

PERSON-CENTERED LEARNING OBJECTIVES

Adult aural rehabilitation

These learning objectives will help your students understand the key elements of adult aural rehabilitation. Included are recommended resources to support these learning objectives.

OBJECTIVE 1

Explain the role of motivation in the management of chronic health conditions like hearing loss.

RESOURCES

Videos on client motivation illustrate client readiness to take action. Introduce **motivational interviewing with the University Course module** or have students complete the **Client Engagement** module in the Learning Hall outside of class. Either will prepare students to use the **Motivation Tools** in their appointments.

OBJECTIVE 2

Demonstrate how to interpret audiologic and case history assessments and identify rehabilitation needs of diverse clients and their communication partners including vocational, social, and psychological aspects.

RESOURCES

Ida Telecare tools can help clients prepare for appointments by identifying their priorities in advance. **The Living Well** tool can help clients articulate their needs and challenges. **Goal Sharing for Partners** helps identify the priorities of clients and their communication partners and make shared decisions in a structured way. **Managing Hearing Loss at Work** is a resource that will help clients understand their rights and options in the workplace.

OBJECTIVE 3

Describe the relevance of client preparation for hearing rehabilitation consultations.

RESOURCES

Ida Telecare tools can help clients prepare for appointments by identifying their priorities in advance. **The University Course module** provides background on how to incorporate preparation for an appointment through telehealth, and **the corresponding Learning Hall course** gives students an opportunity to further their knowledge outside of the classroom. **These ethnographic videos show clients who have benefited from preparing for their appointments.**

OBJECTIVE 4

Analyze the role of communication partners in hearing rehabilitation and review strategies to actively involve them in rehabilitation sessions.

RESOURCES

The [University Course unit on communication partners](#) provides a foundation on the important role family and friends play in rehabilitation. [Communication Partner tools](#) can be used to actively involve family and friends in the appointment. Ethnographic videos provide more insight into [how communication partners are affected by a person's hearing loss and the support they are able to offer](#).

OBJECTIVE 5

Recognize the benefit of peer support and explain how to create a group support program for people with hearing loss and their communication partners.

RESOURCES

The [University Course unit on group aural rehabilitation](#) explains the benefits of group AR for the person with hearing loss as well as the clinician. The [Group Aural Rehabilitation resource](#) offers plans for starting a group and session topics. In this collection of videos, [people with hearing loss share their personal stories](#). [Mayo Connect](#) is an online message forum that can be used as a stand in for an in-person group.

OBJECTIVE 6

Describe and define different communication strategies that are beneficial for adults with hearing loss and explain how communication strategies are incorporated into an aural rehabilitation plan.

RESOURCES

[Everyday Life with Hearing Loss](#) and [Dilemma Game](#) offer people with hearing loss communication strategies for managing different situations.

PERSON-CENTERED BEHAVIOR

Adult aural rehabilitation

Students will show their understanding of the material illustrated in the learning objectives by displaying the behavior below during their clinical hours.

OBSERVABLE BEHAVIOR 2

Negotiates the agenda with the client and their family using basic person-centered communication skills by:

- Identifying the client's main concerns
- Articulating the clinicians concerns
- Identifying the client's most important tasks
- Determining what must be attended to and what can be postponed

OBSERVABLE BEHAVIOR 4

Develops person-centered treatment plans incorporating the preferences, needs, and values of the client and their communication partners and identifying where these plans may need to change or adapt according to clinical, personal, or familial preferences

OBSERVABLE BEHAVIOR 6

Evaluates possible communication challenges based on clinical assessment data and uses a synthesis of this knowledge alongside discussions with the client and their family to offer appropriate communication repair strategies

OBSERVABLE BEHAVIOR 1

Uses communication skills to promote a therapeutic relationship by:

- Accepting the client's feelings without judgement
- Using empathy to communicate understanding and appreciation
- Expressing a willingness to help and offering partnership
- Sharing thoughts with clients to encourage their involvement
- Acknowledging coping efforts and appropriate self-care

OBSERVABLE BEHAVIOR 3

Conducts a thorough case history and communication needs assessment for clients and communication partners using person-centered communication skills by:

- Asking for their perspective
- Exploring and understanding possible causes
- Exploring the impact of the hearing loss on the client's life and daily activities

OBSERVABLE BEHAVIOR 5

Openly discusses options for the client and their communication partners in the rehabilitation journey