

Course Planner/Instructional Personnel Relationship Disclosure Form

In compliance with American Speech-Language Hearing Association's Continuing Education Board's Requirements, the Department of Communicative Disorders & Deaf Education (COMDDE) at Utah State University (USU) requires course planners and instructional personnel to disclose information regarding any relevant financial and nonfinancial relationships related to course content prior to and during course planning.

Based on the information provided, Brynne Davies, the COMDDE CE Program Administrator, will engage the course planner/instructional personnel in a guided interview process which seeks to understand how the relevant financial or nonfinancial relationship may influence the content of the course.

Instructor personnel and course planners will be finalized only after this form has been received and reviewed by Brynne Davies. (See page 5 for the process used to review, resolve and disclose relevant relationships.)

Instructions: Provide the information requested ensuring that all relevant financial and nonfinancial relationships including those in your biography are disclosed on this form.

Name: Debbie Baerlocher

I am serving as (check all that apply):

Course Planner Instructional Personnel (i.e., Presenter/Author/Content Creator)

Proposed Course Title: The Audiologist as a Key Member of the Early Intervention Team

Instructional personnel: Insert proposed learner outcomes for course (if available):

1. Be able to identify the auditory milestones and their importance in developing listening skills and using the residual auditory capacity of the child with amplification.
2. Understand the negative effect untreated hearing loss has on development, beyond the expected speech and language effects and why.
3. How the pivotal the role is for the audiologist to appropriately aid, verify and validate the hearing aid fitting to ensure optimal outcomes for the child with hearing loss.

Instructional personnel: Insert your biography or resume:

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Debbie Baerlocher, AuD

11515 W. Oneida Boise, ID 83709

(208) 362-4751

Experience:

March 2013 to present: Rehabilitation Clinic Program Coordinator, Pediatrics; Boise, ID

- Set up work flows and coordination of care for pediatric ENT services
- Coordinator/consulting audiologist of Newborn Hearing Screening programs
- Provide sedated Auditory Brainstem Response evaluations in cooperation with St. Luke's and Elks
- Analyze and develop improvements to service provision for all pediatric audiologists in our system to overall improve and standardize the quality of care for our patients and their families
- Audiologic duties for a 95% pediatric caseload from diagnostics through intervention and counseling

March 2006- June 2014: Manager of satellite site; Elks Hearing and Balance Centers, Meridian, ID:

- Supervisory duties for 3 audiology, 1 physical therapy, and 2 administrative staff
- Training/teaching new staff
- Supervising doctor of audiology residents during 3rd and 4th year placements
- Audiologic duties for testing pediatrics to adults, hearing aid fittings, electrophysiological testing
- Editor of patient newsletter: *Hear the News*
- Coordinator and consulting audiologist of two of the largest hospital newborn screening programs in the region

May 2006-present: Consulting Audiologist for Idaho Sound Beginnings; Boise, ID

- Consulting audiologist for Region I and II in Idaho for newborn hearing screening program for hospital and midwife programs.
- Consulting audiologist for hospitals that work with outsource company, Peloton, for newborn hearing screening services
- Presentations to hospitals about newborn hearing screening, protocols, best practice, training
- Involved in developing training, presentations, informational brochures for parents, physicians, care providers and audiologists on the topic of hearing loss

July 2000 to March 2006: Elks Hearing and Balance Centers, Meridian, ID:

- Hearing evaluations on patients of all ages (0-100),
- Hearing aid fitting on all patients using only digital amplification,

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- Verification methods using real ear measures and real-ear to coupler-difference,
- Auditory Brainstem Response evaluations for babies from 0-5 months and neurodiagnostic evaluations for adults,
- Video-nystagmography testing in cooperation with a vestibular program with certified physical therapists
- Coordinator and consulting audiologist of two largest hospital newborn screening programs in the region

July 1999-July 2000: Department of Veteran's Affairs, Washington, DC: One year Supervised internship: Responsible for audiologic assessment, Auditory Brainstem Response testing, Otoacoustic Emissions and Videonystagmography evaluation. Used digitally programmable amplification, assistive/alerting devices, on-site repairs and cerumen management. Helped in establishment of newborn hearing screening program. Examined patients for auditory-speech intake and quarterly assessments for on-site long-term care nursing home unit as audiology team member.

