



UNIT 1 - SECTION 2

AUDIOLOGICAL OUTCOMES

INSTRUCTOR'S GUIDE

1. Goals

- Goal 1: To provide an overview of the outcome patterns in audiology practice
- Goal 2: To examine counseling patterns in audiology: informational counseling
- Goal 3: To explore the relationship between client outcomes and counseling patterns

2. Concepts to Master

- a. Are audiologists meeting their patients' needs?
- b. Reflect on how we counsel (informational counseling).
- c. Reflect on what may need to change.
- d. Do we need to change what we do? If so, how should we do it?

3. Reading

- a. Grenness, C., Hickson, L., Laplante-Lévesque, A., Meyer, C., and Davidson, B. (2014). Communication patterns in audiology rehabilitation history-taking: Audiologists, patients and their companions, *Ear and Hearing*, 36(2), 191-204

4. Lecture

- PowerPoint: "Audiological Outcomes and the Need for Change"

5. Class Activity: Link Embedded in Lecture

- a. "The color of my hair" mirror exercise and associated student handout. To access the video: use the following link, go to the section "Audiological Outcomes" and play the video "The color of my hair reenacted".
http://ida institute.com/toolbox/university_course/videos_and_handouts/unit_i/

6. Reflection: Last Slide in Presentation

- a. Set a goal for your own learning (final slide)

7. Assignment

- a. Grenness, C., Hickson, L., Laplante-Lévesque, A., Meyer, C., and Davidson, B. (2014). Communication patterns in audiology rehabilitation history-taking: Audiologists, patients and their companions, *Ear and Hearing*, 36(2), 191-204

CLASS OUTLINE**LESSON OVERVIEW: WHAT ARE WE DOING TODAY?**

1. Establish learning mind-set.
2. Talk about what patient outcomes are like for people with hearing loss in general and explore some possible reasons why outcomes are the way they are. Specifically, explore the barriers that clinicians and clients pose to outcomes.
3. Begin by going over the goals and objectives.
4. **Class Activity: Video: “The Color of My Hair Reenacted”**
During this lecture, the students will watch this video twice, once at the beginning of class to establish what a typical clinical encounter may be like, and then a second time at the end of the lecture to integrate content presented in lecture; the first viewing is a reflective practice only, and the second viewing, appearing later in the lecture, has associated questions and discussion.
5. **PowerPoint**
 - a. “Overview of Outcome Patterns & Listening Patterns”
6. **Class Activity**
 - a. Exercise regarding outcomes and counseling patterns (handout below)
7. **PowerPoint**
 - a. Summary slide
8. **Reflection**
 - a. Set a learning goal for yourself.
9. **Closing**
 - a. Announcements
 - b. Assignments: See next lecture for associated readings and assignments.

CLASS ACTIVITY
(INSTRUCTOR COPY)

For this activity the students will watch the video “The Color of My Hair reenactment” twice, once prior to the lecture on outcome data and then again at the end of the lecture. There is no handout associated with the first viewing of the video. A handout is provided for the second viewing (see student copy below).

Goals for this activity

1. To begin nurturing a reflective practice. The students should be reminded that this video is a word-for-word reenactment of a real client-audiologist interaction. We encourage students to adopt an open, nonjudgmental attitude when watching these videos. The point is not to criticize the audiologist or the patient but rather to recognize the aspects of the encounter that are consistent with those encountered in daily clinical routines. Thus, this encourages audiologists to reflect on their own practice.
2. Another goal is to have students contextualize the content of the lecture on clinical outcomes relative to what they do and see in a clinical setting. Immediately after they watch this video, give them some time to react, but begin the lecture soon after.
3. The second time they watch the video, they will be asked to fill out a handout regarding the video reenactment and how it fits in with the lesson content. This is meant as a way to guide the watching of the video and to integrate the important points from the lecture.

CLASS ACTIVITY
(STUDENT COPY)

Watch the video again. As you watch, think about the outcome data in audiology and then answer the questions below. Again, the idea when using this video is not to make a judgment about whether it is right or wrong or whether we like it or not. The idea is to promote self-reflection about the factors that may affect client outcomes.

Use a separate sheet to answer the following questions.

Questions

1. How does the audiologist pose a potential barrier to success (i.e., affect outcomes for the patient) in this case?
2. How does the client pose a potential barrier to success (i.e., affect outcomes) in this case?
3. How does the environment pose a barrier?
4. If we were to consider this patient as one of the 34.25 million people with hearing loss, where would this client fall: in the user or non-adopter category?
5. Do you feel like the audiologist understood the client's primary concern? Explain your answer.
6. Do you feel like the audiologist addressed the client's concern to the client's satisfaction? Explain your answer.
7. Imagine the patient were asked the question "Do you feel your audiologist understands the difficulties you are experiencing?" On a scale of 0-10, with 0 being does not understand and 10 being definitely understands, how do you think this particular client would respond? Why?
8. Imagine the audiologist were asked the question "Do you feel you addressed the patient's concern?" On a scale of 0-10, with 0 being no, not at all and 10 being yes, completely, how do you think this particular audiologist would respond? Why?

HOME ASSIGNMENT**Reading**

Grenness, C., Hickson, L., Laplante-Lévesque, A., Meyer, C., and Davidson, B. (2014). Communication patterns in audiology rehabilitation history-taking: Audiologists, patients and their companions, *Ear and Hearing*, 36(2), 191-204