

SPAU 332

Hearing Aids I

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Person-centered approach
to audiological
rehabilitation & personal-
adjustment counselling

Person-centered approach

Ideally, in person-centered care, the individual is considered holistically and optimal outcomes are achieved with input and accountability from the person and other professionals working collaboratively.



Person-centered approach to audiological rehabilitation

- **Main goal**
 - Improve quality of life by eliminating or reducing activity limitations and participation restrictions
- **Person-centred approach**
 - Identify individual needs
 - Set specific goals
 - Make shared, informed decisions
 - Support self-management

Person-centered approach to audiological rehabilitation

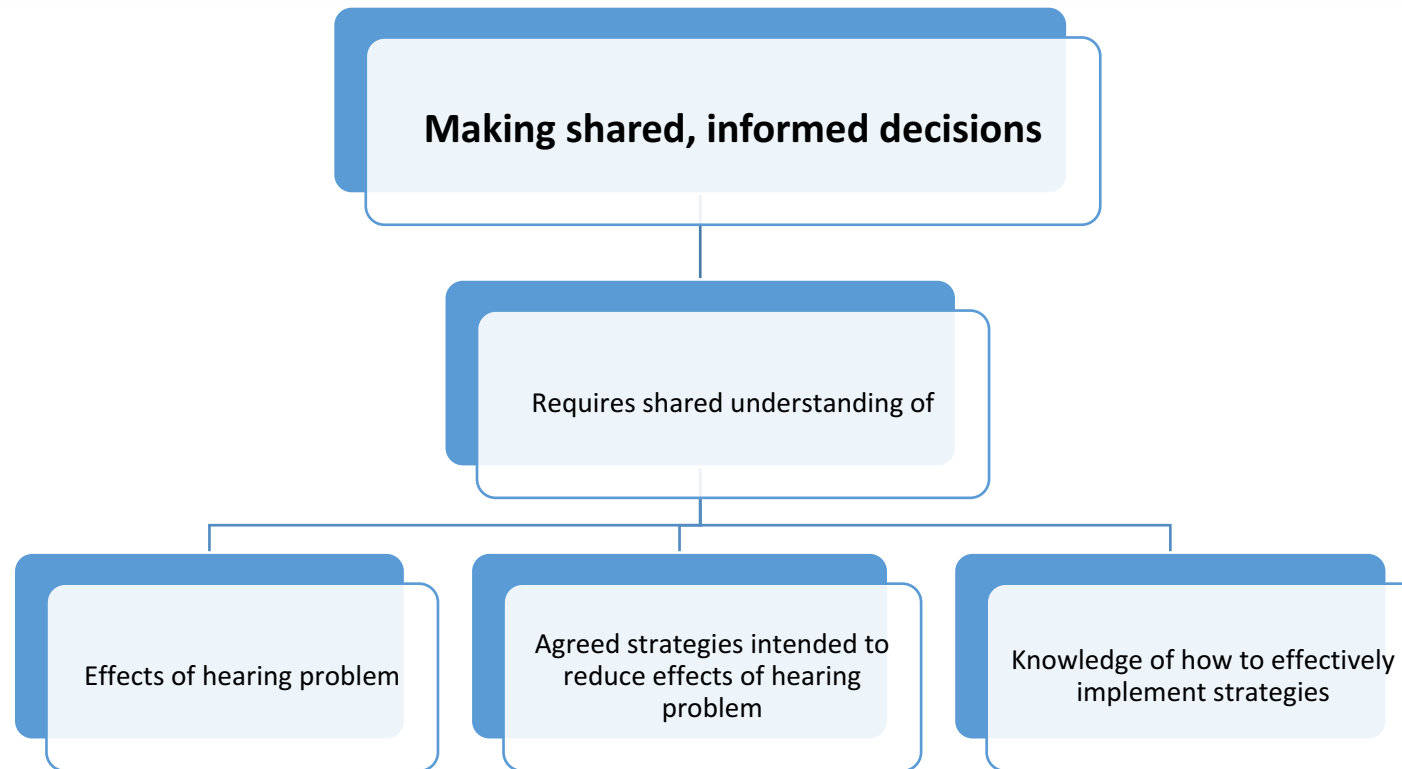
- **Identifying individual needs**

- Impaired function
- Activity limitation
- Participant restriction
- Associated environmental factors
- Consideration of third-party disability experienced by close family members/ friends/ significant others.

