

# PERSON-CENTERED LEARNING OBJECTIVES

Pediatric aural rehabilitation and educational audiology

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

## OBJECTIVE 1

Discuss the principles of effective information sharing in a pediatric clinical or educational audiology setting.

## RESOURCES

The Practical Suggestions section of [Growing Up With Hearing Loss](#) features information on what educational resources parents should expect for children with hearing loss. [In this video](#), Kate and her family talk about Kate's rehabilitation and schooling following her cochlear implant surgery.

## OBJECTIVE 2

Describe how to evaluate the child's and their family's readiness for behavior change and the influencing factors related to hearing health and education matters.

## RESOURCES

The Am I Ready? section of [Growing Up With Hearing Loss](#) evaluates a child's readiness for transitions to new skills. It may also be useful to review materials related to motivational interviewing that were designed with adult clients in mind, such as the [Motivation Tools](#). There are also teaching materials available through [the University Course](#), and students can learn more about client motivation on their own time in [the Learning Hall](#).

## OBJECTIVE 3

Define the components of a person-centered hearing health and education related case history and communication needs assessment for children and their families.

## RESOURCES

[Telecare for Teens and Tweens](#) can help older children provide information for their case histories prior to the appointment. [My Turn to Talk for Parents](#) serves a similar purpose for the parents of younger children. [My World](#) allows children to tell about their successes and challenges during the appointment. [Growing Up with Hearing Loss](#) has different opportunities for reflect on a child's needs and challenges.

## OBJECTIVE 4

Explain shared decision-making as it relates to the audiology appointment and hearing in the education review.

## RESOURCES

Students can [learn about shared decision-making](#) and how to employ it through self-study in the Learning Hall course on the topic.

### OBJECTIVE 5

Describe the role of family, school personnel, and peers in hearing aid, cochlear implant, or assistive listening device uptake.

### RESOURCES

The [University Course module on pediatrics](#) describes successful device uptake. [My World](#) and [Living Well for Teens and Tweens](#) give young people a chance to discuss their motivations and concerns around using devices. In the video [Team Connor](#), Connor's mom discusses how she built an educational support system for her son following his cochlear implant surgery.

### OBJECTIVE 6

Describe the benefits of person- and family-centered care for children fitted with amplification and their parents or caregivers.

### RESOURCES

In this [video](#), Luke's mom describes the challenges they experienced in a non-person-centered setting and the difference it made to their family when they found a person-centered clinician.

### OBJECTIVE 7

Describe how person- and family-centered care should be integrated in the clinical service delivery to children fitted with amplification and their parents or caregivers.

### RESOURCES

The [University Course module on child- and family-centered care](#) looks at the advantages of the approach. In this [video](#), Calum's mother talks about how a lack of family-centered care made it difficult for her to know what her options were when her son was diagnosed with a hearing loss shortly after birth.

### OBJECTIVE 8

Critically discuss the counseling role of the pediatric audiologist.

### RESOURCES

Marge is a mother to two sons with hearing loss. [Here she talks about the different emotions she experienced](#) with each of her children as they received their diagnoses and through different phases of their developments.

### OBJECTIVE 9

Describe why counseling skills, knowledge, and attitudes are necessary for effective implementation of child- and family-centered care.

### RESOURCES

Review the skills needed for effective child- and family-centered care in [the University Course module](#) on the topic.

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 child and their family by demonstrating person-centered skills to determine:

- The child's and their family's main concerns
- The child's and their family's most important tasks
- What must be attended to and what can be postponed

## OBSERVABLE BEHAVIOR 4

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

## OBSERVABLE BEHAVIOR 1

Uses communication skills to promote a caring, therapeutic relationship by:

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

## OBSERVABLE BEHAVIOR 3

Conducts a thorough case history and communication needs assessment for the child and their family by applying person-centered skills such as:

- 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 life and daily activities

## OBSERVABLE BEHAVIOR 5

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