



UNIT II - SECTION 4

MINDFUL LISTENING
INSTRUCTOR'S GUIDE

1. Goals

- Goal 1: To explore the types of listening and the barriers to listening
- Goal 2: To explore your own patterns of listening and non-listening
- Goal 3: To explore how mindful listening practices engender empathy, non-judgment, and respect
- Goal 4: To observe and reflect on how we practice non-listening

2. Concepts to Master

- a. Listening to support others is “relationship listening”.
- b. Mindful listening is a choice made by a listener to be present.
- c. External and internal obstacles to listening lead to non-listening.

3. Reading

- a. Greer Clark, J. (2008). Listening from the heart: improving connections with patients. *Audiology online*. (guided reading)
- b. Mindful listening. In: *Interpersonal Communication: Everyday Encounters*. Wood, T: Wadsworth (2010)

4. Lecture

- PowerPoint: “Mindful Listening”

5. Class Activity

- Class Activity 1: At the beginning of the class, make a list of good/bad listening behaviors.
- Class Activity 2: Watch the video vignette “The Color of My Hair” and analyze the audiologist’s listening behaviors (see associated student handout below). To access the video use the following link and go to the section called “Mindful listening”: http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_ii/
- Class Activity 3: Role-Play: ways to respond (see associated student handout below).

6. Reflection Moment

- a. What is your biggest listening challenge?

7. Assignment

- a. Read: Greer Clark, J. (2008). Listening from the heart: improving connections with patients. *Audiology online*. (see guided reading handout below)
- b. Over the next week, keep a Reflective Journal on your listening skills.

- c. Perform a listening skills analysis on the video re-enactment: Practice and Patience. To access the video use the following link and go to the section called “Mindful listening”: http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_ii/.

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

1. Establish learning mind-set.
2. Talk about mindful listening. Specifically, discuss the components of listening, the barriers to listening that we may experience, ways of non-listening and how these affect our relationships with our patients.
3. Begin by going over the goals and introduce the topic of mindful listening (PowerPoint).
4. **Class Activity**
 - Class Activity 1: Make a list of good/bad listening behaviors. After completing this activity continue with the lecture, and refer back to this list throughout.
 - Class Activity 2: After finishing the lecture introduce class activity 2, in which students will watch *The Color of My Hair* (see associated student handout) and analyze the audiologist's listening behaviors.
 - Class Activity 3: Role-Play: ways to respond.
5. **Reflection Moment**
 - a. What is your biggest listening challenge?
6. **Closing**
 - a. Announcements
 - b. Assignment: See assignments associated with next lecture.

CLASS ACTIVITY 1

(INSTRUCTOR COPY)

In this activity, students will be asked to make a list of listening behaviors, to discuss each behavior, and to rank them in order of their importance. They will then be asked to come to a consensus regarding where items are ranked, and this will involve them in practicing some listening skills. The purpose of this activity is to establish how students define “effective” or “non-effective listeners” (i.e., good or bad listeners). Additionally, this activity will explore what students consider barriers to listening in a clinical situation. This activity is aimed at getting their perspectives on the subject before they get a formal definition of what is meant by mindful listening. This activity also will allow students to express their own perspectives on listening, and through the negotiation of rank ordering the list, they will show some of their own listening patterns.

The instructions for the students are as follows:

Get together with a learning partner and discuss the qualities of a good or effective listener and those of an ineffective listener. What makes a good listener? What makes a poor listener? What are the barriers to effective listening in the clinic? Then, answer the following questions.

1. Make a list of the qualities that, in your opinion, make a good or effective listener, and tell why each is included in the list. Then rank the items on your list so that the most important qualities of a good listener are at the top of the list and the least important are at the bottom of the list.
2. Make a list of the qualities that make a poor or ineffective listener, and tell why each is included in the list. For this list, rank the most detrimental qualities at the top of the list, with the least detrimental qualities at the bottom of the list.
3. In a clinical situation, what are the barriers to effective listening that clinicians can experience? For the obstacles that audiologists encounter in listening, rank the most frequently occurring at the top of the list and the least frequently occurring at the bottom of the list.

Once students are finished creating their lists, a representative from each group should go to the board and write their lists, in ranked order, for everyone to see. Compare the lists created by the entire class and create a master list that can be referred to throughout class. This list will be revisited throughout the lecture. The list can be edited throughout the class, as the students learn.

CLASS ACTIVITY 1
(STUDENT COPY)**ACTIVITY OVERVIEW**

Get together with a learning partner and discuss the qualities of a good or effective listener and those of an ineffective listener. Consider the following questions: What makes a good listener? What makes a poor listener? What are the barriers to effective listening in the clinic? After discussing these questions with a partner, answer the following questions together:

1. Make a list of the qualities that, in your opinion, make a good or effective listener, and tell why each is included in the list. Then rank the items on your list so that the most important qualities of a good listener are at the top of the list and the least important are at the bottom of the list. You should try to come to some consensus about the order of the list. If you do not come to a consensus, please note that.
2. Make a list of the qualities that, in your opinion, make a poor or ineffective listener, and tell why each is included in the list. For this list, rank the most detrimental qualities at the top of the list, with the least detrimental at the bottom of the list. You should try to come to some consensus about the rank order of the list. If you do not come to a consensus, please note that.
3. In a clinical situation, what are the barriers to effective listening that clinicians can experience? For the obstacles that audiologists encounter in listening, rank the most frequently occurring at the top of the list, and the least frequently occurring at the bottom of the list. You should try to come to some consensus about the order of the list. If you do not come to a consensus, please note that.

