PERSON-CENTERED LEARNING OBJECTIVES
Amplification

These learning objectives will help your students understand how to take a person-centered approach to choosing and fitting amplification. Included are recommended resources to support these learning objectives.

OBJECTIVE 1

Describe the psychosocial consequences of hearing loss on clients and their families.

RESOURCES

Ida Telecare tools will allow clients to identify situations where their hearing loss affects them, situations they would like to improve, and people they need to communicate with.

Goal Sharing for Partners opens a dialogue between the client and their communication partners about how they will work together to improve communication.

These videos offer different examples of the psychosocial effects of hearing loss: Kathleen discusses how it affected her childhood; Fay explains how it has changed her work and daily life; and Barbara reacts to how amplification will help her communicate with her family.

OBJECTIVE 2

Explain the benefits of taking a person-centered approach with individuals who are candidates for amplification.

RESOURCES

The Learning Hall course Getting Started with Person-Centered Care is an introduction to the basics of PCC.

Audiologist Bridgitte Harley explains the value of person-centered care.

In two separate films of appointments, we can see how person-centered care makes the difference between a client who is motivated to try amplification and one who passively accepts amplification. In this video, writer Shari Eberts shares why person-centered care is important to her as a person with hearing loss.

OBJECTIVE 3

Investigate client readiness and motivation for amplification technology.

RESOURCES

The Motivation Tools help determine a client's motivation by opening up communication about their thoughts and needs during an appointment.

The Client Engagement and Ida Motivation Tools Learning Hall course teaches motivational interviewing techniques. These concepts can also be taught in class using the University Couse module on motivational interviewing.

This research article from Drs. Katie Ekberg and Caitlin Barr shows how Ida motivation tools can be used to determine which stage of change a client is in.

OBJECTIVE 4

Analyze shared decision-making in hearing rehabilitation.

RESOURCES

This module in the Ida Learning Hall looks at how to bring shared decision-making into an appointment.
This video demonstrates why it is important for the client to be actively involved in the decision-making process.

OBJECTIVE 5

Explain the role of family and communication partners in hearing aid uptake and success and how to apply strategies to actively involve communication partners in hearing rehabilitation.

RESOURCES

Introduce the concept and importance of communication partners with this University Course module. Students can learn more about how to involve family and friends in appointments with this Learning Hall course.
Communication Partner tools can be used before or during the appointment to actively involve family and friends.
Writer Shari Eberts shares her reasons to include family in audiology appointments.

OBJECTIVE 6

Describe the relevance of client preparation for hearing rehabilitation consultations.

RESOURCES

Telehealth is a way to extend your care beyond the appointment. The University Course module on tele-audiology will help you introduce the basics of telehealth and the corresponding Learning Hall course is an opportunity for students to learn more beyond the classroom.
Students will then be ready to share the Telecare tools with their clients.

OBJECTIVE 6

Explain how to use motivational interviewing in client decision-making regarding amplification.

RESOURCES

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.

PERSON-CENTERED BEHAVIOR
Amplification

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

OBSERVABLE BEHAVIOR 1

Uses communication skills to promote caring therapeutic relationships by:

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

OBSERVABLE BEHAVIOR 2

Demonstrates basic person-centered communication skills to negotiate the agenda with the client and their family by determining:

- The client's main concerns
- The clinician's concerns
- The client's most important tasks
- What must be attended to and what can be postponed for a future appointment

OBSERVABLE BEHAVIOR 3

Conducts a thorough case history and communication needs assessment for clients and their 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 4

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

OBSERVABLE BEHAVIOR 6

Develops person-centered treatment plans incorporating the preferences, needs, and values of the client and their family

OBSERVABLE BEHAVIOR 5

Executes procedures such as ear impressions, hearing aid verification, etc., using person-centered skills by:

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