



UNIT 1 - SECTION 3

# ENCOUNTER MODEL

INSTRUCTOR'S GUIDE

## 1. Goals

- Goal 1: To introduce the clinical encounter model
- Goal 2: To examine the process by which hearing loss is defined by clinicians and clients
- Goal 3: To explore how the mismatch in perspectives can affect outcomes
- Goal 4: To develop a bird's-eye view of the patient journey, in order to deepen our understanding of each individual client's trajectory
- Goal 5: To introduce the tool "A Possible Patient Journey"

## 2. Concepts to Master

- a. Time-dependent nature of HL (development of loss, experiencing communication breakdowns, frustrations, maladaptive or adaptive strategies, seeking help, diagnosis, making decisions, external and internal obstacles to listening lead to non-listening)
- b. The importance of understanding the dynamic aspect of hearing loss on the client
- c. Different perspectives lead to different definitions of hearing loss.
- d. Discovery of the patient perspective is the clinician's task.
- e. The patient journey is unique for each individual with hearing loss.

## 3. Reading

- a. Tjornhoj-Thomsen, Tine (2009). Framing the clinical encounter for greater understanding, empathy, and success. *The Hearing Journal*, 62(8), 38-41

## 4. Lecture

- PowerPoint: "Framing the Clinical Encounter" (embedded is also a case study presented by Kris English)

## 5. Class Activity

Class activities requiring access to videos, ethnographies, and forms or handouts can be found in the section of the course website called "videos and handouts". For this lecture use the following link and go to section called "Encounter Model":

[http://ida institute.com/toolbox/university\\_course/videos\\_and\\_handouts/unit\\_i/](http://ida institute.com/toolbox/university_course/videos_and_handouts/unit_i/)

- Class Activity 1: Mirror Exercise: "The Certificate" and Handout
- Class Activity 2: Create a Patient Journey for the patient in "The Certificate"

## 6. Reflection

- a. How has this exercise affected how you approach a clinical encounter?

## 7. Assignment

- a. Read: Tjornhoj-Thomsen, Tine (2009). Framing the clinical encounter for greater understanding, empathy, and success. *The Hearing Journal*, 62(8), 38-41
- b. Watch the presentation “Framing the Clinical Encounter” by Dr. Tjornhoj-Thomsen. Use the following link and go to the section called “Encounter Model”:  
[http://idainstitute.com/toolbox/university\\_course/videos\\_and\\_handouts/unit\\_i/](http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_i/)

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

1. Establish learning mind-set.
2. Talk about the factors that influence the clinical encounter between client and the audiologist. A fundamental issue influencing the outcome of a clinical encounter is how hearing loss is defined by the clinician and by the client, as a mismatch in perspectives can create misunderstandings and can lead to poor outcomes. Discuss ways of improving our ability to discover the patient perspective.
3. Begin by going over the goals and objectives and recapping the assignment; introduce the topic of the clinical encounter and the importance of hearing the patient's story.
4. **Case Study**
  - a. Establishing the Patient Perspective (separate PowerPoint handout); this case study is in video form (from Ida Institute) embedded in the PowerPoint
5. **Class Activity**
  - Class Activity 1: Video reflection on "The Certificate" and encounter model ( see associated student handout below)
  - Class Activity 2: Create a Patient Journey for the patient in the video "The Certificate"(See associated student handout below)
6. **Reflection**
  - a. How has this exercise affected how you approach a clinical encounter?
7. **Closing**
  - a. Announcements
  - b. See assignments for next lecture.

**CLASS ACTIVITY 1**  
(INSTRUCTOR COPY)

For this activity the students will watch the video “The Certificate” and answer the following questions. The goals are to have students examine the video in the context of the clinical encounter and then focus on the mismatch in perspectives between the patient and the audiologist. The questions below are designed to give the student the opportunity to integrate the material from the case study presented by Dr. English and from the reading on the encounter model.

Questions on the student handout below can be discussed as a group.

**Additional Questions for Discussion**

1. Specifically, how is the problem being experienced by the client?
2. How is he reacting to hearing loss? Does the challenge represent a loss?
3. Can you make an educated guess as to where he might be in the grief cycle? Is he at acceptance, anger, denial, shock, bargaining, depression?
4. Are there other reactions? (e.g., vulnerability?, anxiety, isolation, guilt)
5. What kind of coping style do you think he may have: approach or avoid? Why? (e.g., logical analysis, seeking guidance, wants to work)
6. At what stage of seeking help might he be in?
7. How is it affecting his world and everyday life?
8. What kind of story is the client presenting to the audiologist that may provide information for the clinician to focus on? How is he casting his problem?
9. What are his sources of knowledge? Where is he getting information?
10. What is his understanding of his illness?
11. Can the management of this client’s problem be separated from the broader circumstances of his life?
12. Has the client given the audiologist a story from which she can start good clinical communication?
13. What audiologist actions lead you to believe she has adopted a disease perspective?
14. Where do you feel her focus lies with this client?
15. Do the treatment recommendations, prescriptions, and instructions address the needs of the client?

**CLASS ACTIVITY 1**  
(STUDENT COPY)

In this activity, you will explore a video of a clinical encounter between a patient and an audiologist. This is a video reenactment of a real clinical encounter between an audiologist and a client. As you watch, think about the encounter model that suggests the client and audiologist have different perspectives. Watch this video and look for evidence of a perspective mismatch, and also think about the patient's journey. The idea is to promote self-reflection about the patient perspective and the encounter model. Remember that the audiologist's challenge is to better understand or define this point in the patient's journey.