Person-centered approach to audiological rehabilitation

- **Setting joint goals**
 - Important to involve patients, communication partners and all relevant clinical professional
 - Requires relationship based on trust, respect and empathy

Person-centered approach to audiological rehabilitation



Person-centered approach to audiological rehabilitation

- **Supporting self-management**
- Essential factors for successful self-management:
 - Knowledge of the condition and its effects
 - Ability to adapt behavior appropriately

Putting the Person at the Center of an Individualized Plan of Care

Audiologists have unique expertise that allows them to contribute to individualized **plans of care** for those with hearing, balance, and auditory system disorders. The scope of audiology is encompassed in the spokes of this wheel.



Benefits of Person-Centered Care



Aims of patient education and counseling

- Understand the nature of their hearing loss, its consequences and treatment/ management options
- Acknowledge that they have a hearing loss and work through the consequential negative emotions that restrict enjoyment of life
- Overcome obstacles associated with engaging in any form of rehab
- Use and care of hearing aids or other assistive listening devices
- Acquire additional communication skills
- Do they need hearing therapy?



Remember:

It's a routine experience for us, but a new experience for them!

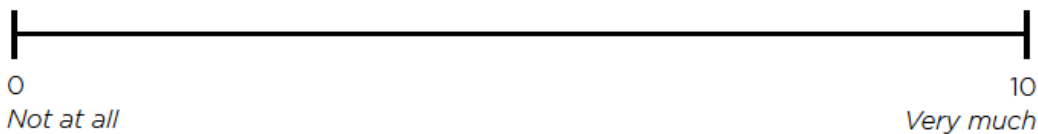
The Ida Institute Motivation Tools

- The Line
- The Box
- The Circle

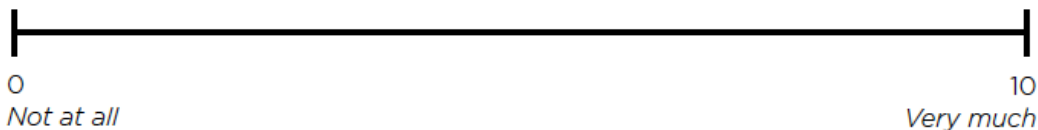
The Line

- A simple, effective tool that is based on a line, two questions, and the patients/clients' responses
- Question 1: Allows the clinician to assess how important their client/ patient feels it is for them to improve their hearing
- Question 2: Helps the clinician appraise how confident their patient/client is that they can follow through with recommended treatment
- You can use the Line in the first session with your client, in a follow up appointment, or repeated over time. It is often used with first-time clients or to increase the motivation of those who are no longer wearing their hearing aids.

How important is it for you to improve your hearing right now?



How much do you believe in your ability to use...



1. Ask the patient to mark their position on the scale from 0-10 on the first line 'How important is it for you to improve your hearing right now?'
2. Then ask them about their reasoning:

