



# **Group Audiologic Rehabilitation for Adults with Hearing Loss and Communication Partners**

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# Learning Objectives

1. Describe evidence supporting the effectiveness of group audiologic rehabilitation.
2. Select activities that focus on supporting self-management and health behavior change.
3. Develop strategies to implement a group program for adults with hearing loss, including communication partners.



# James S. and Dyan Pignatelli/UniSource Clinical Program in Audiologic Rehabilitation for Adults



## Overall Goal

To improve the lives of adults with hearing loss and their frequent communication partners through direct intervention, community education and partnerships, student training, and research.

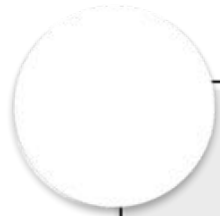


# University of Arizona's **GROUP** Approach to Audiologic Rehabilitation

- ❖ Support with peer interaction
- ❖ Improve communication with communication partners and in the community.
- ❖ Provide successful communication experiences with use of strategies, problem-solving, advocacy and direct coaching.
- ❖ Foster a more holistic audiologic approach among next generation clinicians.



# Successful Implementation



Began in the fall of 2009

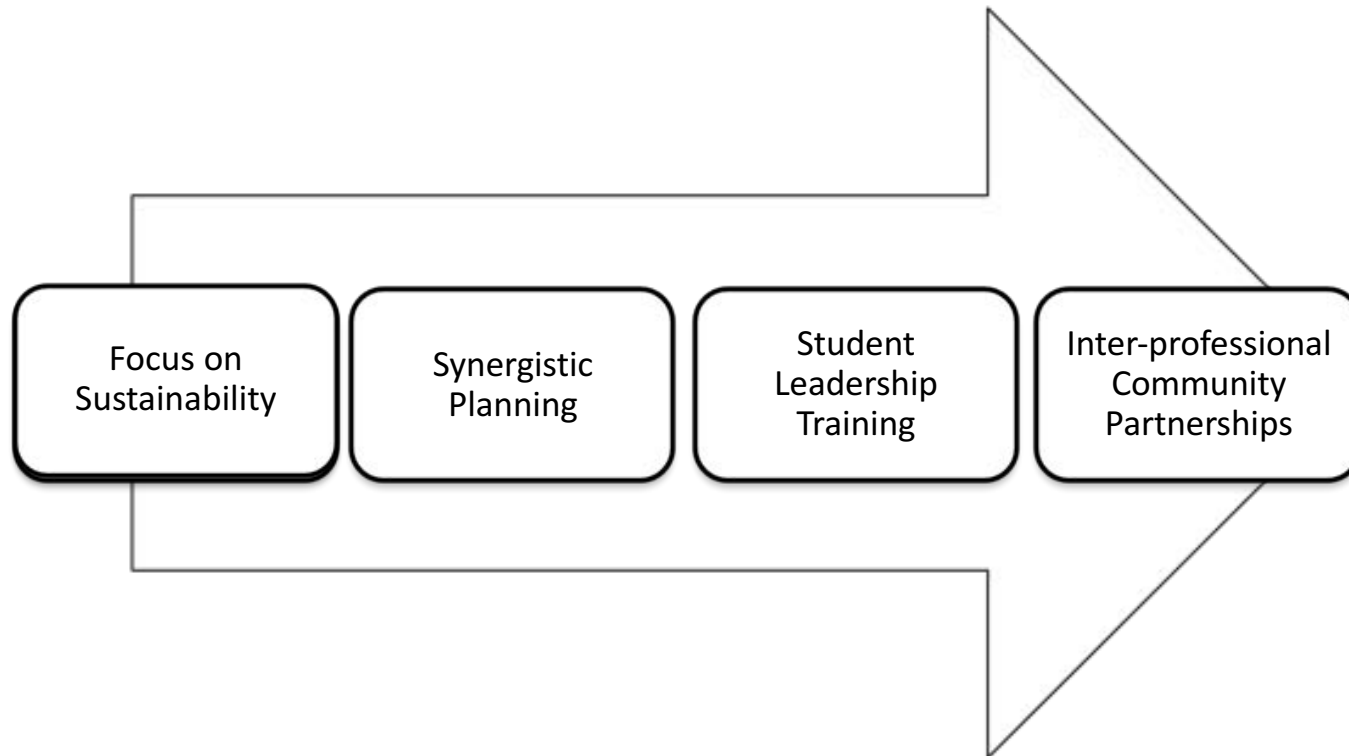
65 Groups in Campus Clinic

700+ Participants

Community Groups and Lectures



# Successful Implementation



# Sustainability: Developing Funding Partnerships

**University/Department**

**Community**

**Individuals**

**Nurture Partnerships**

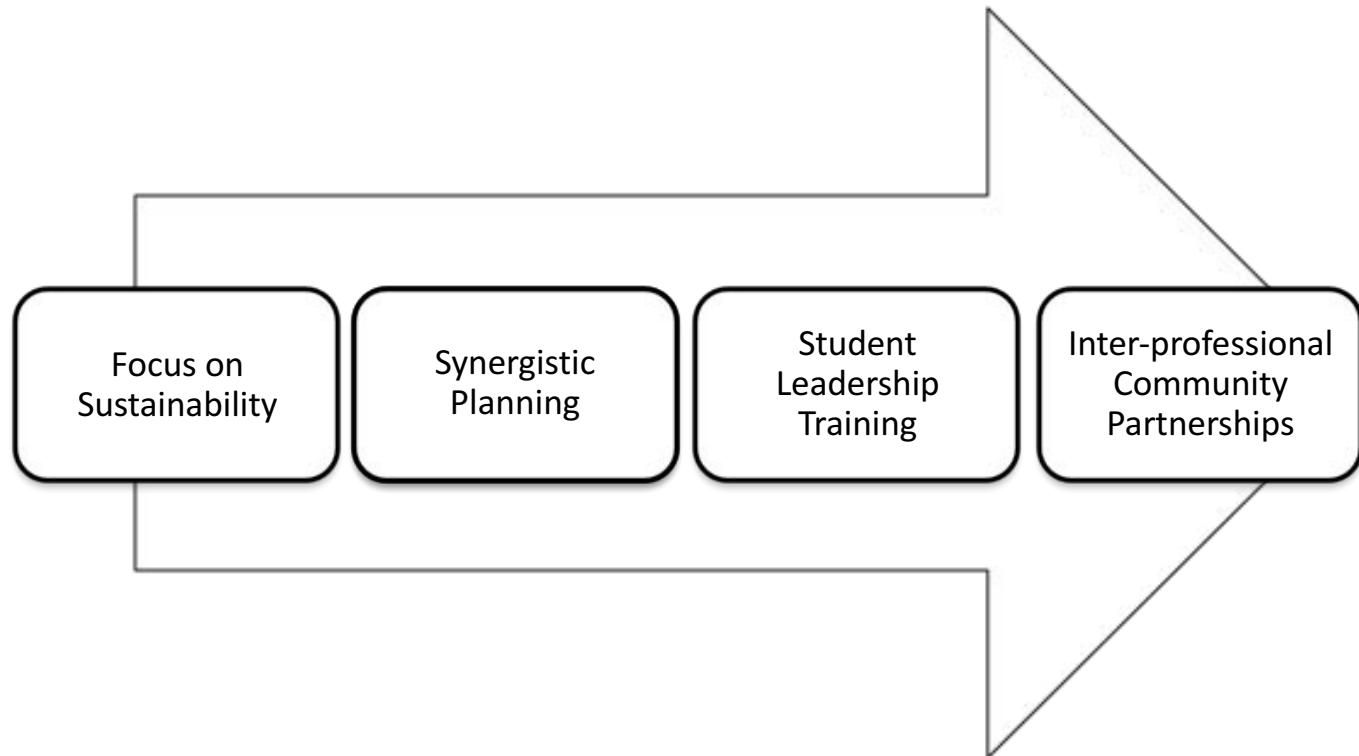
Continuous program funding for 10 years established (Initial gift + match)  
Later created endowed Clinical Chair in Audiologic Rehabilitation for Adults

**Stewardship & Continuous Pursuit of Funding**  
**Manage the funds, charge fees, apply for grants**

*Shape perception of group AR as a valued service*



# Successful Implementation





# Synergistic

syn·er·gy, 'sinərjē/ *noun*

The interaction or cooperation of two or more organizations, substances, or other agents to produce a combined effect greater than the sum of their separate effects.



# UA LWHL Group Structure

## ❖ Initial Group Experience

- ❖ 3 weeks
