



UNIT III - SECTION 5

# COMMUNICATION PARTNER TOOLS

INSTRUCTOR'S GUIDE

## 1. Goals

- Goal 1: To introduce tools that can be used to facilitate discussions between the CP, the PHL and the audiologist
- Goal 2: To observe how the audiologist uses the GPS and the Communication Rings in a clinical reenactment
- Goal 3: To gain experience using the tools in role-play

## 2. Concepts to Master

Tools such as the GPS and Communication Rings help clinicians facilitate discussions with clients and their communication partners.

- a. Communication Rings allow patients to explore their social networks and see how hearing loss may affect those close to him or her.
- b. The GPS allows the clinician to facilitate a discussion between communication partners about realistic goals and can be used as an educational tool.

## 3. Reading

- a. Manchaiah, V. K.C., Stephens, D., Zhao, F., & Kramer, S. E. (2012). The role of communication partners in the audiological enablement/rehabilitation of a person with hearing impairment: An overview. *Audiological Medicine*, 10, 21-30
- b. Preminger, J. & Lind, C. (2012). Assisting communication partners in the setting of treatment goals: The development of the Goal-sharing for Partners Strategy (GPS). *Seminars in Hearing*, 33 (1), 53 - 64.

## 4. Lectures

- PowerPoint: "Communication Partnerships: Clinical Tools"

## 5. Reflection Moment - Regarding the Role-Play Exercise

- a. How did the Communication Rings/GPS help the audiologist or you in this exercise?
- b. As the PHL, how do you feel the PHL may benefit from this exercise?
- c. How do you feel the CP may benefit from this exercise?

## 6. Assignment: N/A

## CLASS OUTLINE

(1/2)

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

1. Establish learning mind-set.
2. Today we are introducing tools including Communication Rings and the GPS. We will observe how an audiologist uses these in a reenactment, and we will get experience using these through role-play.
3. PowerPoint
 

“Communication Partnerships: Clinical Tools” Begin by going over the goals of the class and by giving a brief overview of each of the Tools.
4. Class Activity 1
 

Communication Rings Exercise. Students should explore their own communication networks by filling out the Communication Rings for themselves. See associated handout. The Communication Rings 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 “Communication Partner Tools”: [http://idainstitute.com/toolbox/university\\_course/videos\\_and\\_handouts/unit\\_iii/](http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_iii/)
5. PowerPoint
 

Introduce GPS, goals, and examples of how to use the GPS. Watch the introductory video on the development of the GPS by Dr. Christopher Lind from the Communication Partnerships workshops (approx. 20 minutes). Please log into the Ida Institute website, use the following link, go to the section called “Communication Partner Tools” and find the video “Christopher Lind”: [http://idainstitute.com/toolbox/university\\_course/videos\\_and\\_handouts/unit\\_iii/](http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_iii/)
6. Following the GPS introduction, watch the video re-enactment on how to use the tools (17 minutes). Please log into the Ida Institute website, use the following link, go to the section called “Communication Partner Tools” and watch the video “Set common goals case 1”: [http://idainstitute.com/toolbox/university\\_course/videos\\_and\\_handouts/unit\\_iii/](http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_iii/)
7. Class Activity 2
 

Role-Playing with the the GPS. Students will first watch the communication partner ethnography “Tony and Jackie” and will role-play using the tools with this scenario in mind. See associated handout. Please log into the Ida Institute website, click on the following link, go to the section called “Communication Partner Tools” download the GPS tool and watch the video “Tony and Jackie”: [http://idainstitute.com/toolbox/university\\_course/videos\\_and\\_handouts/unit\\_iii/](http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_iii/)

**CLASS OUTLINE***(2/2)***8. Reflection Moment**

- a. How do the Ida tools the Communication Rings, and GPS help the audiologist practice patient centered care?
- b. How do you feel the PHL may benefit from these tools?
- c. How do you feel the CP may benefit from these tools?

