

# PERSON-CENTERED LEARNING OBJECTIVES

## Pediatric Audiological Assessment

The following learning objectives will help your students understand how to conduct a person-centered pediatric audiological assessment. Included are recommended resources to support these learning objectives.

### OBJECTIVE 1

Describe and formulate how the diagnosis of a permanent hearing loss in the pediatric population should be conveyed to parents and caregivers.

### RESOURCES

In this video, Kate's mom shares how learning her newborn daughter had no hearing affected her. The University Course module on Applying PCC in the Appointment covers different ways to show empathy when sharing difficult news. The corresponding Learning Hall course will allow students to focus on these skills on their own time.

### OBJECTIVE 2

Describe and critically analyze the relevant emotional responses and the phases of grief of parents of children with hearing loss.

### RESOURCES

This collection of videos offers insight into what parents experience when their child has hearing loss.

### OBJECTIVE 3

Summarize the different types of empathy and differentiate between empathic and non-empathic responses in the clinical setting.

### RESOURCES

Students can review the concept of empathy and how to display it with the Learning Hall course on the topic.

### OBJECTIVE 4

Explain the characteristics of active listening and its importance in pediatric assessment appointments.

### RESOURCES

Students can review how to listen actively with the Learning Hall course on the topic. In the appointment, My Turn to Talk for Parents and the People I Talk To for Teens give parents and their children opportunities to identify their needs and concerns.

### OBJECTIVE 5

Discuss the importance and characteristics of child- and family-centered care in pediatric audiological care.

### RESOURCES

The [University Course module on pediatrics](#) covers the fundamentals of child- and family-centered care.

In the appointment, the [My World tool](#) centers the child's experience and the [Telecare tools for Teens and Tweens](#) allow younger clients to voice their needs and concerns.

### OBJECTIVE 6

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

### RESOURCES

[Growing Up With Hearing Loss](#) is a resource for parents and their children to review milestones and transitions at different ages.

[The University Course](#) has a unit that focuses on health literacy.

### OBJECTIVE 7

Identify strategies for making shared decisions and setting goals with children and their families.

### RESOURCES

In the appointment, the [My World](#) and [Living Well for Teens and Tweens](#) tools offer opportunities to set goals together with children and their families. [The Learning Hall course on share decision-making](#) allows students to review the concept on their own time.

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

Conducts a thorough case history and communication needs assessment while applying person-centered communication skills including:

- Asking the child and their family for their perspectives
- Exploring and understanding the possible causes of the hearing loss
- Exploring the impact of the hearing loss on the child's and their family's lives and daily activities

### OBSERVABLE BEHAVIOR 4

Delivers test results to the child and their family in a way that demonstrates person-centered care by:

- Framing diagnostic and other relevant information in ways that reflect the family's initial concerns
- Stating information clearly with little or no jargon
- Exploring the acceptability of the treatment plan and expressing a willingness to negotiate
- Fully exploring barriers to the implementation of the treatment plan
- Effectively testing for the child's and their family's comprehension
- Making concrete plans for a follow-up to the visit

### OBSERVABLE BEHAVIOR 6

Provides the child and their family with educational materials on hearing devices and communication strategies

### OBSERVABLE BEHAVIOR 1

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

- Identifying the child's and their family's main concerns
- Making their professional concerns clear
- Identifying the child's and their family's most important tasks
- Identifying what must be attended to in the appointment and what can be postponed

### OBSERVABLE BEHAVIOR 3

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

- Attending to the child's comfort
- Asking permission
- Briefly explaining the rationale for procedures

### OBSERVABLE BEHAVIOR 5

Uses shared decision-making to choose among treatment options with the child and their family

### OBSERVABLE BEHAVIOR 7

Reflects on their own practice experience