

PERSON-CENTERED LEARNING OBJECTIVES

Vestibular Management

The following learning objectives will help your students understand how to diagnose and treat vestibular conditions in a person-centered manner. Included are recommended resources to support these learning objectives.

OBJECTIVE 1

Describe and model the elements of a holistic case history, recognizing the psychosocial consequences of vestibular and balance dysfunction in patients and their families.

RESOURCES

The University Course module [Framing the Clinical Encounter](#) reviews the psychosocial aspects of hearing conditions. Students can review similar material in the [Getting Started with Person-Centered Care Learning Hall course](#).

OBJECTIVE 2

Implement strategies for negotiating goals for during the examination, therapy, and future shared management.

RESOURCES

Students can take [the Learning Hall course Shared Decision-Making](#) on their own time to learn the basics of the concept.

OBJECTIVE 3

Explain the benefits of the physical examination and therapy program in the patient's context.

RESOURCES

The University Course module [Applying PCC in the Appointment](#) addresses how to integrate person-centered care at different stages of an appointment. Students can take [the corresponding Learning Hall course](#) outside of class time.

OBJECTIVE 4

Discuss possible adverse effects during the examination such as anxiety, panic, etc.

RESOURCES

The University Course module [Applying PCC in the Appointment](#) addresses how to integrate person-centered care at different stages of an appointment. Students can get the same information outside of the classroom through [the corresponding Learning Hall course](#).

OBJECTIVE 5

Evaluate patient preparedness to move from diagnosis-seeking to active self-management.

RESOURCES

Review [motivational interviewing in the classroom](#) with the University Course module on the topic. Students can also learn these skills on their own with [the corresponding Learning Hall course](#).

[The Patient Journey](#) is a educational visual that can help explain different phases of readiness and motivation.

Once students have an understanding of patient motivation and motivational interviewing, they can use [the Motivation Tools](#) to implement the practice in their clinical hours.

OBJECTIVE 6

Explain the need for active self-management and self-efficacy in patient empowerment.

RESOURCES

In [this video](#), John explains how he advocated for himself to help him keep up with his demanding job as an attorney despite his severe hearing loss.

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

Addresses the psychosocial impacts of vestibular conditions after the case history taking by:

- Specifically probing for psychological sequelae common in vestibular disorders such as anxiety, panic, agoraphobia, and depression
- Responding appropriately to patient distress and asking sensitive questions at appropriate times
- Guiding discussion by exploring the impact in terms of the International Classification of Functioning, Disability and Health
- Asking for the patient's account of previous diagnoses and how acceptable these were
- Discussing illness attribution and expectations for management

OBSERVABLE BEHAVIOR 4

Sets feedback and management plans by:

- Implementing shared decision-making to choose treatment options and set appropriate outcome measures with the patient and their family
- Developing a person-centered, evidence-based plan that incorporates the needs, values, and preferences of the patient and their family
- Identifying and managing facilitators and barriers to recovery
- Providing education related to the disorder and management strategy
- Employing behavioral change strategies to assist patients in obtaining their goals

OBSERVABLE BEHAVIOR 1

Promotes a therapeutic relationship during the history taking phase by:

- Framing the flow of the consultation, negotiating the agenda with the patient and their family, and using time-framing and prioritizing
- Identifying opportunities for empathy, responding appropriately, and using techniques such as naming, legitimizing, etc.
- Allowing patients to complete opening statements and exhausting all presenting complaints before moving on to psychological issues
- Summarizing regularly before continuing

OBSERVABLE BEHAVIOR 3

Manages person-centeredness during the examination and therapy program by:

- Using person-centered skills to negotiate the agenda with the patient and their family
- Applying examination techniques accurately, such as managing the patient's privacy and comfort
- Asking permission before performing tests
- Explaining the relevance of tests and therapies and demonstrating where necessary
- Guarding patients correctly and attentively and assisting where necessary
- Cuing patients when necessary, providing verbal reinforcement, affirmation, and encouragement during outcome measures and therapy activities