1. What are the patient's external stressors?
2. What are his internal stressors?
3. Specifically, how is the problem being experienced by the client?
4. How is he reacting to hearing loss?
5. What kind of story is the client presenting to the audiologist that may provide information for the clinician to focus on? How is he casting his problem?
6. How is this patient's gender, age, socioeconomic status, educational background, and personal background affecting his role in his perspective?
7. Can the management of this client's problem be separated from the broader circumstances of his life?
8. What audiologist actions lead you to believe she has adopted a disease perspective?
9. Where do you feel her focus lies with this client?
10. How is the audiologist's gender, age, religion, ethnicity, socioeconomic status, education, and personal background affecting how she treats this patient?

**CLASS ACTIVITY 2**  
(INSTRUCTOR COPY)

The purpose of this activity is to have students gain experience using the Patient Journey tool, and in so doing engaging in an active process that encourages them to consider the client perspective in more detail than they may have thought about before. This activity requires use of their imagination to fill in a positive perspective. In engaging in the patient journey exercise we are curious about how the patient experienced hearing loss. This new knowledge and understanding may give us the tools to offer treatments that meet the actual needs of patients.

Ask the students to break up into groups of 2 and have them create a POSSIBLE PATIENT JOURNEY for the client in the video re-enactment "The Certificate". The students can use sticky notes or a white board to create the journey, or access the interactive tool on-line at the following link:

<http://idainstitute-001-site3.smarterasp.net/?hideko=true>

Use the following phases of the patient journey.

1. **PRE-CONTEMPLATION**
2. **CONTEMPLATION**
3. **PREPARATION**
4. **ACTION**
5. **MAINTENANCE**
6. **REPLAPSE OR PERMANENT EXIT**

## CLASS ACTIVITY 2

(STUDENT COPY)

The purpose of this activity is to have you gain experience using the Patient Journey tool, and in so doing engaging in an active process that encourages you to consider the client perspective in more detail than you may have thought about before. This activity requires use of your imagination and listening skills to fill in the patient perspective.

### Instructions

1. Break up into groups of 2
2. CREATE A POSSIBLE PATIENT JOURNEY for the client in the video re-enactment “The Certificate”.
3. With your partner use evidence from the video “the Certificate” to create possible experiences the patient may have had at each of the stages below.
4. You can use sticky notes or a white board to create the journey, or access the interactive tool on-line at the following link: <http://idainstitute-001-site3.smarterasp.net/?hideko=true>

Use the following phases of the patient journey.

#### 1. PRE-CONTEMPLATION

What kinds of problems may he be experiencing at this stage? At home or Work? What kinds of challenges, may others in his life be experiencing? How is he coping?

#### 2. CONTEMPLATION

What kinds of experience may push the patient to realize his hearing loss is impacting his work or social life? Is this having a positive or negative effect on him?

#### 3. PREPARATION

What was the tipping point he experienced that resulted in the patient seeking help?

#### 4. ACTION

What is the patient’s main concern? How does he cast the story of his illness? What is important to him? What emotions do you think he may be feeling as he walks into the appointment? Did he have his main problem addressed? How did this make him feel?

#### 5. MAINTENANCE

Although hearing aids were recommended what factors does he have to consider? Is he able to follow treatment options? If not, how might he feel about not being able to get hearing aids? What is his fear?

#### 6. REPLAPSE OR PERMANENT EXIT

If he did not get the reason for his visit addressed, what strategy may he explore next?



**HOME ASSIGNMENT**

1. **Reading**
  - a. Tjornhoj-Thomsen, Tine (2009). Framing the clinical encounter for greater understanding, empathy, and success. *The Hearing Journal*, 62(8), 38-41
2. Watch the presentation “Framing the Clinical Encounter” by Dr. Tjornhoj-Thomsen. Use the following link and go to the section called “Encounter Model”:  
[http://idainstitute.com/toolbox/university\\_course/videos\\_and\\_handouts/unit\\_i/](http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_i/)
3. **Use a separate sheet to answer the following questions.**
  - a. The article states that one of the challenges that both medical doctors and hearing care professionals face is maintaining a focus on the patient and the patient’s unique world. What are some factors in daily clinical practice that are likely to contribute to reduced focus on the patient and the patient’s unique world?
  - b. Define the term “clinical encounter” in your own words.
  - c. What factors contribute to the patient’s perspective?
  - d. What factors contribute to the clinician’s perspective?
  - e. Why are these two perspectives said to mismatch?
  - f. Describe a clinical encounter from your experience or observation that in your opinion went well. Explain why it went well.
  - g. The article states that communication between the patient and the healthcare professional appears to be a challenge because practitioners have difficulty addressing patients in an understandable language or because they lack the time, the will, the qualifications, or the competence to address patient concerns. What do you think YOUR biggest challenge is in communicating with patients?
  - h. According to the reading, in any clinical encounter, the actors (audiologist, patient, communication partner, and environment) may hold different perceptions, leading to misunderstanding and confusion. Give an example of a clinical situation in which different perceptions could lead to confusion or misunderstanding.