This helps your patient reinforce their motivation and reasoning

This helps you understand their ambivalence

3. Move on to the second line 'How much do you believe in your ability to use...' and follow the same procedure.

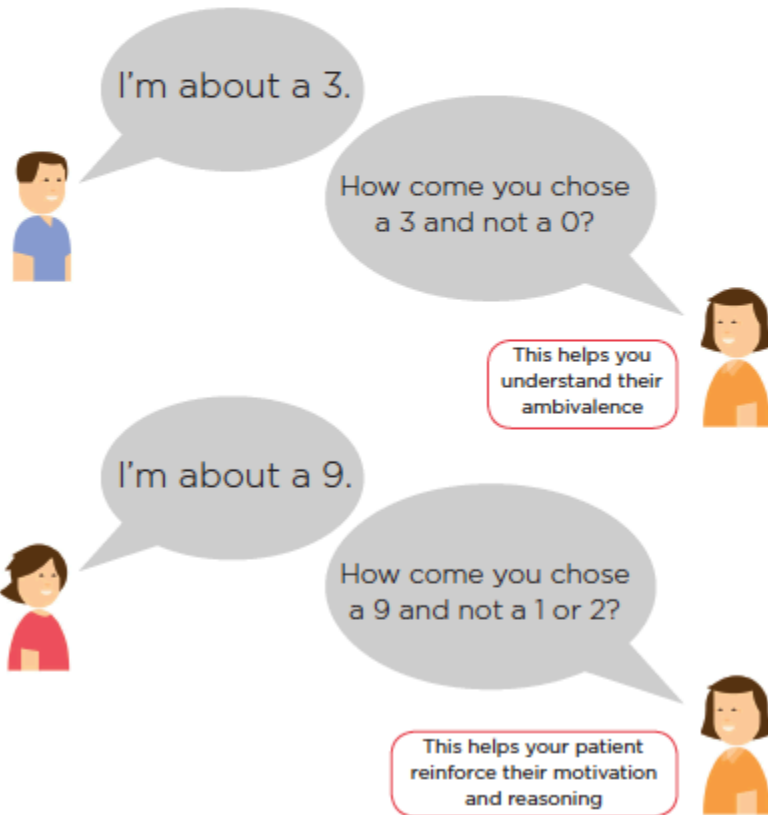
TIPS AND SUGGESTIONS

- Give the patient the time and space to elaborate on their decision - the discussion is important, not the score.
- Try to remain quiet as long as possible, and listen to the patient's response.

THE LINE

CLINICIAN HELPER SHEET

1. Ask the patient to mark their position on the scale from 0-10 on the first line 'How important is it for you to improve your hearing right now?'
2. Then ask them about their reasoning:



3. Move on to the second line 'How much do you believe in your ability to use...' and follow the same procedure.

TIPS AND SUGGESTIONS

- Give the patient the time and space to elaborate on their decision - the discussion is important, not the score.
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The Box

- An effective way to help ambivalent clients and explore with them what might encourage them to take action on their hearing loss
- It is important that your clients fill out the Box themselves. Afterwards, ask follow-up questions and encourage your clients to elaborate
- The Box can be used in combination with the Line for a more complete picture of the client's thoughts about their hearing loss and motivation to act on it.

<p>1 What are the advantages of continuing as you do to day?</p>	<p>2 What are the disadvantages of continuing as you do today?</p>
<p>FOCUS HERE FIRST</p>	
<p>3 What are the disadvantages of taking action on your hearing?</p>	<p>4 What are the advantages of taking action on your hearing?</p>
<p>THESE ARE OPTIONAL IF YOU NEED MORE INFORMATION</p>	

1. Focus on the two top boxes first. Ask the patient to fill in both sides, i.e. questions 1 and 2.
2. Summarize their responses by contrasting the advantages and disadvantages.
3. Ask 'How would you like to move on from here?'
4. Be sure to accept the patient's decision. If they prefer to continue as they do today, provide them with information and encourage them to reflect on their hearing and return later if they wish.

THE BOX - A SAMPLE CONVERSATION

1 BENEFITS OF NO ACTION

No need to hear anymore than I do now!

Are there any situations you avoid because of your hearing difficulties?

Have you considered that your communication partners may be unhappy or dissatisfied because you miss out on things?

I do not have a hearing problem!

You never find that people mumble?

Have you experienced any situations in which it is difficult to hear?

2 COSTS OF NO ACTION

I can't really think of any

You never feel exhausted when you are in group contexts?

Would your communication partners agree to that?

I will feel excluded from social contexts

In which situations do you feel excluded?

I might lose my job!

Is it only in job situations that you have hearing problems?

3 THE POTENTIAL COSTS OF TAKING ACTION

Hearing aids whistle!

Have you experienced that?

Other people might not like me because hearing aids are unattractive!

What do you think when you see other hearing aid users?

Have you considered that the relationship to other people might suffer if you can't hear them or you misunderstand them?

