



MODULE IV - UNIT 6

PERSON-CENTERED CARE 18+
INSTRUCTOR'S GUIDE

Estimated time for unit: 1.25 hours

1. Goals

- a) Summarize data on young people with hearing loss in the areas of higher education/career training, income levels, and healthcare transitions
- b) Describe how the tool Growing Up with Hearing Loss reflects the needs of this age group (18+)
- c) Demonstrate use of two online counseling tools designed for adults: Ida Telecare and Living Well
- d) Demonstrate person-centered communication skills with My Hearing Explained

2. Concepts to master

- When young people reach the age of 18, they are generally considered adults and therefore prepared to manage challenges in new environments, particularly post-secondary education or career training settings, employment, and adult healthcare systems. Preparation implies skill-specific training, planning, and ongoing coaching or mentoring. For young people with hearing loss, preparation should include advanced skills in self-advocacy.

- Based on available post-secondary enrollment and employment data, it appears that about 33% of young people with hearing loss lag behind in degree/career training completion rates and income levels. Pediatric audiologists are exhorted to focus not only on their patients' current hearing/listening challenges, but also on the skills needed several years ahead. Teaming with the patient, family, and school personnel would be an optimal arrangement.

- Even if not fully prepared at age 18, educational materials are readily available to use with hearing care providers who serve adult patients and for self-instruction, including several tools presented in this unit.

3. Reading/preparation

Homework from unit 5

To demonstrate use of Living Well with Hearing Loss for Teens, teen/HCP dyads will report on using the paper version:

- Evaluate: Ease of use, other observations?
- Compare to online version: Pros and cons

4. Lectures

Person-Centered Care (18+)

In this unit, we review recent outcome data regarding young people's endeavors after post-secondary schooling. Degree and career completion rates fall short relative to same-age peers with no hearing loss. Income levels are lower as well, likely due to at least in part employment requiring fewer qualifications, skills, education.

There is also a need to consider the transition from pediatric audiologic care to adult health systems, the latter holding higher expectations regarding self-management. By age 18, young people should be prepared for a difference in their healthcare, to be person-centered with far less family engagement.

Several counseling tools are described in this unit to assist students envision patient transitions to new circumstances. They will be reminded to keep long-term transition planning in mind as they also address day-to-day patient and family concerns.

5. Activity

Activity #1: Life skills review

Ask students to take five minutes to write down a list of life skills, discussed in previous units, needed to implement the practical suggestions on this handout. Class report: what did most students consider necessary? When/how would these life skills be developed?

Activity #2: Complete a self-report using Living Well tool (slides 28-31)

This format will look familiar to students who have completed Unit 5 (Living Well for Teens and Tweens). Ask students to use their laptop/tablet/phone to open the tool, and then ask them to consider typical situations that a young person with hearing loss might experience.

- Are those suggestions represented in the photo bank? If not, how to modify process? And what to consider?

Prompts:

- E-mail/text the link before the appointment and ask patient to take his/her own photos of challenging situations to upload.
- Assure patient of privacy protection; no photos will ever be shared, will be deleted from file upon patient request.

Activity #3: Reflection paper

Give students five minutes of reflection time and ask them to consider/respond to the question “If you were a hearing care professional today, how comfortable would you feel using these tools with patients aged 18-25? Would you need some support, and if so, what kind?” Depending on trust and comfort levels, students may want to discuss their thoughts with the class.

6. Homework

Homework for next time: My Hearing Explained

- Students should be organized into six groups, each group assigned to one element described in the Learning Hall module: Understanding the Elements of PCC
- Active Listening
- Conversations Based on Open-Ended, Reflective Questions
- Empathy
- Involvement of Family and Friends
- Shared Decision-Making
- Understanding of Individual Preferences and Needs
- Each group will prepare a summary of the assigned element and describe how an audiologist would use that particular skill using the counseling tool My Hearing Explained.