

UNIT III - SECTION 3

**MOTIVATION TOOLS**  
INSTRUCTOR'S GUIDE



## 1. Goals

- Goal 1: To learn how the Tools (the Line, the Box, and the Circle) can help support and engage the patient
- Goal 2: To learn how to track where a patient is in the changing process (or to shed light on his/her ambivalence and readiness for change)
- Goal 3: To observe how the Line, the Box, and the Circle are used in clinical encounters with real patients
- Goal 4: To gain experience using the Tools in role play

## 2. Concepts to Master

- a. Ambivalence about change is normal.
- b. Change is non-linear.
- c. Readiness is not static.
- d. Attend to readiness in your work.
- e. Create a collaborative relationship with your patient.

## 3. Reading

- a. Engage in the Process of Change. World Health Organization Textbook. Chapter 4: The Operational Model
- b. Engage in the Process of Change. World Health Organization Textbook. Chapter 7: The Operational Model Used by Audiologists: The Use of hearing aids.

## 4. Lectures

- PowerPoint: "Motivation Tools: The Line, the Box and the Circle".

## 5. Reflection

- a. How did watching real audiologists implement the tools inspire you to use them in your own practice?

## 6. Assignment

- a. Read Chapter 4 and 7 of the WHO Textbook
- b. Watch the Ida Seminar Motivation Video: Dr. Hanne Tønnesen: Motivational Engagement.

Log in to the Ida institute website, use the following link, go to the section called "Motivation Tools", find the video "Hanne Tønnesen": Motivational Engagement" and the .pdf "WHO Motivation Tools Textbook": [http://idainstitute.com/toolbox/university\\_course/videos\\_and\\_handouts/unit\\_iii/](http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_iii/)

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

1. Establish learning mind-set.
2. Today we will delve deeper into the concept of readiness for change and will learn how to use the Tools (the Line, the Box, and the Circle).
3. PowerPoint

“Motivation Tools: The Line, the Box and the Circle”. Begin by going over the goals of the class and reviewing the concept of readiness. This is followed by an explanation of how the tools are used in the context of the operational model discussed in the readings. We will then watch 3 clinical encounters in which these concepts are implemented.
4. Class Activity

Videos can be found in the section of the course website called “videos and handouts”. For this lecture use the following link and go to the section called “Motivation Tools”: [http://idainstitute.com/toolbox/university\\_course/videos\\_and\\_handouts/unit\\_iii/](http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_iii/)

  - a. Tools in Action: Naomi and Paul
  - b. Tools in Action: Emily and Robert
  - c. Tools in Action: Emily and Gary
  - d. Video reenactment: “It’s a Personal Thing” (Associated Handout): This may be started at the beginning of the next class period. This allows students to practice using the Tools in a structured way.
5. Reflection
  - a. How did watching audiologists implement the tools inspire you to use them in your own practice?
6. Closing
  - a. Announcements
  - b. Assignment: See assignments for next lecture.

## CLASS ACTIVITY 2

(INSTRUCTOR COPY)

The purpose of this activity is to gain experience with the Tools: the Line, the Box, and the Circle. 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 Tools.

For the first part of this exercise have students watch the video reenactment “Its a Personal Thing” and then have them pair up and answer the following questions:

1. Based on the patient’s behavior/reaction, at which stage is the patient in the “Circle”?
2. Which questions would you ask the patient to determine where he/she is in the “Circle”.
3. How do you think the “Line” could have influenced the situation?
4. When and how would you have used the “Line”?
5. How do you think the “Box” could have influenced the situation?
6. When and how would you have used the “Box”?

For the second part of the activity students will role-play an alternative scenario where the audiologist uses the Line, Box and Circle. This activity may take up to 30 minutes.

### Instructions

1. Watch the video “It’s a Personal Thing,” (if needed ).
2. This activity involves role-playing and may benefit from implementing Time and Talk methods to develop a successful role-play. Please remind students to take their role as seriously as possible so that they can get the most out of the experience.
3. For this activity, ask the students to get into groups of 2 and decide who will play the role of Jim and Stella.
4. Have the students take some time to develop the character of Stella together, trying to think about her perspective and reasons for not wanting to wear two aids, even if she doesn’t hear as well.
5. It may help to develop a Possible Patient Journey for Stella to gain a better perspective.
6. The character playing Jim should leave and not return until they are called back.
7. Have the students practice clinical encounter while using the tools.
8. After the role play has finished have the students answer the following questions:
  - a. How did it feel playing the audiologist?
  - b. How did it feel playing the patient?

**CLASS ACTIVITY 2**  
(STUDENT COPY)

**ACTIVITY OVERVIEW**

The purpose of this activity is to get experience with the Tools: the Line, the Box, and the Circle. This activity will allow you to reflect on how you would use the techniques demonstrated and introduced in the lecture in a clinical encounter. Additionally, you will have the opportunity to role-play, giving you firsthand experience using the Tools. This activity has two parts.

**PART 1**

Watch the video reenactment “It’s a Personal Thing” and then pair up and answer the following questions:

1. Based on the patient’s behavior/reaction, at which stage is the patient in the “Circle”?
2. Which questions would you ask the patient to determine where he/she is in the “Circle”.
3. How do you think the “Line” could have influenced the situation?
4. When and how would you have used the “Line”?
5. How do you think the “Box” could have influenced the situation?
6. When and how would you have used the “Box”?

**PART 2**

For the second part of the activity you will role-play an alternative scenario where the audiologist uses the Line, Box and Circle. This activity may take up to 30 minutes.

**Instructions**

1. Watch the video “It’s a Personal Thing”.
2. Role-Play - Please use Time and Talk methods to set-up a successful role-play. Please partner up with another student. Take your role as seriously as possible so that you and your partner can get the most out of the experience.
3. For this activity, get into groups of 2 and decide who will play the role of Jim and Stella.
4. Take some time to develop the character of Stella together, trying to think about her perspective and reasons for not wanting to wear two aids, even if she doesn’t hear as well.
5. It may help to develop a Possible Patient Journey for Stella to gain a better perspective.
6. The character playing Jim should leave and not return until they are called back.
7. Have the students practice the clinical encounter while using the tools, the Line, and The Box.
8. After the role-play is completed, answer the following questions:
  - a. How did it feel playing the audiologist?
  - b. How did it feel playing the patient?