

# PERSON-CENTERED LEARNING OBJECTIVES

Adult diagnostic audiological assessment

These learning objectives will help your students understand how to take a person-centered approach to the diagnostic audiology process. Included are recommended resources to support these learning objectives.

## OBJECTIVE 1

Describe the components of a hearing health case history and communication needs assessment for clients and their families using the principles of person-centered communication.

## RESOURCES

[Ida Telecare tools](#) will help clients think about their hearing needs and challenges before the appointment. This will help fill in details of their case history and focus treatment goals. The personal information section of [My Hearing Explained](#) can also help identify where clients are having difficulties hearing.

## OBJECTIVE 2

Evaluate client readiness for behavior change in hearing health and the factors that influence it.

## RESOURCES

[The Motivation Tools](#) help determine a client's motivation by opening up communication about their thoughts and needs during an appointment. [The University Course features a lesson on motivational interviewing](#). Students can also learn motivational interview techniques and how to use the Motivation tools outside of the classroom through [the Client Engagement Learning Hall course](#). Watch how other clinicians have evaluated client motivation with [Ida's Ethnographic videos](#). [Drs. Katie Ekberg and Caitlin Barr have published research](#) on the effectiveness of the Motivation Tools in determining client readiness for change.

## OBJECTIVE 3

Outline the principles of effective information sharing based on a thorough understanding of client need and health literacy.

## RESOURCES

[The University Course features a lesson on health literacy](#). In this video, [watch how Jonathan shares information with his client](#) during an appointment.

#### OBJECTIVE 4

Discuss the role of the audiogram as a counseling tool and how to describe hearing test results in a person-centered way.

#### RESOURCES

[The Audiogram in Three Words](#) is a short video in which people with hearing loss and hearing care professionals share how they really feel about the diagnostic tool.

[This article in the Hearing Journal](#) explains how the audiogram can be used in counseling.

[My Hearing Explained](#) can be used to explain complex test results in a person-centered way.

[The Applying PCC in the Appointment](#) Learning Hall course demonstrates how to use My Hearing Explained.

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#### OBJECTIVE 5

Recognize the components of shared decision-making in adult audiological care.

#### RESOURCES

[The Shared Decision-Making](#) module of the Understanding the Elements of PCC course in the Ida Learning Hall explains how shared decision-making improves outcomes and how to apply it.

[Living Well](#) is a tool that can help facilitate shared decision-making.

[This collection of videos](#) provides examples of shared decision-making and inspired the development of the Living Well tool.

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#### OBJECTIVE 6

Identify opportunities and tasks to communicate in a person-centered way and how to respond to them throughout a routine audiological assessment.

#### RESOURCES

[The University Course module Applying PCC in the Appointment](#) provides materials for teaching how to integrate PCC in various points in the appointment.

The corresponding [Learning Hall course](#) will give students more opportunities to review the concept outside of class.

# PERSON-CENTERED BEHAVIOR

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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

Applies person-centered communication skills when conducting a thorough case history and communication needs assessment with clients and their communication partners by:

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

## OBSERVABLE BEHAVIOR 4

Demonstrates person-centered skills when delivering test results to clients and communication partners by:

- Framing diagnostic and other relevant information in ways that address the client's initial concerns
- Stating information clearly without jargon
- Clearly explaining the significance of tests and treatments
- Exploring the acceptability of treatment plans and expressing a willingness to negotiate
- Exploring barriers to implementation of treatment plans
- Effectively testing for client comprehension
- Making concrete, specific plans for follow-ups to the appointment

## OBSERVABLE BEHAVIOR 6

Provides the client and their communication partners with education on hearing devices and communication strategies and

- Checks for understanding
- Explores what the client already knows
- Asks the client what they want information on

## OBSERVABLE BEHAVIOR 1

Demonstrates shared decision-making in setting the agenda for the appointment, aligning goals, and identifying priorities by:

- Establishing the client's main concerns
- Articulating their concerns as the clinician
- Establishing what is most important to the client
- Determining what needs to be addressed in this appointment and what can be postponed

## OBSERVABLE BEHAVIOR 3

Executes hearing or vestibular assessments using person-centered skills by:

- Attending to the client's comfort
- Asking permission before conducting tests
- Explaining the rationale for procedures

## OBSERVABLE BEHAVIOR 5

Uses a shared decision-making process to choose treatment options in collaboration with the client and their communication partners

## OBSERVABLE BEHAVIOR 7

Reflects on their own practice experience

## OBSERVABLE BEHAVIOR 8

Employs behavioral change strategies that assist the client in reaching their identified goals including:

- Exploring the client's internal and external barriers
- Exploring the client's motivation
- Eliciting why taking action is important in their life
- Identifying steps the client can take using specific, measurable, achievable, relevant, and time-bound (SMART) goals