="list-style-type: none"> • All restricted activities granted to registrants of the College under section 5 of the Regulation.
<p>Early Hearing Program screener</p>	<ul style="list-style-type: none"> • To diagnose; • To prescribe a hearing instrument; • To select a hearing instrument; • To sell a hearing instrument; • To adjust a hearing instrument ; • To interpret test results; • To fit or verify a hearing instrument; • To put into the external ear canal for the purpose of cerumen management, air that is under pressure; • To put into the external ear canal for the purpose of tympanometry or hearing screening, air that is under pressure; • To put into the external ear canal for the purpose of cerumen management or assessment of vestibular system dysfunction, water that is under pressure.

<p>Speech-language pathology technician</p>	<ul style="list-style-type: none"> • To diagnose; • To put an instrument or a device or finger beyond the pharynx, for the purposes or assessing and managing voice disorders and voice restoration; • To put an instrument or device beyond the point in the nasal passages where they normally narrow, for the purposes of assessing and managing communication and swallowing disorders.
<p>Speech-language pathology assistant</p>	<ul style="list-style-type: none"> • All restricted activities granted to registrants of the College under section 5 of the Regulation.