



# Examples of typical CPD activities

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These examples are provided to illustrate typical, realistic CPD activity that might be encountered at work. They also show the format that would be appropriate for the BAA CPD scheme. Some of these examples would be planned CPD but most are unplanned and come to light as a consequence of the ever-changing technology we use.

## Example 1

Goal: Able to fit the new Phonicons high powered hearing aid.

Need: Become familiar with the features and programming of the new Phonicons high powered hearing aid.

Activity: Attend manufacturer's product training event (BAA accredited: 3 points).

Activity Type: Learner on an accredited course. Category: Educational

Points: 3 (since all time was relevant)

Reflection: Attended the manufacturer training for the new Phonicons high powered hearing aid. There was nothing significantly different about the product and so I haven't learnt about any new technological concepts or developments. However the software is a little different and I needed to find my way around to ensure I could programme the hearing aids optimally - I found the product training useful in meeting this need.

Evaluation: Three hours well spent as I now feel confident in being able to select all the appropriate hearing aid features and offer my patients the best that that product can offer. I didn't learn anything ground breaking and nothing that would really change my practice - just keeping up-to-date so that I can continue to do my job proficiently, using the latest technology.

EI: 0.3

Value:  $3 \times 0.3 = 0.9$

## Example 2

Goal: Be able to fit DSP hearing aids using universal open ear tips

Need: Become familiar with types of patients for whom these are suitable, in terms of thresholds, gain achievable and dexterity. Learn the practicalities of fitting them.

Activity: Study manufacturer's data and discuss with colleagues, then implement.

Activity Type: Experiential learning Category: Work based

Points: 1 discussion, 1 reading, 3 doing it = 3.

Reflection: Read all the details from the manufacturer and a journal article on the advantages of open ear fittings. Very useful, must try it out to really see if it's as good as they say. Had a useful discussion with colleagues who have already used these open ear tips, and now have a clear idea of when to try to use them. Fitted 3 patients, one success and two had to be booked

for fitting with real earmoulds. Learned quite a bit, this will improve my practice for suitable patients.

Evaluation: Time very well spent as I now feel confident in being able select the patients who will really benefit from these fittings. Learned a lot about acoustics, vents and low frequency gain.

EI: 0.6

Value:  $3 \times 0.6 = 1.8$

### **Example 3**

Goal: Learn more about fitting DSP aids to conductive hearing losses

Need: Understand why REAG is preferable to REIG, and how much "extra" volume is needed for a conductive element.

Activity: Read available literature on the subject, then review & discuss with boss.

Activity Type: Study of reference texts      Category: Self-directed learning

Points: 2 reading 1 discussion = 3

Reflection: Read the BSA real ear measurement protocol and sections in Harvey Dillon's book. Had useful discussion with colleagues who understand these things better than I do. Learned loads, and this will improve my practice for these patients.

Evaluation: Time very well spent as I now feel more confident in fitting conductive losses using REAG measurements if possible. Learned a lot about how NAL NL1 works with SNHL.

EI: 0.7

Value:  $3 \times 0.7 = 2.1$

### **Example 4**

Goal: Become knowledgeable about Cochlear Dead Regions (see also example 5)

Need: Gain understanding of the term "dead regions"

Activity: Web-based interactive "live" lecture

Activity Type: Learner on an accredited course.      Category: Educational

Points: 1 (Each lecture is usually one hour in length)

Reflection: Learnt lots. Not really heard about dead regions before. Very well explained.

Evaluation: Something to consider when I meet patients who perform badly with their Hearing Aids (especially ski-slope losses). Filled a gap in my knowledge.

EI: 0.6

Value:  $1 \times 0.6 = 0.6$

**Example 5** (This is the same Goal as example 5; this would therefore be a second Need)

Goal: Become knowledgeable about Cochlear Dead Regions

Need: Understand the tests available for Dead Regions.

Activity: A Web-based interactive "live" lecture

Activity Type: Learner on an accredited course. Category: Educational

Points: 1

Reflection: Found the TENS test very difficult to get to grips with. Didn't understand what an ERB was at all. Luckily the lecture is stored to a file and I can go over this again.

Evaluation: Not yet got the take-home message about the testing. Will need to revisit this.

EI: 0.2

Value:  $1 \times 0.2 = 0.2$

### **Example 6**

Goal: Ensure that my knowledge of hearing aid technology stays current

Need: Consolidate and add to present knowledge about hearing aid dynamic range compression

Activity: Lecture to Department by visiting Siecons rep.

Activity Type: Seminar – attending. Category: Educational

Points: 2 (Rep's presentation lasted about 2 hours)

Reflection: This wasn't planned by me – we were told that a rep was giving a seminar and we were expected to attend. The talk helped to clarify my sometimes confused thinking about compression. Given a nice handout with useful diagrams. Not a lot about role of attack/release times. Speaker couldn't answer questions about choice of kneepoint.