Once you are finished creating the lists, a representative from each group should go to the board and write their lists, in ranked order, for everyone to see. Compare the lists created by the entire class and create a master list that can be referred to throughout the lecture.

CLASS ACTIVITY 2
(INSTRUCTOR COPY)

The purpose of this activity is to allow students to integrate material on listening behaviors by watching a video re-enactment (“The Color of My Hair”) of an audiologist and a patient interact. The students should focus their reflection efforts on identifying mindful listening skills, rapport building, and use of emotional intelligence by the audiologist on this re-enactment.

Remind the students to adopt a compassionate, non-judgmental, and empathic attitude towards the audiologist in this video re-enactment. To access the video use the following link and go to the section called “Mindful listening”: http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_ii/

Have the students break up into groups of 2 and together have them answer the following questions using their notes:

1. In class we discussed three types of listening: for pleasure, for information, or to support others. What type of listening do you think this audiologist was mostly using?
2. The lecture stated that the first step in listening was mindfulness. Look over your notes and determine whether overall the audiologist in the re-enactment was practicing mindful listening. If yes, state why. If not, state why not.
3. The second step in the listening process is hearing. Did the audiologist take this consistently into consideration with her client? What did she do to accomplish this?
4. The third step in the listening process is selecting and organizing information. What evidence can you provide to suggest she may not have been listening for nuance or meaning? What was her agenda?
5. The fourth step in the listening process is effective responding. Provide 3 instances in which the audiologist responded effectively and 3 instances in which she did not respond effectively. Why is this a problem, and what effect might this have had on the patient?
6. The fifth step of the listening process is remembering. Suppose you happen to know that the audiologist’s intention was to address the patient’s concern about her sister’s dissatisfaction with hearing aids at the end of the appointment, but then got distracted and forgot to address it. How might not addressing patient concerns affect relationship-building and rapport?
7. What external and internal barriers to listening does the audiologist encounter?
8. What non-listening behaviors does the audiologist engage in?
9. What are some positive listening behaviors you observe?
10. If you were to discuss the listening behaviors with this audiologist, what plan would you make with her to help her improve?
11. How could the audiologist show more empathy in her interaction with this client?

CLASS ACTIVITY 2

(STUDENT COPY)

The purpose of this activity is to help you integrate the material on listening behaviors by analyzing the listening skills of an audiologist in a video re-enactment (“The Color of My Hair”). Focus your reflection efforts on identifying mindful listening skills, rapport building, and use of emotional intelligence by the audiologist on this re-enactment.

Remember to adopt a compassionate, non-judgmental, and empathic attitude towards the audiologist in this video re-enactment. After watching the video re-enactment please get into groups of 2 and together discuss and answer the questions below. You may use your notes to answer the questions.

Questions

1. In class we discussed three types of listening: for pleasure, for information, or to support others. What type of listening do you think this audiologist was mostly using?
2. The lecture stated that the first step in listening was mindfulness. Look over your notes and determine whether overall the audiologist in the re-enactment was practicing mindful listening. If yes, state why. If not, state why not.
3. The second step in the listening process is hearing. Did the audiologist take this consistently into consideration with her client? What did she do to accomplish this?
4. The third step in the listening process is selecting and organizing information. What evidence can you provide to suggest she may not have been listening for nuance or meaning? What was her agenda?
5. The fourth step in the listening process is effective responding. Provide 3 instances in which the audiologist responded effectively and 3 instances in which she did not respond effectively. Why is this a problem, and what effect might this have had on the patient?
6. Think back on the Empathy and Emotional Intelligence lecture. Did you see evidence of the audiologist falling into the “content trap” by responding with information to emotional talk?
7. The fifth step of the listening process is remembering. Suppose you happen to know that the audiologist’s intention was to address the patient’s concern about her sister’s dissatisfaction with hearing aids at the end of the appointment, but then got distracted and forgot to address it. How might not addressing patient concerns affect relationship-building and rapport?
8. What external and internal barriers to listening does the audiologist encounter?
9. What non-listening behaviors does the audiologist engage in?
10. What are some positive listening behaviors you observe?
11. If you were to discuss the listening behaviors with this audiologist, what plan would you make with her to help her improve?
12. How could the audiologist show more empathy in her interaction with this client?

CLASS ACTIVITY 3
(INSTRUCTOR COPY)

The purpose of this activity is to help students practice using listening behaviors taught in this and the previous lecture on empathy and emotional intelligence. Now that they have watched “the Color of My Hair” and analyzed the listening behaviors that may have interfered with good listening, have them work with a partner to come up with ways to: a) show empathy, b) minimize listening barriers, and c) practice reflecting and addressing emotional content not addressed by the audiologist in the video re-enactment. Specifically have them work on ways to improve listening for the following scenarios.

For each scenario

1. First have them analyze the scenario and identify possible problems in the communication exchange.
2. Have them come up with possible ways to improve how to respond to the client and write these down.
3. Have the students role-play using alternate responses that are consistent with mindful listening, showing empathy, and minimizing listening barriers.

Scenario 1

Audiologist: “Tell me how hearing loss has been affecting your life.”

Patient: “My husband has Parkinson’s and he speaks very softly now. So, it is getting irritating now, and I get angry and I have to ask him to repeat things many times. And then my grand children, on the phone, you can’t hear their high-pitched voices at all. “

Audiologist: “So, how long have you felt you had a problem with your hearing?”

Patient: “About 5 years or more, and its been you know, getting worse.”

Audiologist: “Hmm”.

Scenario 2

Patient: “My sister has hearing aids, and she’s 4 years older than I am. And the hearing aids don’t help her a whole lot.”

Audiologist: “Is that right? What does she not like about them?”

Patient: “She just doesn’t hear that well with them.”

Audiologist: “Has she had them adjusted?”

Patient: “Yes.”

Audiologist: (whispers from behind the patient) “Ok. So now what is your first impression with these on right now?”

CLASS ACTIVITY 3 (STUDENT COPY)

The purpose of this activity is to help you practice using listening behaviors taught in this and the previous lecture on empathy and emotional intelligence. Now that you have watched “the Color of My Hair” and analyzed the listening behaviors that may have interfered with good listening, Work with a partner to come up with ways to: a) show empathy, b) minimize listening barriers, and c) practice reflecting and addressing emotional content not addressed by the audiologist in the video re-enactment. Specifically work on ways to improve listening for the following scenarios.

For each scenario

1. First analyze the scenario and identify possible problems in the communication exchange.
2. Come up with possible ways to improve how to respond to the client and write these down.
3. Role-play using the alternate responses that are consistent with mindful listening, showing empathy, and minimizing listening barriers.

Scenario 1

Audiologist: “Tell me how hearing loss has been affecting your life.”

Patient: “My husband has Parkinson’s and he speaks very softly now. So, it is getting irritating now, and I get angry and I have to ask him to repeat things many times. And then my grand children, on the phone, you can’t hear their high-pitched voices at all. “

Audiologist: “So, how long have you felt you had a problem with your hearing?”

Patient: “About 5 years or more, and its been you know, getting worse.”

Audiologist: “Hmm”.

Scenario 2

Patient: “My sister has hearing aids, and she’s 4 years older than I am. And the hearing aids don’t help her a whole lot.”

Audiologist: “Is that right? What does she not like about them?”

Patient: “She just doesn’t hear that well with them.”

Audiologist: “Has she had them adjusted?”

Patient: “Yes.”

Audiologist: (whispers from behind the patient) “Ok. So now what is your first impression with these on right now?”

HOME ASSIGNMENT 1

The purpose of this activity is to help you continue integrating the material on listening behaviors by analyzing the listening skills of an audiologist in a video re-enactment (“Practice and Patience”). Focus your reflection efforts on identifying mindful listening skills, rapport building, and use of emotional intelligence by the audiologist on this re-enactment. To access the video re-enactment “Practice and Patience” use the following link and go to the section called “Mindful listening”: http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_ii/

Remember to adopt a compassionate, non-judgmental, and empathic attitude towards the audiologist in this video re-enactment. After watching the video re-enactment please answer the questions below. You may use your notes to answer the questions.

Questions

1. In class we discussed three types of listening: for pleasure, for information, or to support others. What type of listening do you think this audiologist was mostly using?
2. The lecture stated that the first step in listening was mindfulness. Look over your notes and determine whether overall the audiologist in the re-enactment was practicing mindful listening. If yes, state why. If not, state why not.
3. The second step in the listening process is hearing. Did the audiologist take this consistently into consideration with her client? What did she do to accomplish this?
4. The third step in the listening process is selecting and organizing information. What evidence can you provide to suggest she may not have been listening for nuance or meaning? What was her agenda?
5. The fourth step in the listening process is effective responding. Provide 3 instances in which the audiologist responded effectively and 3 instances in which she did not respond effectively. Why is this a problem, and what effect might this have had on the patient?
6. The fifth step of the listening process is remembering. How might not addressing patient concerns affect relationship-building and rapport?
7. What external and internal barriers to listening does the audiologist encounter?
8. What non-listening behaviors does the audiologist engage in?
9. What are some positive listening behaviors you observe?
10. If you were to discuss the listening behaviors with this audiologist, what plan would you make with her to help her improve?
11. How could the audiologist show more empathy in her interaction with this client?