- ❖ 2 hours per week
- ❖ Pre and post assessments

## ❖ Sessions are both educational and experiential.

- ❖ Participants are encouraged to challenge themselves with the support of a *personal coach*.
- ❖ Sessions are highly participatory with use of assistive listening technology and participants own devices and accessories, if available.
- ❖ Example of “mastery experience” (Bandura)

## ❖ Renew and Review

- ❖ Individual or group
- ❖ 2 week sessions



# Research evidence supporting AR

## Benefits include:

- Reduction in hearing-related disability
- Better use of communication strategies and more adaptive personal adjustment
- Improved quality of life related to a reduction in social, emotional, and occupational withdrawal
- Better use of & benefit/satisfaction with hearing aids
- Increased perception of audiologist's effectiveness
- Increased awareness of auditory training and utilization of assistive devices

(Abrams, et al, 1992; Alberti et al, 1984; Brooks, 1979; Chisholm et al, 2004; Habanec & Kelly-Campbell, 2014; Hawkins, 2005; Heydebrand et al, 2005; Hickson, Worrall, Scarinci, 2007; Kricos and Holmes, 1996; Montgomery, 1991; Preminger, 2003; Preminger & Yoo, 2010; Smaldino & Smaldino, 1988; Taylor and Jurma, 1999)

# Who attends the groups?

- ❖ Groups are open to the public
- ❖ Communication Partner: 73% attend with a partner
- ❖ Age range: 40-96 years (mean 72 years)
- ❖ Low attrition: 83% attend ALL sessions
- ❖ Hearing Aids: 64% of persons with hearing loss come with hearing aids
- ❖ Satisfaction: Majority of hearing aid users attending are at least moderately satisfied with their hearing aids



# Tour of Group Content

|                                      |
|--------------------------------------|
| <b>Topics include:</b>               |
| How we hear/anatomy                  |
| Types of hearing loss                |
| Impact of hearing loss               |
| Hearing health professionals         |
| Building blocks of communication     |
| Communication breakdowns             |
| Communication Repair                 |
| Psychosocial effects of hearing loss |
| Hearing Assistive Technology         |



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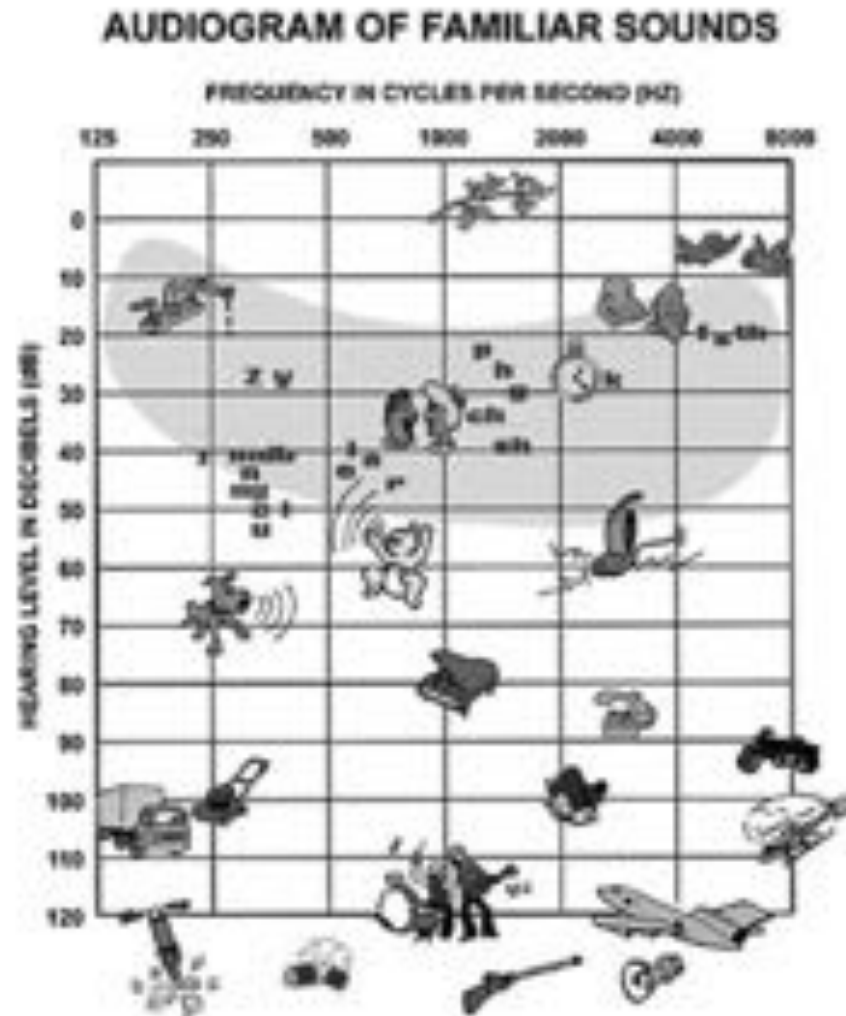
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WALK

before you

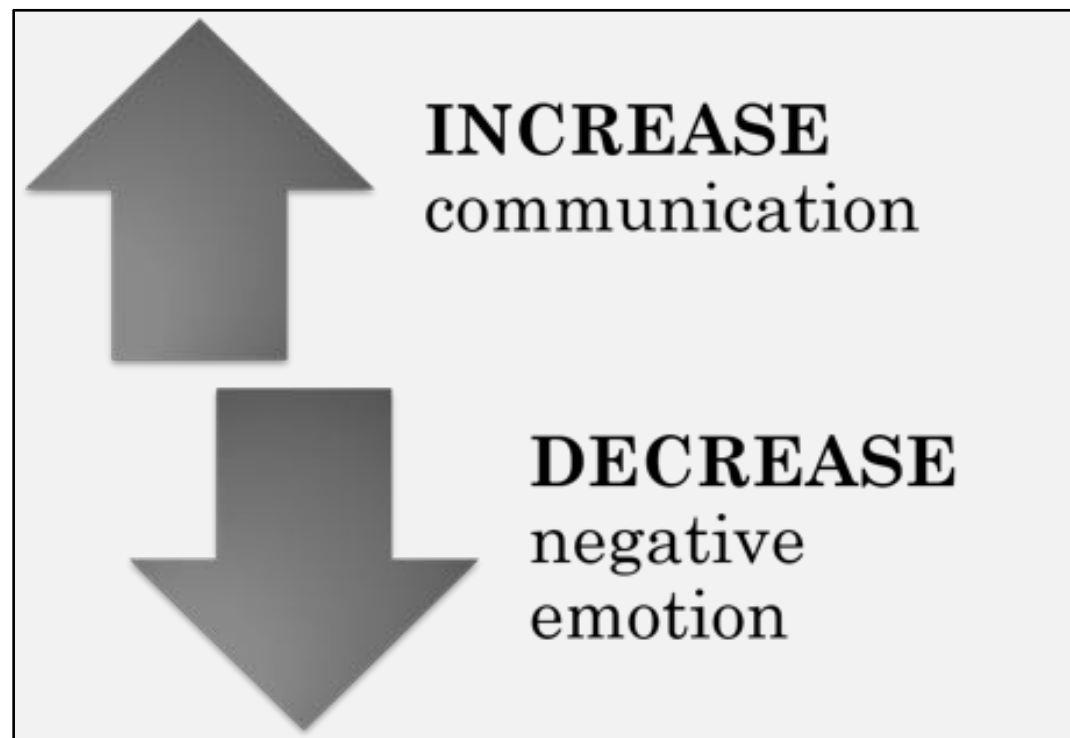


TALK



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# Tour of Group Content

| Special Topics include:       |
|-------------------------------|
| Tinnitus                      |
| Noise Induced<br>Hearing Loss |
| Balance/Vestibular<br>Issues  |
| Bone Anchored<br>Hearing Aids |
| Cochlear<br>Implants          |



# “Mission **MADE** Possible”

## Experiential learning

- ❖ The process of learning through experience and personal reflection.
- ❖ Participants are given communication tools and provided with a mission to complete with the assistance of a coach, who observes and supports from a distance.
- ❖ Participant Goals:
  - ❖ Advocacy,
  - ❖ Increased confidence in tools/skills,
  - ❖ Successful communication





# Mission **MADE** Possible



# Patient and Family Centered Counseling

- ❖ Adapt to needs of the group and to the needs of the individual
- ❖ Flexible approach to facilitating curriculum themes/modules
- ❖ Practical counseling skill development for students

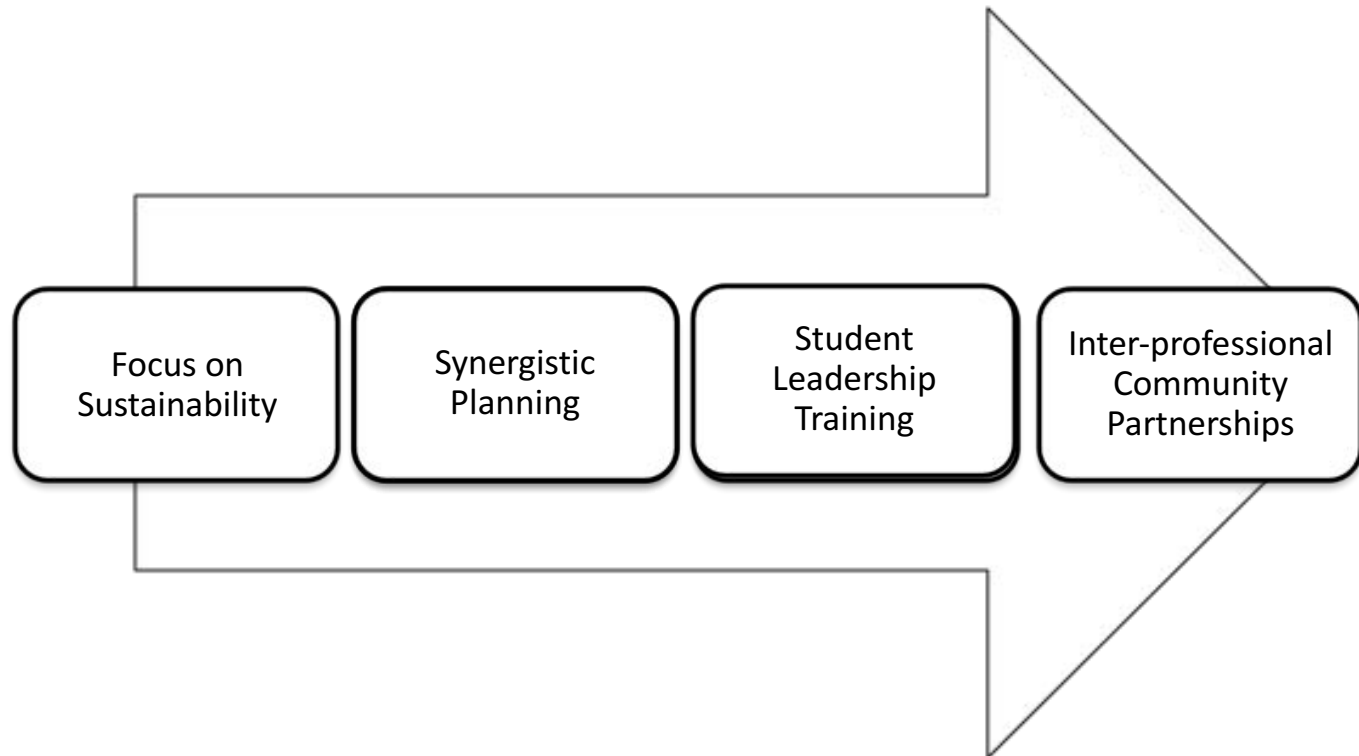


## Student Perspective

*"I think the **most important thing I learned** throughout the semester is that **each individual has different needs** and different expectations for the class. ... I learned quickly that we were going to need to be ***flexible***"*

-1<sup>st</sup> Year AuD Student

# Successful Implementation



# Student Training for AR Leadership



***“Beyond the interactions with the group members, I realized just how important it is to work as part of a cohesive team to prepare for each session.”***

***-2<sup>nd</sup> Year AuD Student***



**James S. and Dyan Pignatelli/Unisource  
Clinical Program for Audiologic  
Rehabilitation in Adults**

**Student Resources**



# Student Roles

This program is a supervised, **student-facilitated, semi-independent** clinic experience.

## First Yr. AuD student involvement:

- ❖ Observe and reflect on group content and dynamics.
- ❖ Support the student facilitators.

## Second Yr. AuD involvement:

- ❖ Semester-long clinic placement as facilitators to lead 2-3 different groups.



*"...The participants taught me more than any textbook ever has..."*

*-3<sup>rd</sup> year AuD student*



# Student Leadership

- ❖ First-year students paired with Student Clinician Mentors
- ❖ AuD Student AR Program Assistants (at least 2 years)
- ❖ AR 4<sup>th</sup> year Externship (half-time)



# Student Training

- ❖ Pre-group training focused on public speaking & group/individual counseling skill development.
- ❖ Sessions are recorded for student review to promote personal growth and self-reflection.
- ❖ Debriefing/Feedback after every class with the clinical instructor.
- ❖ Reflection activities
  - ❖ Compare/contrast facilitation vs. teaching
- ❖ Pre-post assessment of self-efficacy for AR



Skills learned in AR Group carry over to standard clinic appointments  
Student engagement leads to student commitment to AR  
Students implement AR programs at externship clinics



# Students are also an...

Integral part of maintaining the program:

LWHL Community Lecture Series

LWHL Community Talks

LWHL Website

LWHL Facebook Page

LWHL Email Blasts





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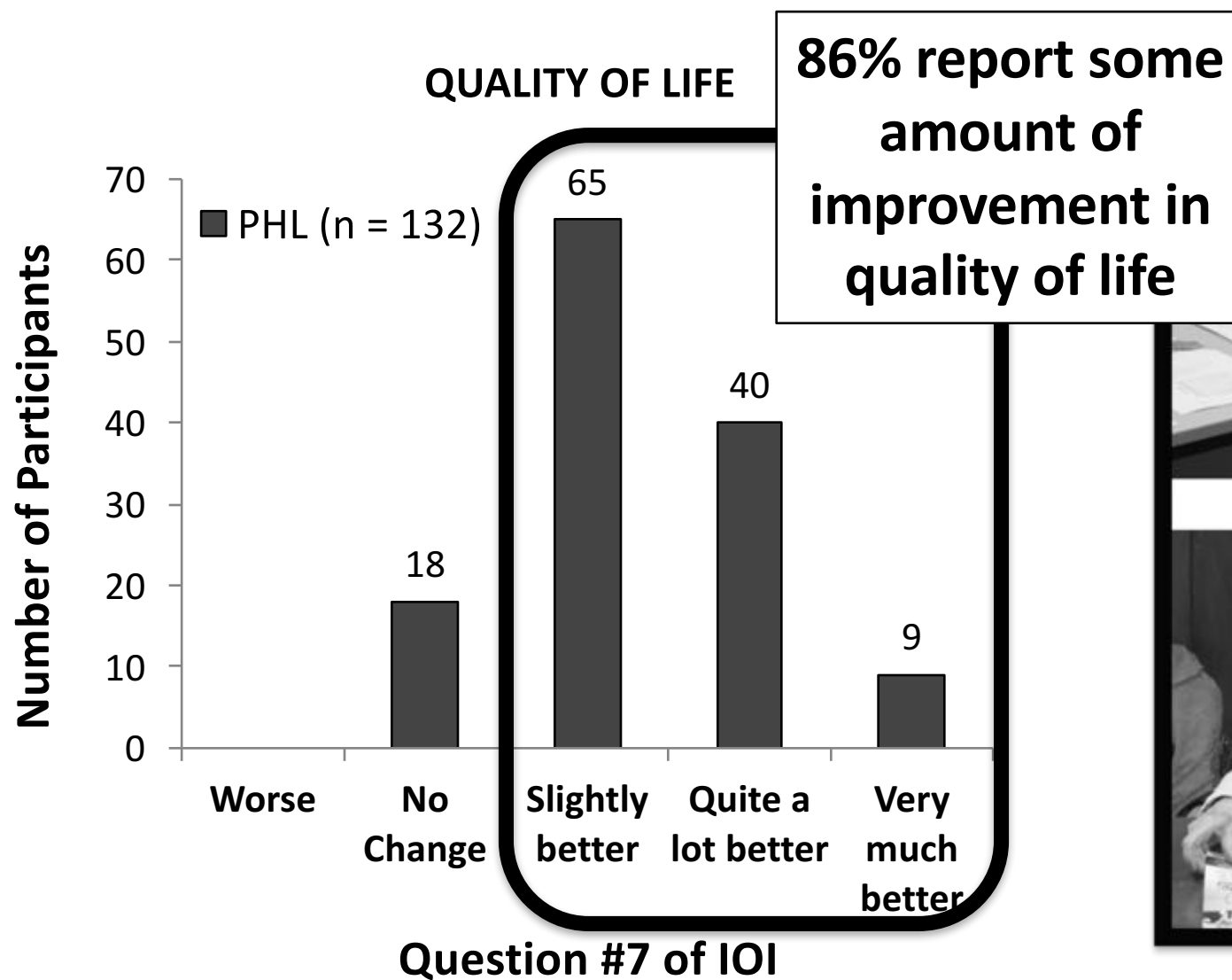
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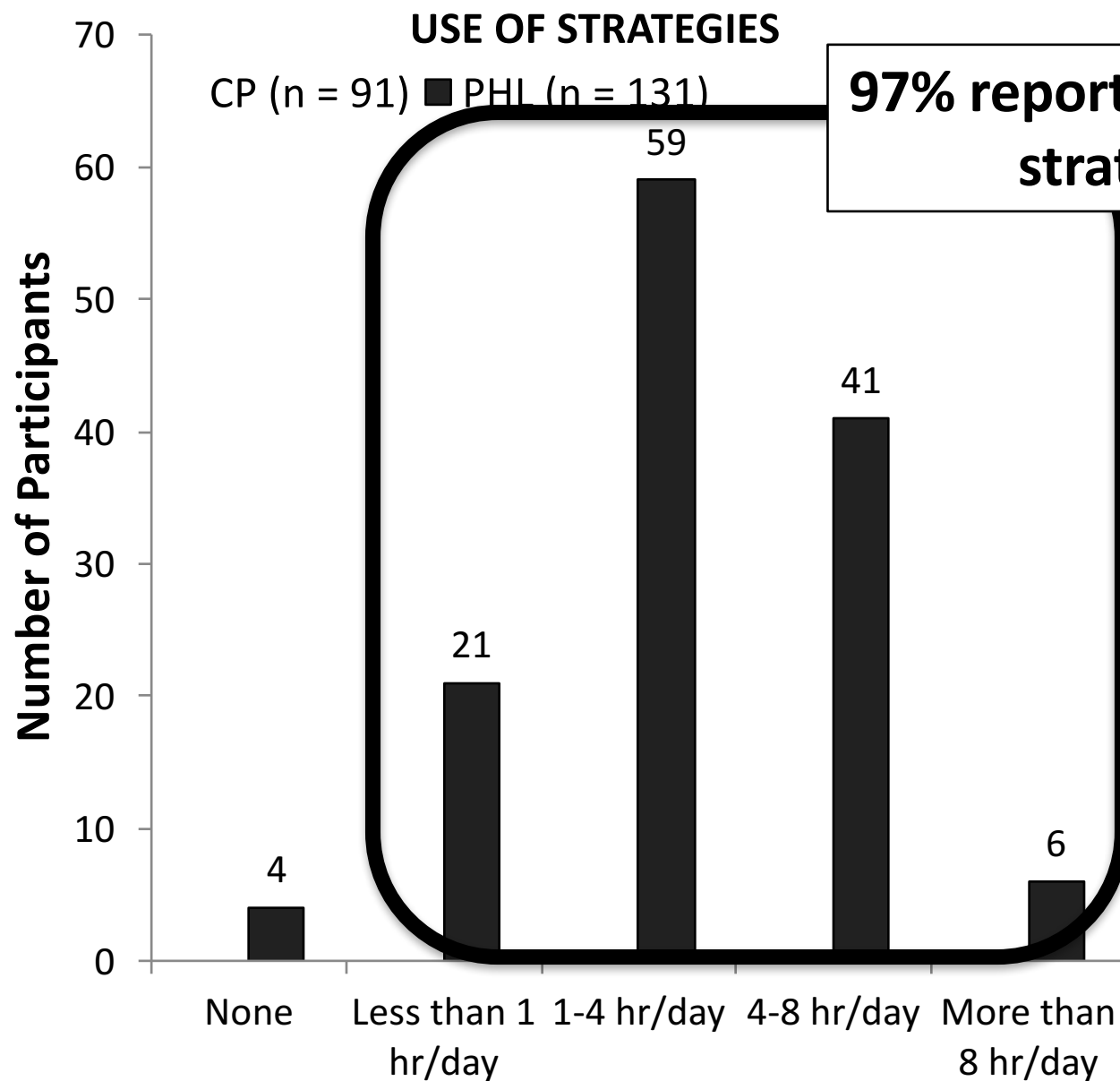
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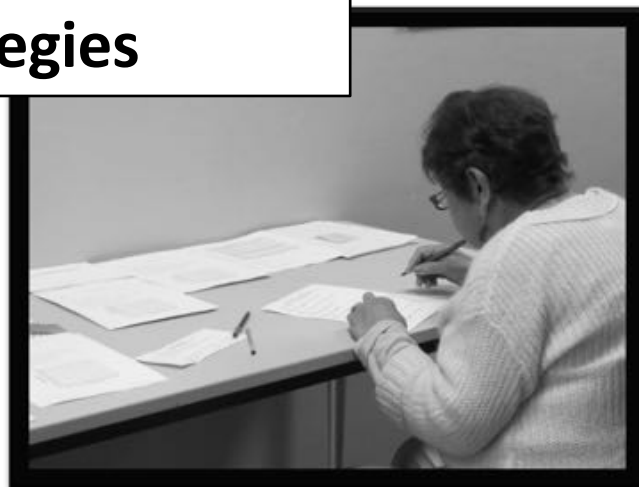
# Outcomes – Persons with Hearing Loss



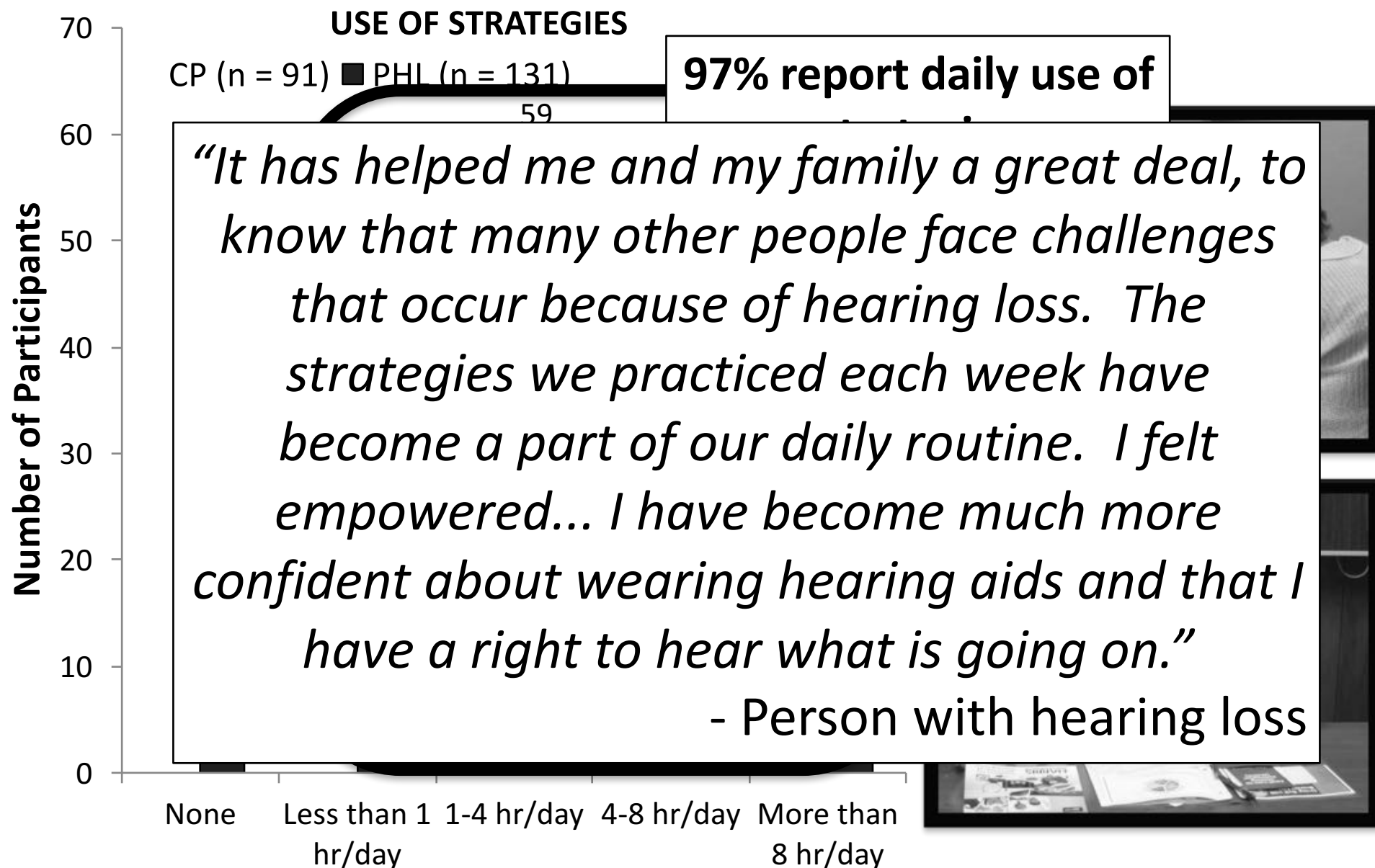
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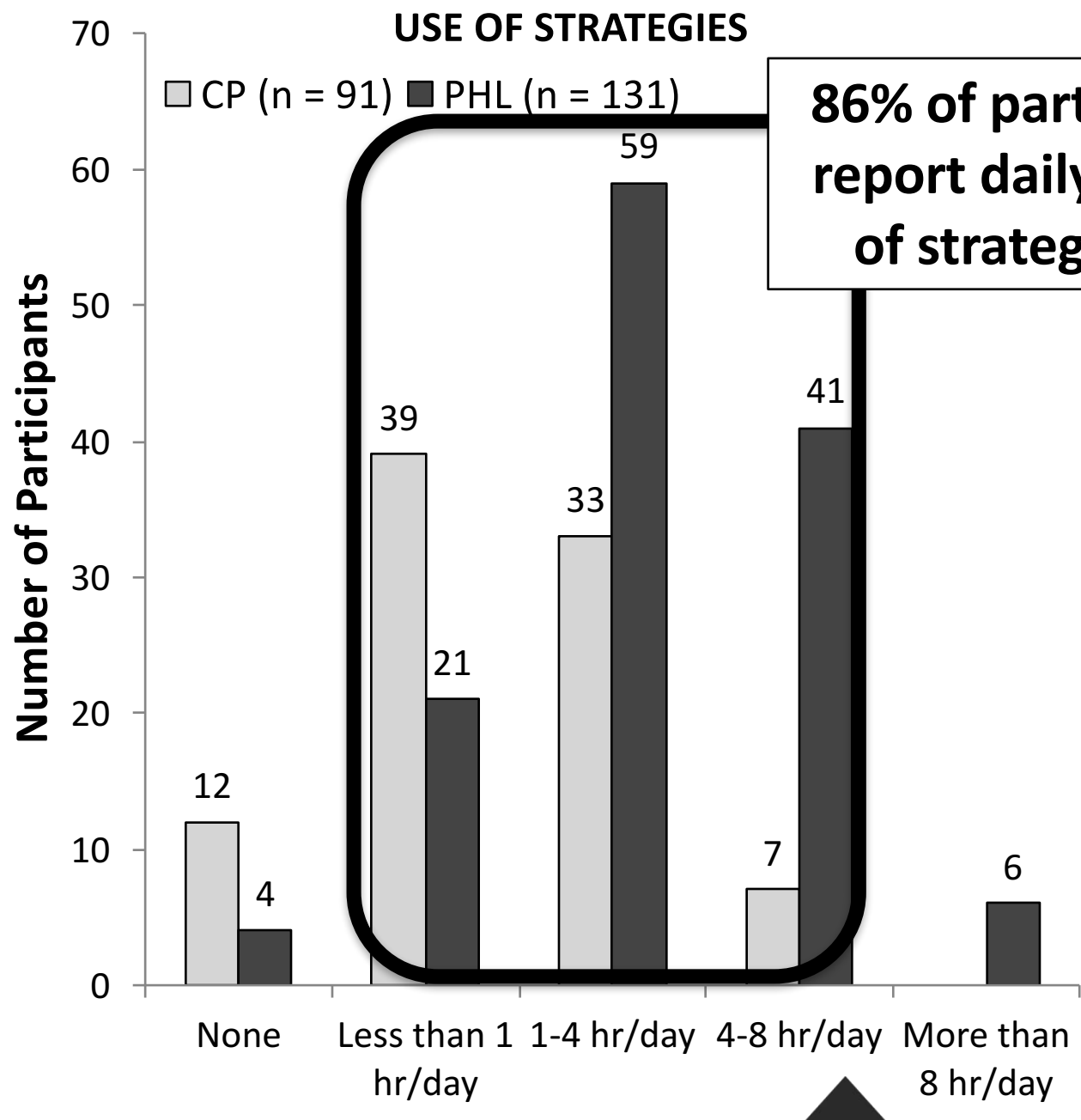
**97% report daily use of strategies**