Evaluation: A reasonable revision session but I found it difficult to distinguish how much was genuine technological advance and how much was simple sales pitch. More confident to fine tune compression parameters when fitting/reviewing Hearing Aids but my clinical practice won't change much.

EI: 0.2

Value:  $2 \times 0.2 = 0.4$

### **Example 7**

Goal: Obtain high-quality ear impressions

Need: Improve impression-taking technique.  
(Spoken to by Senior Audiologist regarding poor fit of my resulting earmoulds).

Activity: One-to-one time watching and being supervised by Senior Audiologist

Activity Type: Shadowing an expert. Category: Work Based Learning

Points: 1

Reflection: Useful to review BSA guidelines. Always helpful to watch someone else do things – picked up some good tips. Enthused to make more effort! But didn't really learn anything new. What I need to do now is to refine my technical skills using the tips I've picked up and then get my Senior to re-assess my technique.

Evaluation: A productive exercise to remind me to strive for excellence and obtain the best possible outcome for my patients. Also saves money not having to take repeat impressions.

EI: 0.3

Value:  $1 \times 0.3 = 0.3$

### **Example 8**

Goal: Study new BSA PTA recommended procedure

Need: Become familiar with revisions contained in new procedure.

Activity: Private study of latest BSA recommended procedure.

Activity Type: Study of reference texts. Category: Self-directed learning

Points: 1

Reflection: Seems much the same to me. Didn't know about occluding ears at some frequencies for BC. Couldn't understand the explanation about the masking calibration. Will speak to Head of Dept. Maybe we could cover this in Journal Club one month.

Evaluation: Learnt one or two new things. Feel confident I'm up to date and can demonstrate correct technique to our BSc students. Need to clarify issues surrounding masking calibration.

EI: 0.4

Value:  $1 \times 0.4 = 0.4$

### **Example 9**

Goal: Understand the acronyms and test results that ENT doctors write in patient's notes.

Need: Learn what the acronyms stand for and whether they are relevant to audiology and my management plan. Find out about the tests that they may routinely perform on patients with a hearing loss and again what the results mean for my management plan.

Activity: Consult a general ENT medical book, speak to my ENT colleagues and ask them to attend CPD club seminar then shadow doctor on ENT clinic for a couple of sessions.

Activity Type: (this one could be described by a number of the suggested activities because there are several elements, but how about:) Review of books/articles. Category: Self directed

Points: 3 hours of learning (although 9 hours spent in overall)

Reflection: Found a good ENT text book but very general and not much related to hearing loss and audiology and the specifics that I wanted to find out. The seminar was very useful - I had asked the ENT doctor to go through specific topics, tests etc and so it was very much tailored to our needs - it's a shame we didn't have longer. Attending ENT clinics was interesting but didn't really help fulfil the stated Goal.

Evaluation: I wish I'd done this a year or so ago. I no longer look at the ENT notes with utter confusion when a patient is referred for a hearing aid. It took me a lot of time to get a smaller amount of learning but that could be a problem with shadowing - you don't always get to see what you want/need to see. The seminar was useful as all my colleagues were able to benefit as well - I think I'll ask if this can be an annual update. My service to patients has improved as I am better able to understand their hearing and balance problems and can tailor my rehab with this in mind. I will also cover this when training students.

EI: 0.6

Value:  $3 \times 0.6 = 1.8$

### **Example 10**

Goal: Understand more about vibrotactile responses during AC and BC PTA.

Need: Recap on when they are likely to occur so I don't misinterpret them as auditory thresholds.

Activity: Read about VT responses and discuss with more senior colleagues.

Activity Type: reading and discussion      Category: Self directed

Points: 1

Reflection: Saw a patient the other day that reported feeling not hearing - needed to recap on where VT thresholds were likely to occur. BSA PTA recommended procedure and a book in our dept library were good sources of info.

Evaluation: One hour usefully spent recapping and reaffirming when VT thresholds could occur. Not ground breaking knowledge but important so as not to make sure we all mark the audios appropriately and so don't misinterpret VT as auditory.

EI: 0.3

Value:  $1 \times 0.3 = 0.3$

### **Example 11**

Goal: Be able to use the new automated toy test.

Need: Look at the equipment set up and become familiar with the calibration, controls and test procedure

Activity: Take a look at the equipment and manufacturer's instructions; practice using the test on some colleagues

Activity Type: Study of reference texts.      Category: Self directed

Points: 2

Reflection: I have previous experience using this test but with live voice so just needed to build upon this experience of the test and learn how to use the automated equipment. Fairly easy and self-explanatory piece of equipment to use. Good to get some practice with the controls and where best to position the speaker and child. Feel ready to use the test when next needed.

Evaluation: I'm now confident in the use of the automated equipment. I'll definitely be using it for the older children I test in clinic. This should mean we have less variability than we might have had when using the test with live voice.

EI: 0.6

Value:  $2 \times 0.6 = 1.2$