

PERSON-CENTERED LEARNING OBJECTIVES

Tinnitus

These learning objectives will help your students grasp a foundational understanding of the impacts of tinnitus and how to help their clients manage it. Included are recommended resources to support these learning objectives.

OBJECTIVE 1

Describe the impact of tinnitus on the client's and their communication partners' quality of life.

RESOURCES

[The University Course](#) module on models of tinnitus reviews how individuals are affected by tinnitus.

[These videos](#) offer personal stories from people living with and managing tinnitus.

OBJECTIVE 2

Demonstrate how to elicit both biomedical and psychosocial information in tinnitus consultations.

RESOURCES

[The University Course unit on tinnitus evaluation](#) offers evidence-based guidelines for evaluations.

[The Tinnitus Thermometer](#) is a clinical tool to help clients articulate how they experience tinnitus at a given moment.

OBJECTIVE 3

Review which person-centered communication skills to apply in a tinnitus consultation including empathy, active listening, asking open-ended questions, involving family and friends, understanding preferences and needs, and shared decision-making.

RESOURCES

[The University Course module on tinnitus](#) offers a comprehensive introduction to tinnitus assessment and management.

[Tinnitus Management](#) tools help open a dialogue about tinnitus and coping strategies in an appointment.

[This collection of videos](#) features individuals with tinnitus sharing how they manage their condition.

OBJECTIVE 4

Explain the principles of effective information sharing in tinnitus management.

RESOURCES

[The Learning Hall course on tinnitus](#) features a module on effective information sharing for tinnitus management that students can review outside of class hours.

[The Tinnitus First Aid Kit](#) is an online resource that answers many basic questions people newly-diagnosed with tinnitus may have.

OBJECTIVE 5

Review audiology assessment protocols and the importance of taking a person-centered approach to tinnitus counseling.

RESOURCES

The [University Course module on tinnitus](#) reviews person-centered ways of counseling tinnitus patients.

The [Learning Hall course](#) on tinnitus features similar materials for students to review outside of the classroom.

OBJECTIVE 6

Demonstrate how to apply person-centered principles to complex cases within the context of a multidisciplinary team approach.

RESOURCES

The [University Course module on tinnitus](#) offers a comprehensive introduction to tinnitus assessment and management.

The [corresponding Learning Hall course on Tinnitus Management](#) is an opportunity for students to learn about person-centered tinnitus management on their own.

In an interview, [Sharon Sandridge explains the key points clinicians need to understand to effectively treat tinnitus patients](#).

[These videos](#) offer personal stories from people living with and managing complex cases of tinnitus.

OBJECTIVE 7

Demonstrate an understanding of where onward referral may be required.

RESOURCES

[This unit from the University Course module](#) on tinnitus looks at tinnitus as a possible symptom of other health conditions.

[In this video](#), Nick shares his patient journey including the need for an onward referral to a specialist ENT hospital to get treatment for his tinnitus.

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