

UNIT III - SECTION 4

COMMUNICATION PARTNERS

INSTRUCTOR'S GUIDE



1. Goals

- a) Describe the role and importance of communication partners (CPs) in hearing rehabilitation
- b) Review current literature and evidence for involving communication partners in hearing healthcare
- c) Reflect on communication partner experiences of hearing loss and hearing care
- d) Role-play, evaluate, and design a practical way to involve communication partners in hearing consultations

2. Concepts to master

The active involvement of CPs in routine audiological care is not consistent. CPs can suffer the effects of a third-party disability following their partner's hearing loss. Research suggests that there is significant value in including CPs in routine hearing care and that it is associated with increased hearing aid uptake, use, and satisfaction. Although multiple tools and resources exist that could facilitate greater involvement of CPs, these are not often utilized. Conflict between the person with hearing loss and their CP can sometime arise within the clinical consultation and within the context of a shared living experience with hearing loss. Clinicians may benefit from increasing their conflict resolution skills to enable shared goal setting and decision making around hearing and communication goals.

3. Reading

- a) Ekberg et al (2015). Family member involvement in audiology appointments with older people with hearing impairment. <https://www.tandfonline.com/doi/abs/10.3109/14992027.2014.948218>
- b) Manchaiah et al (2019). Communication between audiologist, patient and patient's family members during initial audiology consultation and rehabilitation planning sessions: A Descriptive Review. JAAA (30)810-819.

4. Lectures

Use the PowerPoint lecture titled ***Involving Communication Partners in Hearing Care***

5. Activity

- a) Class activity I: Create a class mind map on the different roles that CPs can play as part of their partner's journey with hearing loss (slide 5)

- b) Class activity II: Small group discussions following first ethnographic video (slide 7)
- c) Class activity III: Small group discussions following second ethnographic video (slide 15)
- d) Class activity IV: Brainstorm the positive sides of hearing loss as a class (slide 18)
- e) Class activity V: Small group discussions following third ethnographic video (slide 23)
- f) Class activity VI: Create an appointment map and suggestions for including CPs along the way (slide 37)

6. Reflection moment

Reflective discussion is facilitated following the three ethnographic videos in the PowerPoint lecture. Students are required to reflect on concepts such as: *The **role** of the CP in the appointment, the **impact** of CP involvement on the patient and clinician, **how** the CP can be involved in the consultation, **conversational balance**, and the **impact** of hearing loss **on the CP.***

7. Assignment

- a) Select one of the tools below from the Ida Institute Tool web page. Explore the tool from a **CP perspective** and try it out on a family member or a friend. Write a short review or do a video review of your experience. What did you like about this tool and its use with CPs? What challenged your thinking? How would you use it with CPs in your next clinic?
 - Goal Sharing for Partners
 - Communication Rings
 - The People I Talk To (telecare tool section)
 - Living Well Online (telecare tool section)
 - Why Improve My Hearing (telecare section)
 - My Hearing Explained

- b) Complete the *Involvement of Family and Friends* course in the Ida Learning Hall (part of the *Understanding the Elements of PCC* course). Complete the course assessment at the end of the module.

To access the tools and courses, you need to create a login on the Ida Institute website: www.idainstitute.com. The login and access to all courses and resources are free.

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

- Brainstorm activity: What are the different roles that CPs can play in their partner's hearing journey?
- Ethnographic video: Watch a video of a routine hearing aid follow-up appointment and have a reflective discussion in class about the role of the CP in the appointment, and the impact of CP involvement on the primary client and audiologist.
- Lecture: Why is it important and relevant to include CPs in audiological management?
- Lecture: Review evidence from contemporary literature about the involvement of CPs in hearing rehabilitation.
- Ethnographic video: Observe a clinical appointment and the strategies for involving a CP. Discuss how your observations from the video align with the literature.
- Ethnographic video: Reflect on the impact that a partner's HL can have on a CP.
- Lecture: Practical methods, tools, and resources to involve CPs effectively and authentically in hearing rehabilitation.
- Class activity: Draw an appointment map and create ideas for how you might involve CPs in the flow of the appointment.
- Lecture: Consider basic strategies for managing conflict between the client and their CP.
- Take home messages and close of session.