4 THE POTENTIAL BENEFITS OF TAKING ACTION

I can participate more

It will be less tiring for me if I don't have to pretend that I know what people are talking about

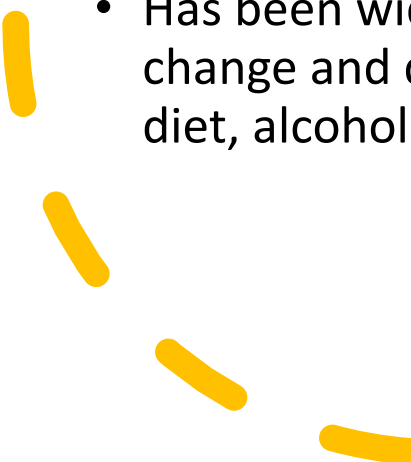
It will help me keep my job

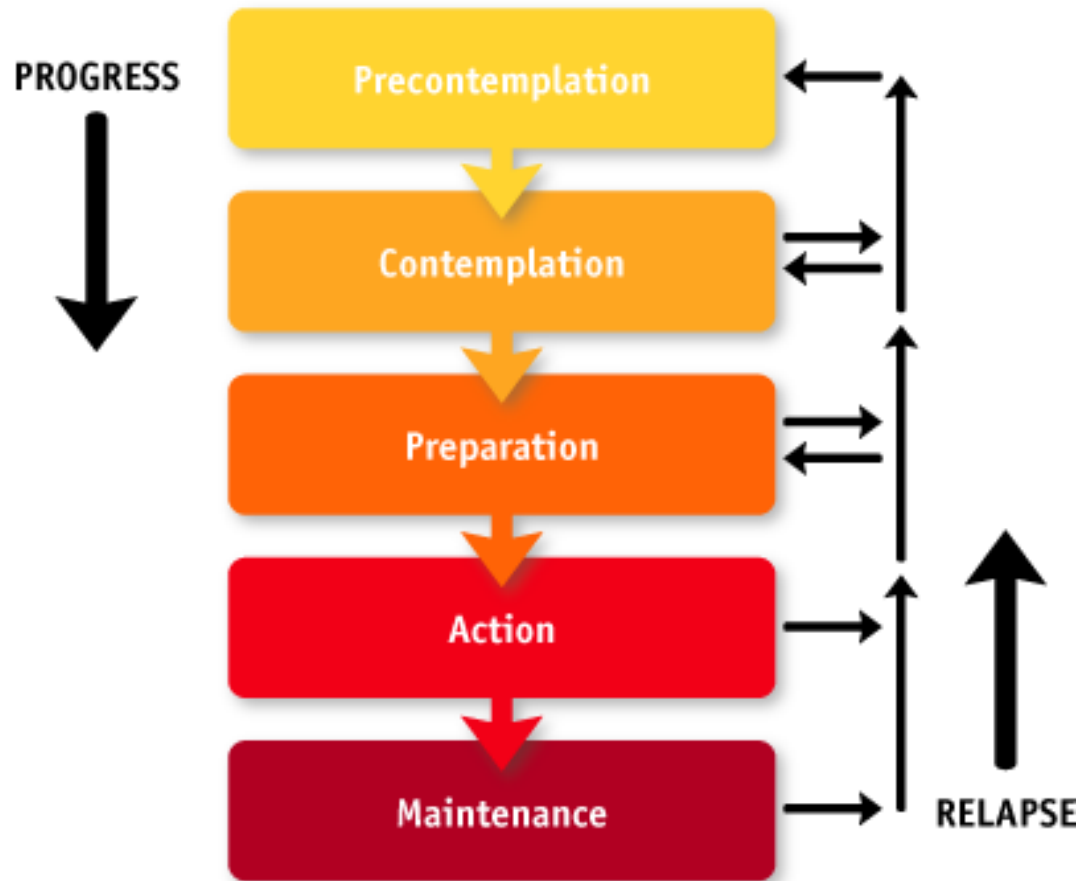
There will be less conflicts in the family

Acknowledge the response and ask if there are any other benefits - get as many benefits as possible on the list to keep the motivation



The Transtheoretical Model (TTM) (Prochaska and DiClemente's Stages of Change model)

- The model describes behavioral change as an intentional process that unfolds over time and involves progress through a series of stages
 - Endorsed by the World Health Organization
 - Has been widely used across different sectors of healthcare to assess people's motivation for change and develop intervention programs to address various health concerns – from smoking, to diet, alcohol consumption, and physical activity.
- 



Pre-contemplation: Denial and ignorance of the problem

Contemplation: Ambivalence and conflicted emotions

Preparation: Collecting info about change and experimenting with small changes

Action: Taking direct action toward a goal

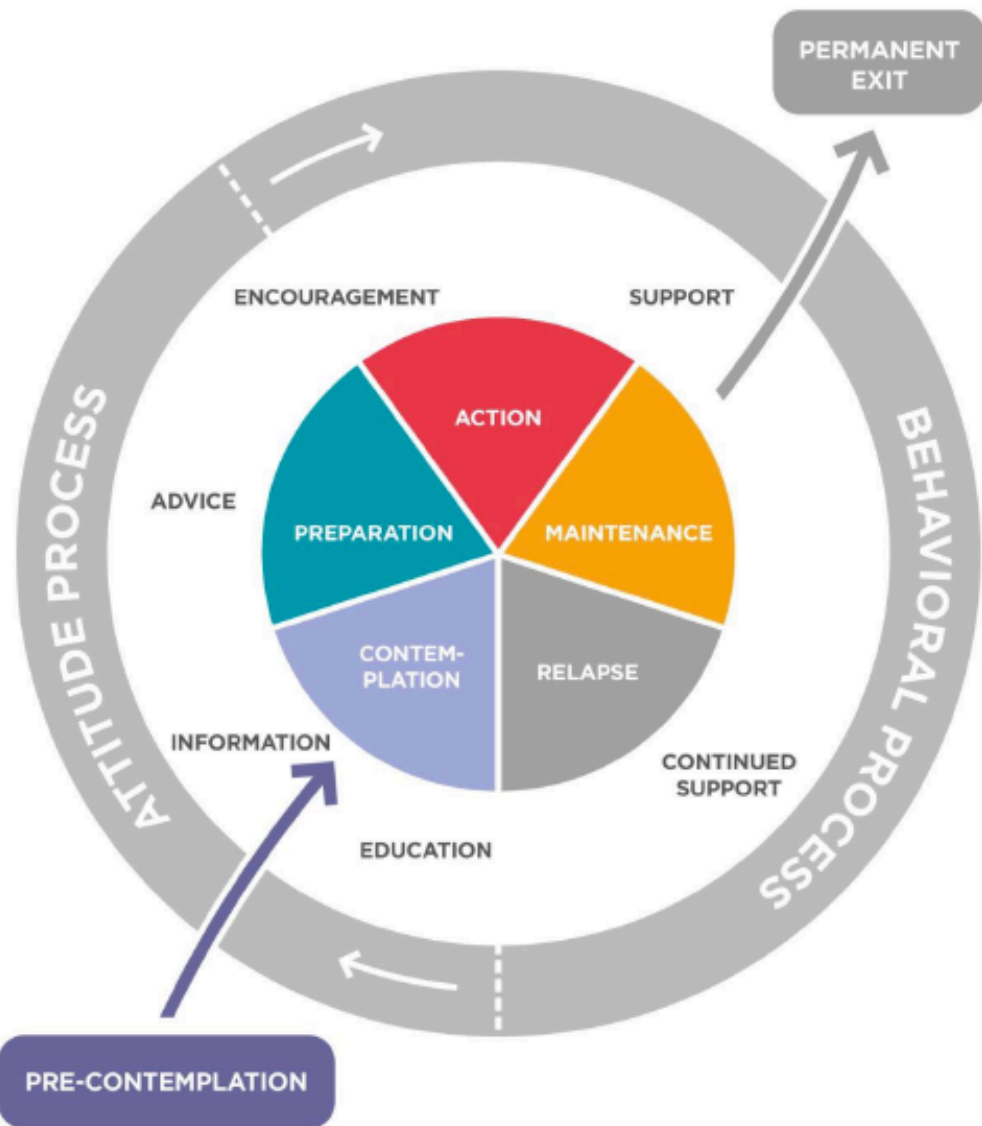
Maintenance: Avoiding temptation and maintaining new behavior

Relapse: Disappointment, frustration and feelings of failure

The Circle

- Involves the different stages of behavior change
- Helps both, the clinician and patient identify what stage the patient is at and where they are heading





PRE-CONTEMPLATION



'I DON'T HAVE A PROBLEM'

- Review the Patient Journey with your patient and explore the impact of hearing loss on communication partners.
- Give the patient information to review at home and suggest they book a new appointment when ready.

CONTEMPLATION



'I MIGHT NEED HEARING AIDS'

- Listen to the patient and explore their experiences with hearing and communication.
- Explore the patient's ambivalence and motivation using the Line.

PREPARATION



'I NEED HEARING AIDS'

- Review possible action steps with the patient. Listen and answer patient questions.
- Use the Box if the patient continues to express ambivalence.

ACTION



'I AM GETTING HEARING AIDS'

- Create a joint strategy for moving forward in line with the patient's views and needs.
- Highlight the personal benefits of improved communication.

MAINTENANCE



'I AM USING MY HEARING AIDS'

- Ask how the patient is managing their hearing loss and answer questions.
- Provide support and information on communication strategies.
- If the patient is ambivalent, then use the Box to explore their situation.

PERMANENT EXIT

RELAPSE



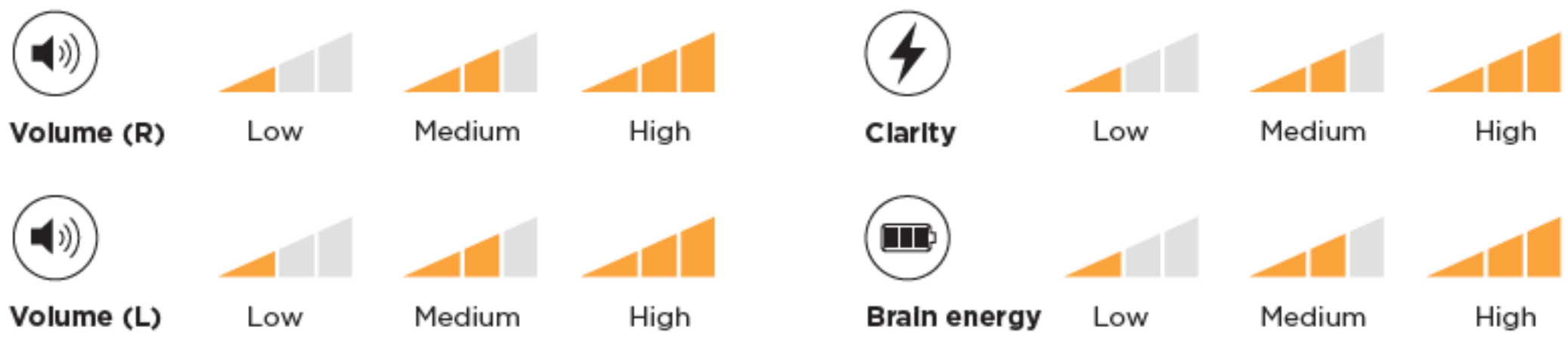
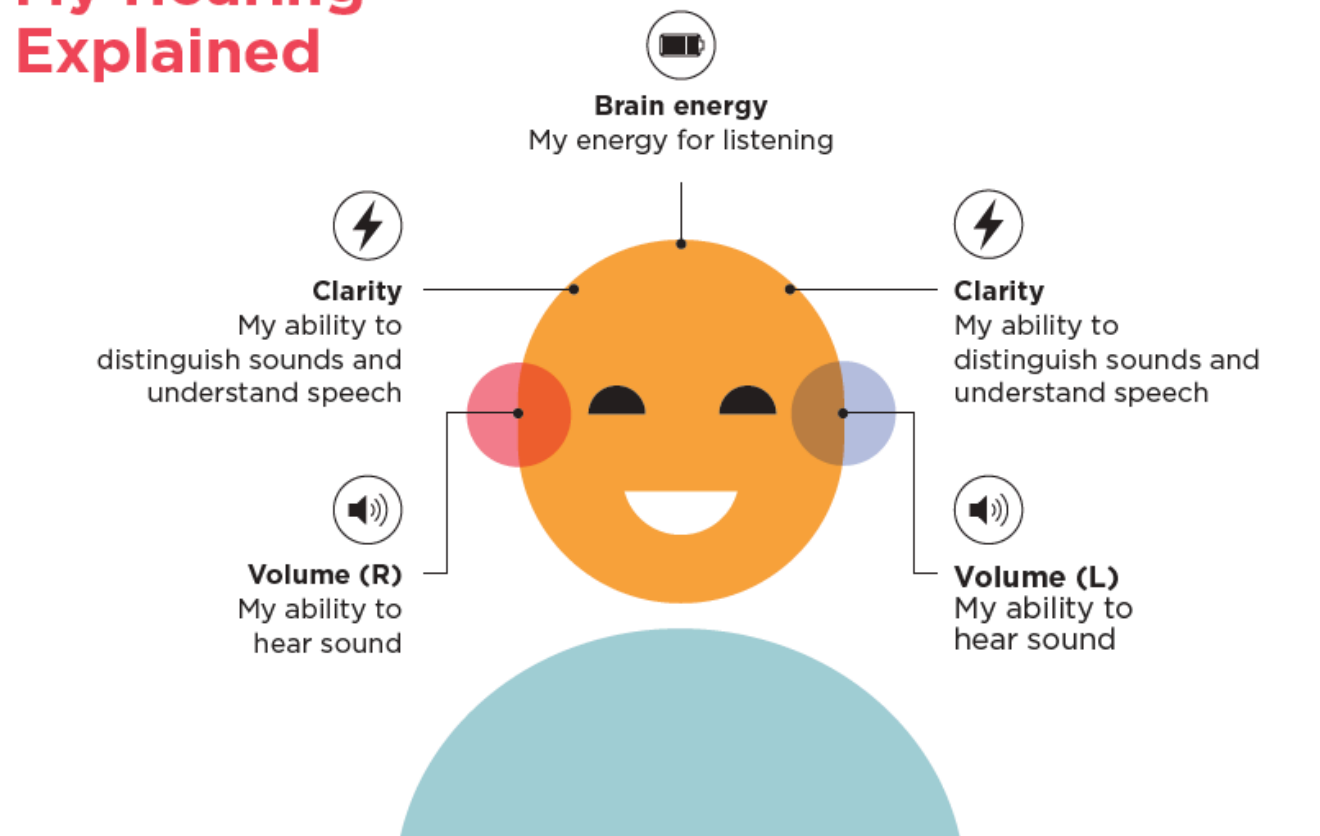
'I DON'T LIKE USING MY HEARING AIDS'

- Listen to the patient and explore their positive experiences with the hearing aids.
- Use the Line and Box again if the patient continues to express ambivalence.

My Hearing Explained

- The audiogram is a valuable tool for hearing care professionals, but research shows that it can be difficult for clients and their communication partners to understand
- My Hearing Explained is a conversation guide for relaying hearing test results in person-centered terms
- Benefits:
 - Relate hearing test results in easy-to-understand language
 - Help people explain their hearing loss to others
 - Save time in the appointment by focusing on what matters to your client
 - Guide your client through personalized recommendations based on their needs
 - Helps to guide your conversation about hearing test results to make them easier to understand

My Hearing Explained



Name: _____	Options
What I can hear: _____ _____	Technology: _____ _____
What I struggle with: _____ _____	Communication strategies: _____ _____
My most important communication situations: 1. _____ 2. _____ 3. _____	Other: _____ _____

4. Use what you learned from the case history, COSI, or similar to fill in the gray box on My Hearing Explained. Note what the patient can hear, what they struggle with, and their most important communication situations.

For example:

What can I hear: *I hear fine at home and in 1:1 or small group conversations*

What I struggle with: *On the phone, female voices, conversation in restaurants*

My most important communication situations:
*1) Hearing my wife, daughter and other female voices clearly.
 2) Hearing clearly on the phone and on Skype.
 3) Following conversations at family gatherings and noisy restaurants.*

Before you begin, take the patient’s case history and do the necessary hearing and speech tests.

1. Ask the patient how they understand speech in quiet situations, noisy situations, and if it is tiring to listen intensely for a long time. Have them describe these experiences in detail.
2. If a communication partner is present, ask for their perspective on their partner’s hearing and communication difficulties.
3. Based on the patient’s case history and hearing and speech tests, provide feedback about the results using Volume, Clarity, and Brain Energy on the My Hearing Explained printout.

5. Note any technology or assistive listening devices you’ve discussed, as well as communication strategies under “Options.”
6. Encourage the patient to take My Hearing Explained home to use for reference or to explain their hearing loss to family members and friends. You might choose to make a photocopy or ask the patient to bring it with them to each appointment so that you can discuss any changes over time.

Let's watch

- https://idainstitute.com/what_we_do/video_library/ethnographic_films/motivation_films/
- https://idainstitute.com/what_we_do/video_library/ethnographic_films/communication_partners_films/
- https://idainstitute.com/what_we_do/video_library/ethnographic_films/person_centered_care_films/