January 1999-April 1999: Rose F. Kennedy Center at Albert Einstein College of Medicine, Bronx, NY: Four-month supervised internship: experiences in pediatric hearing assessment (0-21 years), hearing aid selection and fitting, screening in the well-baby and NICU nurseries, aural habilitation and rehabilitation in a large, ethnically diverse population with a multi-disciplinary team approach. RFK sees 40,000 visits annually.

Presentations:

Idaho Speech, Hearing and Language Association (ISHA): March 2002 and March 2006

(Auditory Brainstem Response, Newborn Hearing Screening and Pediatric Diagnostics)

Presentations to hospital staff about newborn hearing screening around the state of ID: 2006- present

Idaho Hospital Association (IHA) for Idaho Sound Beginnings: 2006, 2008, 2009

Perinatal Conference (presentation to physicians and nurses on hearing loss: 2008

Early Childhood Conference (audiology for early interventionist): 2008, 2010

SLAM (Strategies for Listening, Advocacy, and Management of Hearing Loss) parent education classes: 2017, 2018

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Early Hearing Detection and Intervention (EHDI) Conference 2018

Education: Bachelors of Science: Elmira College, 1996
Doctorate of Audiology, Central Michigan University, 2000

Continuing Education:

- ISHA: Boise, ID (2001, 2003, 2006, 2016, 2018, 2019)
- IMASH (2017)
- AAA: (2004 and 2007)
- NCHAM training for ABR, pediatric hearing aid fittings: MN (2005), ID (2012), ID (2014), ID (2016); ID (2017); ID (2018)
- EDHI conference (2008), (2010), (2013) (2018)
- ASHA EHDI on-line conference (2010) (2016)
- ASHA CAPD on-line conference (2018)
- Early Years Conference (2008); (2010); (2018)
- Gallaudet Genetic on-line course (2007)
- Numerous hearing aid presentations throughout the year annually

Name: Debbie Baerlocher

I am serving as (check all that apply):

Course Planner Instructional Personnel (i.e., Presenter/Author/Content Creator)

Proposed Course Title: Audiologists as Key Members of Early Intervention Team

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HIPAA REQUIREMENTS

To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient's/client's knowledge and written authorization.

I am in compliance with these policies: _____DB_____ (INITIAL HERE)

Relevant financial relationships are those relationships in which you benefit by receiving a salary, royalty, intellectual property rights, gift, speaking fee, consulting fee, honoraria, ownership interest (e.g., stocks, stock options, or other ownership interest, excluding diversified mutual funds), or other financial benefit. Financial relationships can also include "contracted research" where the institution gets the grant and manages the funds and you are the principal or named investigator on the grant.

Do you have relevant financial relationships to disclose? No Yes, if yes complete the Financial Relationship Disclosure form that follows.

Relevant non-financial relationships are those relationships that might bias you including any personal, professional, political, institutional, religious or other relationship. Examples follow:

Personal: You have a personal friendship with someone in the company whose products are discussed in the course; you have a family member or friend with a disorder that will be talked about in the course.

Professional: You are a member of an association or group that is talked about or referenced in the course; you have a professional bias about a way to deliver a particular service.

Political: You have a political bias about a topic (e.g., health care reform) and your bias is toward supporting a particular party's position on this issue.

Institutional: You are affiliated with an institution or organization (e.g., serves on a committee or board of that organization); you are a member of that organization or gives money to its causes.

Religious: You have a bias based on religious tenets (e.g., a bias toward service delivery at end of life based on religious beliefs).

Do you have relevant non-financial relationships to disclose? No Yes, if yes complete the Nonfinancial Relationship Disclosure form that follows.

I attest that the information in this disclosure is accurate at the time of completion and I agree to notify Brynne Davies of any changes to this information between now and the presentation.

Signature

Debbi Baerlocher

Date

12/14/19

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Nonfinancial Relationship Disclosure Form

Course Planners/Instructional personnel have a **relevant** nonfinancial relationship if that relationship could influence the information presented in the course and could be perceived as a conflict of interest by learners.

Name: Debra Barbock

I am serving as (check all that apply): Course Planner Instructional Personnel (i.e., Presenter/Author/Content Creator)

Proposed Course Title: Audiologist as a Key member of Early Intervention team

Please disclose your nonfinancial relationships that are to the proposed course's content. Remember to disclose any nonfinancial relationships stated in your biography that pertain to the course content.

