CLINICIAN WELLBEING:
SELF-CARE IN THE HEARING CLINIC
STORIES AND SOLUTIONS I

INSTRUCTOR'S GUIDE

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Estimated time for this unit: The time will be dependent on the number of activities selected, as well as the time allocated to the activities.

An ideal time allocation for this lecture would be approximately two hours (at least if activities will be completed). For a more content-only focus, allow 60-90 minutes per lecture.

1. Learning objectives

1. To understand and describe the narrative approach and SFBT and its potential application in hearing health care

2. To understand the characteristics and meaning of the problem story, unique outcomes, and exceptions

3. To gain experience in using narrative and SFBT techniques including for example, externalization, seeking unique outcomes, scaling, and miracle questions

2. Concepts to master

A large component of the day-to-day work of the audiologist deals with sharing information sensitively and clearly with clients and caregivers. Based on that initial exchange, a client often decides whether amplification, through hearing aids or other assistive listening devices, will be pursued. Graduate training and clinical placements emphasize the ability of the student audiologist to assess, describe, and manage hearing loss. Counseling is embodied by the sharing of information about hearing, hearing loss, caring for hearing aids, and communication strategies.

Two communication approaches that are embedded in the tenets, principles, and framework of person and family-centered care are the narrative approach and solution-focused brief therapy work. Lectures 3 and 4 offer innovative ways to bridge the gap between the philosophy of person- and family-centered care (top-down) and the actual communication strategies employed by clinicians (bottom-up).

In order to support the development of these techniques in the person-centered clinician's repertoire, the following concepts will be mastered in lecture 3:

- Problem story
- Unique outcomes
- Externalization
- Alternative story

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3. Reading and preparation

It is recommended to take an approach of introducing the concepts via the lectures, practice the skills during activities and then seek out further information and reading. A comprehensive reading list is provided at the end of each lecture. There are some activities listed under Homework to consolidate further learning.

4. Lecture

Stories and solutions: Introduction into narrative work

Lecture 3 will introduce a narrative approach to clinical practice. In a narrative framework, the world revolves around stories. We will explore the principles and techniques of narrative work and apply it to educational practice. The benefits of externalization and metaphors will be highlighted and practiced with specific cases.

Parts of Lecture 3 are supported by video material:

Slides 44-45: vimeo.com/530717843/0319a385d5

Slide 54: vimeo.com/530713555/14e65a1de9

5. Activity

Activity 1: Adding elements of storytelling
(slide 26, 10 minutes)

a. Whole group (3-5 minutes of the 10 minutes)
    Column 1: Let the entre group brainstorm and add elements of storytelling – some starters provided.

b. Small group (5-7 minutes of the 10 minutes)
    In your small group, choose one of the following topics to tell a brief 5-minute story. Your conversation partners will plot the events and roleplay of the story.

Following the exercise, reflect on how each client also has a story around their hearing, communication, and how they arrived at your clinic.

Activity 2: Having an externalizing conversation
(slide 39, 15-20 minutes)

In trios, one takes the role of the professional and one the client. One observer takes notes and makes observations.

Use handouts available on the Ida website.

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Activity 3: Taking a position against the problem
(slide 43, 20-30 minutes)

Now, practice negotiating, mapping, and evaluating in the trios.

Assuming the same roles from the previous activity, we are now going to situate the problem in all its messy glory.

Use handouts available on the Ida website.

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