

MODULE IX - UNIT 4



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

INSTRUCTOR'S GUIDE

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 60-90 minutes.

### **1. Learning objectives**

1. To understand and describe the narrative approach and SFBT and its potential application in PCC.
2. To gain experience in using narrative and SFBT techniques including for example, externalization, seeking unique outcomes, scaling, and miracle questions.
3. To apply these premises and techniques in a guided hypothetical case.

### **2. Concepts to master**

At the end of Lecture 4, the students will have a clearer understanding of the concepts observed through a solution-focused lens. Students will also be able to observe this work in action through some video excerpts and group activities.

The following concepts will be mastered in Lecture 4:

- If it ain't broke, don't fix it
- Goal setting
- Miracle question
- Rating
- Exceptions

### **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: A solution-focused approach

In Lecture 4, we will deliberately walk away from our problem-solving tendencies and explore solution-focused brief therapy

techniques. In solution-focused brief therapy, the overarching tenet is: if it isn't broken, don't fix it.

Parts of Lecture 4 are supported by video material:

Slide 1: <https://vimeo.com/530763425/2132e3c1bd>

Slides 6-11: <https://vimeo.com/530765556/203452f5b0>

Slides 20-26: <https://vimeo.com/530766362/8ac9ad4ed5>

## 5. Activity

### Activity 1: Principles in hearing healthcare

(slide 13-14, 20 minutes)

Activity: Principles in hearing healthcare: Consider reviewing each of the statements as follows:

If the client is the expert of his hearing: what would they have knowledge about?

Have the students brainstorm the information and the instructor add it to a whiteboard.

The second part of the phrase (slide 13, point 1) would then be the summary statement at the conclusion of their brainstorming: the client has knowledge on what would make their communication better.

### Activity 2: Problem-focused vs. solution-focused

(slide 16-19, 20 minutes)

Contrast problem-focused with solution-focused work:

What would be an example of using a more solution-focused approach with a client with mild hearing loss and noticeable tinnitus?

- Have the students come up with statements that reflect a solution-focused approach, then share the next slide with possible suggestions.
- Proceed to slide 17 and have the participants generate statements that reflect a solution-focused approach and then share slide 18 with possible suggestions.

Discuss the difference as a group.

### Activity 3: The miracle question in action

(slide 22, 10-20 minutes)

Discuss the video excerpt at <https://vimeo.com/530766362/8ac9ad4ed5> and identify where the use of the miracle question and the rating question enhanced understanding of the client's world.

Explore some of the Ida clinical tools and reflect on how the Ida tools may be used when taking a solution-focused approach.

Further, participants could reflect on a comfortable wording of the miracle question in their own words and identify circumstances where it could be most useful to them in their immediate clinical context.

### **Homework**

1. Review lecture notes and references.
2. Seek examples of narrative-focused and solution-focused messaging in your environment: e.g., someone is fighting cancer (externalized), healthy aging versus getting old (solution-focused).
3. Select one of the techniques (see 'concepts to master') and apply in the clinical setting.
4. Reflect on how this technique impacted on your knowledge of the client, your clinical skill development and your confidence as a clinician.