

## Summary Chart

### Canadian Entry-to-Practice (CETP) Audiology Examination

<b>COMPETENCIES</b>	
Audiologist roles and weightings	Knowledge Expert 20-30%
	Clinical Expert 35-45%
	Communicator 5-15%
	Collaborator 3-7%
	Advocate 3-7%
	Manager 3-7%
	Professional 5-15%
<b>STRUCTURAL VARIABLES</b>	
Examination format and length	Total: 170 multiple choice questions Time: 3 hours, 45 minutes
Item presentation	The examination will contain a mixture of independent (stand-alone) questions and case-based questions.
Cognitive level	The examination will include questions at a number of cognitive levels: knowledge/comprehension, application and critical thinking. Given that this is a competency-based examination, no more than 40% of questions will be at the knowledge/comprehension level.
<b>CONTEXTUAL VARIABLES</b>	
Client	Questions will reflect a range of client variables such as race, gender, age, lifestyle, etc. For the purposes of this document, the notion of the “client” may refer to the individual alone, or it may include both the individual and a parent/legal guardian or a significant other.
Environment	Environmental factors (location or type of audiology service, family support, barriers to participation, etc.) will be specified when necessary.
Diversity	The examination will include content that measures awareness, sensitivity and respect for diversity, without introducing stereotypes.

# Canadian Entry-to-Practice (CETP) Audiology Examination

## Definition of Terms

### Roles of Audiologists

*Knowledge Expert and Clinical Expert:* Audiologists are able to apply their knowledge of auditory and vestibular development and disorders, together with their assessment and intervention skills to provide professional, client-centred care to individuals across the lifespan. This role is central to the function of audiologists.

*Communicator:* Audiologists facilitate the therapeutic relationship and exchanges that occur before, during and after each encounter. The competencies of this role are essential for establishing rapport and trust, sharing information, developing a mutual understanding and facilitating a shared plan of client-centred care.

*Collaborator:* Audiologists seek out and develop opportunities to work effectively with other professionals, the client and their family, caregiver, significant others and/or the community to achieve optimal client-centred care as well as continuity of care when clients change providers and/or caregivers.

*Advocate:* Audiologists use their expertise to advance the health and well-being of clients by assisting them to navigate the healthcare or educational system and access support and resources in a timely manner.

*Manager:* Audiologists are integral participants in decisions relating to the service provided to clients in the healthcare or educational system. The decision process may involve co-workers, resources and organizational tasks.

*Professional:* Audiologists are guided by a code of ethics, professional standards, regulatory requirements and a commitment to clinical competence in the service they provide to their clients.

### Item Presentation

*Independent questions:* Stand-alone questions that contain all the necessary information without reference to a case.

*Case-based questions:* Consist of a set of approximately three to five questions that are associated with a brief scenario.

### Cognitive level

*Knowledge/Comprehension:* Recall and recognition of previously learned content (e.g., facts, terms, concepts, principles, techniques and procedures).

*Application:* Using acquired knowledge (facts, terms, concepts, etc.) in a novel context to solve a specific problem or reach a conclusion. Questions are drawn from typical situations encountered in practice.

*Critical Thinking:* Ability to judge the relevance of data, to deal with abstractions, and to solve problems (identifying priorities of care, evaluating the effectiveness of interventions, interpreting the findings of an image).