**9. Closing - Announcements**

**CLASS ACTIVITY 1**  
(INSTRUCTOR COPY)

This activity allows the students to practice using the Communication Rings tool. This is a brief activity in which students will map their own communication network. Please have plenty of copies of the Communication Rings tool available for this exercise. After the exercise, ask the students to explore what they learned about their own social networks.

**Questions**

1. What did you learn about your communication partners/networks?
2. Who are the people who are closest to you? Why are they in that circle and not in the outer circles?
3. How do you think that hearing loss may affect a patient's social networks?

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

This activity allows you to practice using the Communication Rings tool. This is a brief activity in which you will map your own communication or social network.

After you have completed the exercise, answer the following questions.

1. What did you learn about your communication partners/networks?
2. Who are the people who are closest to you? Why are they in that ring and not in the outer rings?
3. How do you think that hearing loss may affect a patient's social networks?

**CLASS ACTIVITY 2**  
(INSTRUCTOR COPY)

**ACTIVITY OVERVIEW**

This activity allows the students to practice using the GPS tool. This is a brief activity in which students will map clients' perceptions of their communication needs / goals with their communication partners' perceptions of needs / goals.

The purpose of this activity is to allow students to role-play using the GPS questioning strategy in the context of a communication partner ethnography. In this activity the students will first watch the communication partner ethnography "Tony and Jackie". After watching the ethnography, ask students to get into groups of three for role-playing. One student can take the role of Tony, one the role of Jackie, and the other the role of the audiologist.

Students will work through the GPS questioning strategy to establish goals that Tony and Jackie might have set together if asked these questions via the GPS. Students should focus on:

- the order of questions,
- the focus on both successful and problematic communications and
- pay equal attention to both the HI Adult and the communication partner.

Following the students' group work, the class should gather together to discuss the goals that each group set and to reflect on the questioning strategy.

After the exercise, ask the students to explore what they learned about goal setting with a HI adult and his/her partner.

**Questions**

1. What did you learn about goal setting with a HI client and his/her partner?
2. Who are the people who are closest to you? Why are they in that circle and not in the outer circles?
3. How do you think that hearing loss may affect a patient's and his/ her partner's perceptions of their rehabilitation goals?

The instructor should establish the learning mindset of this exercise for maximal effectiveness.

**CLASS ACTIVITY 2**  
(STUDENT COPY)**ACTIVITY OVERVIEW**

This activity allows you to practice using the GPS tool. This is an activity in which you will practice using the GPS questioning strategy with a simulated HI client and his / her communication partner. In this activity you will first watch the communication partner ethnography “Tony and Jackie” . After watching the ethnography, you will work together in groups of three for role-playing. One student can take the role of Tony, one the role of Jackie, and another can take the role of the audiologist.

Work through the GPS questioning strategy to establish goals that Tony and Jackie might have set together if asked these questions via the GPS. Focus on:

- the order of questions,
- the focus on both successful and problematic communications and
- pay equal attention to both the HI Adult and the communication partner.

The students playing the parts of Tony and Jackie should use information they gleaned from watching the video ethnography to answer the questions that the audiologist poses, trying to stay as much as possible in the role that they have been assigned, but being free to answer questions hypothetically, as this is a hypothetical scenario.

During the role play, practice being respectful, accepting, non-judgmental, and empathic toward the adult with HI and the communication partner.

**After your group has completed the exercise, answer the following questions.**

1. What did you learn about goal setting with a HI client and his/her partner?
2. Who are the people who are closest to you? Why are they in that circle and not in the outer circles?
3. How do you think that hearing loss may affect a patient’s and his/ her partner’s perceptions of their rehabilitation goals?



## HOMEWORK ASSIGNMENT

The purpose of this assignment is to introduce you to the following tools: Communication Rings and the GPS.

Please log on to the Ida Institute website's Toolbox and download the tools "GPS and Communication Rings." Please read about these tools and come to class prepared to use the downloaded forms.

Compare your own social network set out on the Communication Rings diagram with the same information as you might set it out on a Communication World diagram.

### Consider these questions:

1. Are they different? If so, how are they different?
2. Do you think one of these more accurately depicts your social network?
3. How might the two forms (Communication Rings and Communication World) vary for an adult who has HI?