Name of Company, Organization, Person or Thing	Type of Nonfinancial Relationship				Bias	
	Personal	Professional	Political	Institutional		Religious
<i>Example:</i> Better Hearing for All	I am a member of the organization			Serve as chair for the ad hoc committee on universal coverage for hearing aids		
Idaho Sound		I am an audiology consultant		Serve as an advisory member		
Beginnings						

Course Planner/Instructional Personnel Relationship Disclosure Form –Process for Review, Resolution and Disclosure (FOR PROVIDER USE ONLY)

Review of Information Disclosed by Course Planners and Instructional Personnel

Step 1. Provider’s representative reviews the disclosure form, the learner outcomes, the individual’s biography or resume and all other course related materials.

Step 2. Provider’s representative identifies any questions about the disclosure information.

Step 3. Provider’s representative contacts the planner or instructional personnel to discuss the disclosure information provided.

Step 4. Provider’s representative determines if the individual (check one):

- has financial and/or nonfinancial relationships relevant to the course content and a resolution process is required. (Go to “Resolution of Disclosed Relevant Relationships.”)
- has no relevant financial or nonfinancial relationships to the course content and no resolution process is required. (If instructional personnel, Go to “Disclosure to Learners.” If course planner, stop.)
- has disclosed relationships that are not relevant to the course content and no resolution process is required. (If instructional personnel, Go to “Disclosure to Learners.” If course planner, stop.)

Resolution of Disclosed Relevant Relationships

Check the methods used to resolve the identified relevant relationship(s) and enhance transparency.

- Determined that disclosing the relevant relationship(s) to learners was sufficient to minimize potential conflict of interest.
- Used a peer review process (process by which materials are reviewed by experts in that topic area to ensure the data support the conclusions before they are accepted for presentation or publication). If necessary, instructional personnel will be required to revise content based on recommendations from the peer review.
- Altered the control over the course content by:
 - Changing the focus of the content so that it does not relate to the relevant relationship
 - Changing the content/topic of the individual’s educational assignment so that it does not relate to the relevant relationship
 - Limiting the individual’s content to a report without practice recommendations (if individual was funded by a commercial company to perform research, the individual’s presentation may be limited to research data and results)
 - Limiting the role of the individual to reporting practice recommendations based on formal structured review of the literature with the inclusion and exclusion criteria stated (evidence-based)

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- Other (please describe)
- The individual documented the ‘best available evidence’ to support his/her recommendations. (e.g., individual provided adequate references)
- Chose not to select the individual as a planner and/or instructional personnel
- Other (please describe):

Disclosure to Learners

Step 1. Develop the instructional personnel disclosure statement with information from the disclosure form and discussions with the instructional personnel:

Select the applicable format:

- Option 1: [Insert instructional personnel name] has no relevant financial or nonfinancial relationships to disclose.
- Option 2: [Insert instructional personnel name] has the following relevant financial and nonfinancial relationships to disclose: [insert name of organization and type of financial relationship] and [insert name of organization and type of nonfinancial relationship].
- Option 3: [Insert instructional personnel name] has the following relevant financial relationship to disclose: [insert name of organization and type of financial relationship] and no relevant nonfinancial relationships to disclose.
- X Option 4: [Debbie Baerlocher] has no relevant financial relationships to disclose and the following relevant nonfinancial relationship to disclose [Idaho Sound Beginnings

Step 2. Send the draft instructional personnel disclosure statement to the instructional personnel for review and approval.

Step 3. Finalize and provide instructional personnel disclosure statement to potential registrants prior to the start of the course. Indicate where the statement will be published (check all that apply):

- Printed brochure
- Website
- Email blasts
- Other Describe:

Step 4. Ensure that the agreed upon instructional personnel disclosure statement will be announced (verbally and/or in writing) at the start of the course.

Step 5. Contact instructional personnel on or before [insert date] to identify any relevant financial and nonfinancial relationships that have developed after course planning and prior to course delivery. Complete the following after contacting the instructional personnel.

- Instructional personnel disclosure statement unchanged
- Changes in relevant relationships (describe):

Insert revised instructional personnel disclosure statement: