



UNIT III - SECTION 1

# LIVING WELL WITH HEARING LOSS

INSTRUCTOR'S GUIDE

## 1. Goals

- Goal 1: To explore what it means for our patients and their communication partners to live well with hearing loss
- Goal 2: To learn about the importance of discussing everyday communication situations with patients when setting goals in AR
- Goal 3: Learn about how the Living Well Tool can be used to help the patient identify and share communication situations in everyday life, which are relevant and important to them
- Goal 4: To gain experience using the Living Well Tool in role play

## 2. Concepts to Master

- a. Description of living well
- b. Importance of addressing everyday communication situations with patients in order to make goals functional and patient-centered
- c. How the Living Well Tool can help clinicians facilitate discussions with patients and their communication partners.
- d. Importance of matching counseling strategy to needs of individual patients

## 3. Reading

- a. Stephens, D., Gianopoulos, I., & Kerr, P. (2001). Determination and classification of the problems experienced by hearing-impaired elderly people. *International Journal of Audiology*, 40, 294-300.

## 4. Lecture

- PowerPoint: "Living Well with Hearing Loss" (has links to videos at Ida Institute website)

## 5. Class Activity

- Class Activity 1: Mindmap: What does Living Well with hearing loss mean to you personally and as a future hearing care professional? What do you think Living Well with hearing loss means to the person with hearing loss? What about the communication partner?
- Class Activity 2: Video reflections: Class will watch ethnography of Joe, John and Dana, then reflect
- Class Activity 3: Try out the tool.

## 6. Reflection Moment

- a. How did this lesson inspire you to think of new ways to discuss communication situations which are relevant and important to patients?

## 7. Assignment

- a. Read about the Living Well tool and create the Living Well Tool from handouts provided to be used in Role-play during class. See Specific Instructions in Homework Assignment Handout.

**CLASS OUTLINE**

(1/2)

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

1. Establish learning mind-set.
2. Today we will delve further into the importance of discussing everyday communication situations with patients in AR and will learn how to use the Living Well Tool. Students will learn about the Living Well Tool, and then they will role-play.
3. **PowerPoint**
  - a. Begin by going over the goals of the class.
  - b. Before discussing the concept of Living Well with Hearing Loss, discuss the reasons why we need to consider living well more generally.
4. **Class Activity 1**

Ask the students to break into groups of 2-3 and discuss what Living Well with hearing loss means to them from a personal perspective, and then from the perspective of future hearing care professionals, and finally people with hearing loss and their communication partners. Ask the students to use the mindmaps to document the points they raised. Have each group of students share some of the factors that they put on their mindmap which contributed to Living Well.
5. **PowerPoint**
  - c. Discuss the differences between how professionals define living well and how patients define it. Link this to the mindmaps developed by the groups in Class Activity 1.
6. **Ethnographic film**

Watch the ethnographic film with Joe, John, and Dana, then have students reflect on what it meant to Live Well with Hearing Loss from the perspective of John, a practicing lawyer.
7. **PowerPoint**
  - d. Discuss in details now what Living Well means in relation to Hearing Loss and its importance to PCC, including the evidence behind what approach works best when discussing everyday communication situations with patients.
  - e. Introduce the Ida Institute Living Well Tool.
8. **Class Activity 3**

Students to practice using the Living Well Tool via role play in groups of 2, with one student playing the role of the audiologist, and the other student playing the role of the patient. If there is a group of 3, ask the third student to play the role of John's communication partner.

**CLASS OUTLINE**

(2/2)

**9. Reflection**

- a. How has the Living Well Tool inspired you to think of new ways to discuss communication situations, which are relevant and important to patients and their communication partners?

**10. Closing**

- a. Announcements
- b. Assignment: Read Stephens, D., Gianopoulos, I., & Kerr, P. (2001). Determination and classification of the problems experienced by hearing-impaired elderly people. *International Journal of Audiology*, 40, 294-300.

## CLASS ACTIVITY 1

(INSTRUCTOR COPY)

The following class activity is designed for students to reflect on what Living Well means to them from a personal and professional perspective, and then of course from the perspective of patients and communication partners. This activity has three (3) components. In the first instance, students are asked to reflect on what living well means to them personally. Then they are asked to reflect on what living well with hearing loss means to them as future hearing care professionals, and then finally, they are asked to reflect on what they think living well with hearing loss means to patients and their communication partners.

Mind maps can be found in the section of the course website called “videos and handouts”. Use the following link and go to the section called “Living Well with Hearing Loss”: [http://ida-institute.com/toolbox/university\\_course/videos\\_and\\_handouts/unit\\_iii/](http://ida-institute.com/toolbox/university_course/videos_and_handouts/unit_iii/)

### Instructions

1. Ask students to break up into groups of 2-3 students and discuss as a group what it means to them to live well from a personal perspective. Take about 5 minutes for this activity.
2. Next, ask students to discuss what it means to live well with hearing loss from their perspective of future hearing care professionals. Ask the students to make a mind-map as a group of their collective thoughts.
3. Ask a representative from each group to share the discussion with the entire class.
4. Now that the class has discussed the concept of living well from a personal and professional perspective, ask the students to break up into **different groups of 2-3** and discuss what they think it means to live well with hearing loss from the perspective of people with hearing loss and their communication partners. Ask the students to make a mind-map as a group of their collective thoughts.
5. Ask a representative from each group to share the discussion with the entire class.

## CLASS ACTIVITY 1

(STUDENT COPY)

The following class activity is designed to help you reflect on what Living Well means to you from a personal and professional perspective, and then of course from the perspective of patients and communication partners.

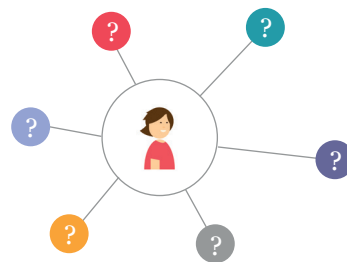
This activity has three (3) components in which you will create 4 mind-maps. In the first instance, we ask you to reflect on what living well means to you personally, then ask you to reflect on what living well with hearing loss means to you as a future hearing care professional. Finally, we ask you to reflect on what you think living well with hearing loss means to patients and their communication partners.

### Instructions

- Mind-map 1: Break up into groups of 2-3 students and discuss as a group what it means to you to live well from a personal perspective. Take about 5 minutes for this activity. As a group create a mind map, and be ready to discuss in class.



- Mind-map 2: Discuss with your group the following question: What does living well with hearing loss mean to you as a future hearing care professional? Make a mind-map as a group of your collective thoughts. Then ask a representative from each group to share the discussion with the entire class.



- Mind-map 3: For this last mind map, break up into different groups of 2-3 and discuss what you think it means to live well with hearing loss from the perspective of people with hearing loss and their communication partners. Ask the students to make a separate mind map for the person with hearing loss and for the communication partner. Ask a representative from each group to share the discussion with the entire class.

**CLASS ACTIVITY 2**  
(INSTRUCTOR COPY)

The following class activity is designed to help students reflect on what Living Well means in the context of hearing loss, for both a person with hearing loss and their communication partner.

This activity requires that the instructor log in to the Ida Institute website, and access the video ethnography (12 minutes) titled: Joe, John, and Dana. Use the following link and go to the section called “Living Well with Hearing Loss”: [http://idainstitute.com/toolbox/university\\_course/videos\\_and\\_handouts/unit\\_iii/](http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_iii/)

After reflecting on the video ethnography, have the students answer the questions on the handout.

**Questions**

1. Prior to receiving his cochlear implants, was John living well with hearing loss? Why? Or Why not?
2. How did getting a cochlear implant affect John’s ability to live well with hearing loss?
3. How did John’s professional background as an attorney influence his communication needs?
4. What does John say about how his hearing loss affected his personality?
5. How did hearing loss affect John’s relationship with his wife and his family?
6. Prior to John receiving his cochlear implant, was Dana living well with John’s hearing loss? Why or Why not?
7. How did Dana’s ability to live well with hearing loss change after John received a cochlear implant?
8. Literature from positive psychology and “happiness” research suggests that positive emotions or outlook, engagement in activity and meaningfulness throughout relationships or spirituality are important for well-being. Were these factors present in John and Dana’s ideas of living well?
9. If you were to ask John and Dana to make mind maps of what it means to live well with hearing loss, how would they compare to the mind maps you created for a person with hearing loss and their CP? Was there a dimension you missed in your mind map?
10. What did John and Dana learn after having had an opportunity to reflect on what it means to live well?
11. How do you think Joe’s (the audiologist) perspective on what it means to live well with hearing loss changed after meeting with John and Dana in their home?

## CLASS ACTIVITY 2

(STUDENT COPY)

The following class activity is designed to help students reflect on what Living Well means in the context of hearing loss, for a person with hearing loss and their communication partner.

After reflecting on the ethnography answer the questions below individually or as a group.

### Questions

1. Prior to receiving his cochlear implants, was John living well with hearing loss? Why? Or Why not?
2. How did getting a cochlear implant affect John's ability to live well with hearing loss?
3. How did John's professional background as an attorney influence his communication needs?
4. What does John say about how his hearing loss affected his personality?
5. How did hearing loss affect John's relationship with his wife and his family?
6. Prior to John receiving his cochlear implant, was Dana living well with John's hearing loss? Why or Why not?
7. How did Dana's ability to live well with hearing loss change after John received a cochlear implant?
8. Literature from positive psychology and "happiness" research suggests that positive emotions or outlook, engagement in activity and meaningfulness throughout relationships or spirituality are important for well-being. Were these factors present in John and Dana's ideas of living well?
9. If you were to ask John and Dana to make mind maps of what it means to live well with hearing loss, how would they compare to the mind maps you created for a person with hearing loss and their CP? Was there a dimension you missed in your mind map?
10. What did John and Dana learn after having had an opportunity to reflect on what it means to live well?
11. How do you think Joe's (the audiologist) perspective on what it means to live well with hearing loss changed after meeting with John and Dana in their home?



## CLASS ACTIVITY 3

(INSTRUCTOR COPY)

The purpose of this activity is to gain experience with the Living Well Tool. This activity will allow the students to reflect on how they would use the techniques demonstrated and introduced in the lecture. Additionally, they will have the opportunity to role-play, giving them firsthand experience using the Living Well Tool. Specifically, the goal of the activity is to have students gain experience introducing the Tool, and going through the steps required to engage patients and their partners in the process of using the Living Well Tool.

### Instructions

1. Prior to starting this activity the instructor needs to ensure the students have downloaded the Living Well Quick Tool and all other forms needed to do this exercise as requested in the assignment to this lecture (Introduction Sheet, Living Well Quick Tool photos, Documentation Form, Strategy Cards, Listening Guide, Importance markers, Rating scale). The tool and the forms can be found in the section of the course website called “videos and handouts”. Use the following link and go to the section called “Living Well with Hearing Loss”: [http://idainstitute.com/toolbox/university\\_course/videos\\_and\\_handouts/unit\\_iii/](http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_iii/)
2. The students will need to get into groups of 2-3 for role-playing the roles of John, Dana, and the Audiologist. One student should play the role of the audiologist, one student should play the role of the patient, and in groups of 3, one student should play the role of the communication partner. Please advise students to take their role as seriously as possible so that they can get the most out of the experience.
3. Students should complete the accompanying worksheet.
4. This activity may take up to 30 minutes.

## CLASS ACTIVITY 3

(STUDENT COPY - 1/2)

The purpose of this activity is to gain experience with the Living Well Tool. This activity will allow the students to use the techniques introduced in the lecture. Additionally, you will have the opportunity to role-play, giving you firsthand experience using the Living Well Tool. Specifically, the goal of the activity is to have you gain experience introducing the Tool, and going through the steps required to engage patients and their partners in the process of using the Living Well Tool.

### Instructions

1. Prior to starting this activity ensure you have downloaded the Living Well Quick Tool (Introduction Sheet, Living Well Quick Tool Photos, Documentation Form, Strategy Cards, Listening Guide, Importance Markers, Rating Scale). The tool and the forms can be found in the section of the course website called “videos and handouts”. Use the following link and go to the section called “Living Well with Hearing Loss”: [http://idainstitute.com/toolbox/university\\_course/videos\\_and\\_handouts/unit\\_iii/](http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_iii/)
2. Break up into groups of 2-3 for role-playing the roles of John, Dana, and the Audiologist. Decide who will play each of the characters. One student should play the role of the audiologist, one student should play the role of the patient, and in groups of 3, one student should play the role of the communication partner. Please take your role as seriously as possible so that you can get the most out of the experience.
3. Before you begin the role play, work together to select 3-4 pictures that John or Dana could have chosen based on what you heard about their life with hearing loss in the video. Suggested photo cards to select: #5 (life with his wife), #9 (worklife), #20 (going to restaurants with clients), #24 (interacting with family / brothers in law).
4. Begin the session by having the audiologist greet the patients, and introduce the Living Well Tool.
5. Phase 1: Selection: Joe asks John and Dana to look at the photos and check the box next to the communication situations they feel are relevant and important to them. John and Dana could complete these together or separately. Have John and Dana discuss among themselves why these scenarios are difficult.
6. Phase 2: Being Curious: Joe asks John to tell him about the **situations** he has selected and why they are important to him.
7. Phase 3: Rating Ease and Importance: Joe asks John to rate the situations in terms of **ease** using the traffic light board or by marking the attached documentation form.
8. Phase 3: Joe then asks John to rate the situations in terms of **importance**, using the four importance markers.

**CLASS ACTIVITY 3**  
(STUDENT COPY - 2/2)

9. Phase 4: Explore strategies: Joe and John discuss the **strategies** he currently applies to manage, and then explore additional strategies he could apply in each situation using the technological and communication strategies cards.
10. Phase 5: They agree on goals together using the documentation form provided.
11. Answer the questions on the documentation form below.

1. List the Situation Cards chosen from most easy to least easy.

Situation number	Set an "x" in the circle for traffic light rating	Importance rating	Describe the situation	What do you do to manage in this situation?
[ ]				
[ ]				
[ ]				
[ ]				
[ ]				

2. What other strategies could you use?
3. Who else could help?
4. What could they do?
5. What goals did you agree upon?
6. What action should be taken by:
  - The Patient
  - The Audiologist
  - Others

12. What did you learn that you did not know before?
13. Other comments:

## HOME ASSIGNMENT

1. Read the article by Stephens, D., Gianopoulos, I., & Kerr, P. (2001). Determination and classification of the problems experienced by hearing-impaired elderly people. *International Journal of Audiology*, 40, 294-300.
2. Living Well Tool Creation: Read about the Living Well Tool and Create the Living Well Tool to use in class and future clinical encounters. Instructions follow below:
  - a. In preparation for this lecture and role-play, visit the Ida Institute website and read about the Living Well tool at the following link: [http://idainstitute.com/toolbox/living\\_well/](http://idainstitute.com/toolbox/living_well/)
  - b. Download and print the following forms to be used in role-play:
    - Introduction Sheet,
    - Living Well Rating Scale (Green, Yellow, Red sheet - 1 Page)
    - Living Well Quick Tool (photos, 2 Pages). Please cut out photos to be able to spread these out on a table for clients to see and to put on Rating Scale.
    - Strategy Cards (2 pages). Cut these out of the sheet so that you can have a stack of these.
    - Importance Markers: Cut these out as well so that you can place the markers on the rating scale.
    - Documentation Form.

The forms can be found in the section of the course website called “videos and handouts”. Log in to the Ida website, use the following link and go to the section called “Living Well with Hearing Loss”: [http://idainstitute.com/toolbox/university\\_course/videos\\_and\\_handouts/unit\\_iii/](http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_iii/)