# Outcomes – Persons with Hearing Loss

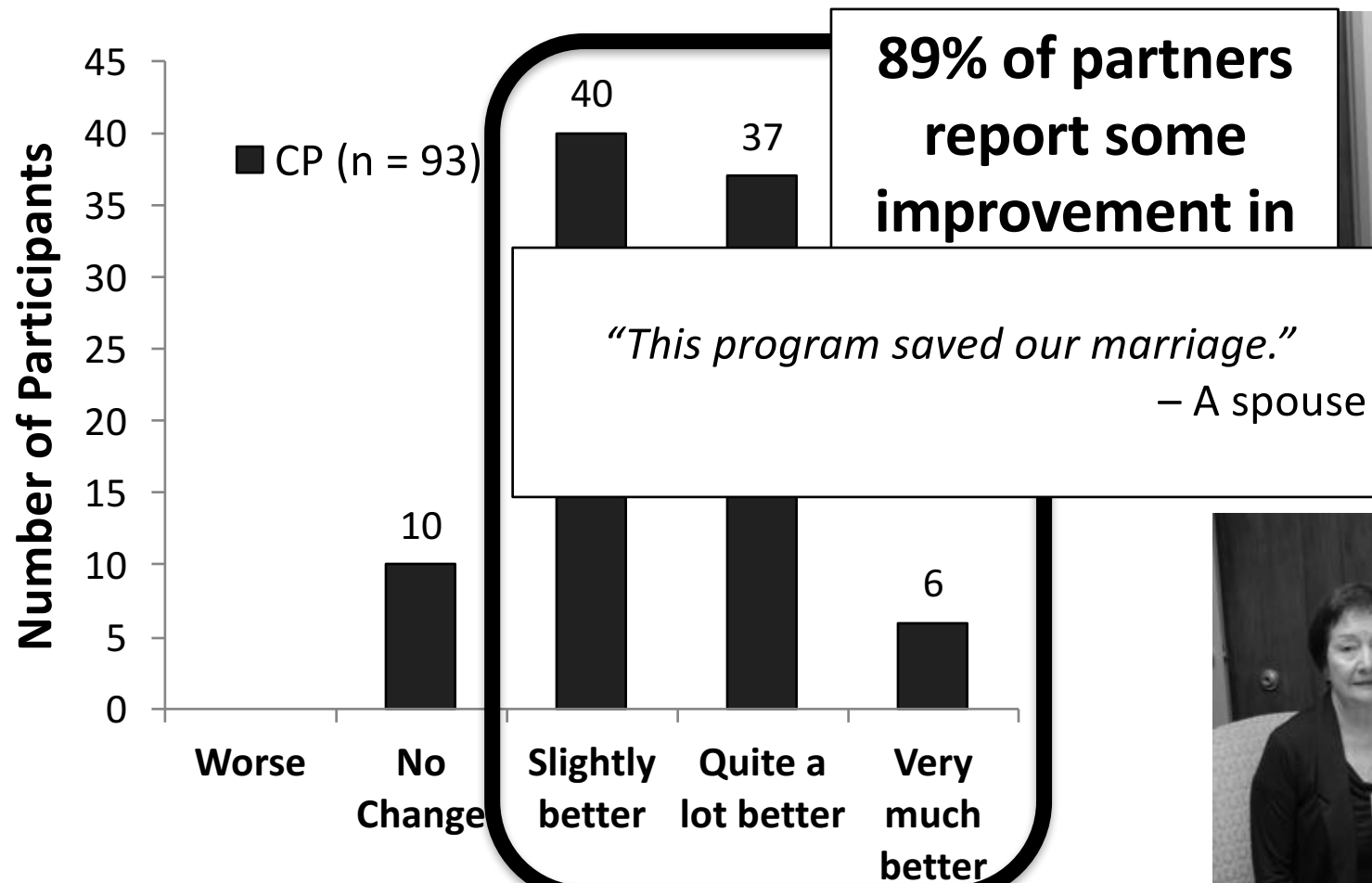


# Outcomes – Communication Partners



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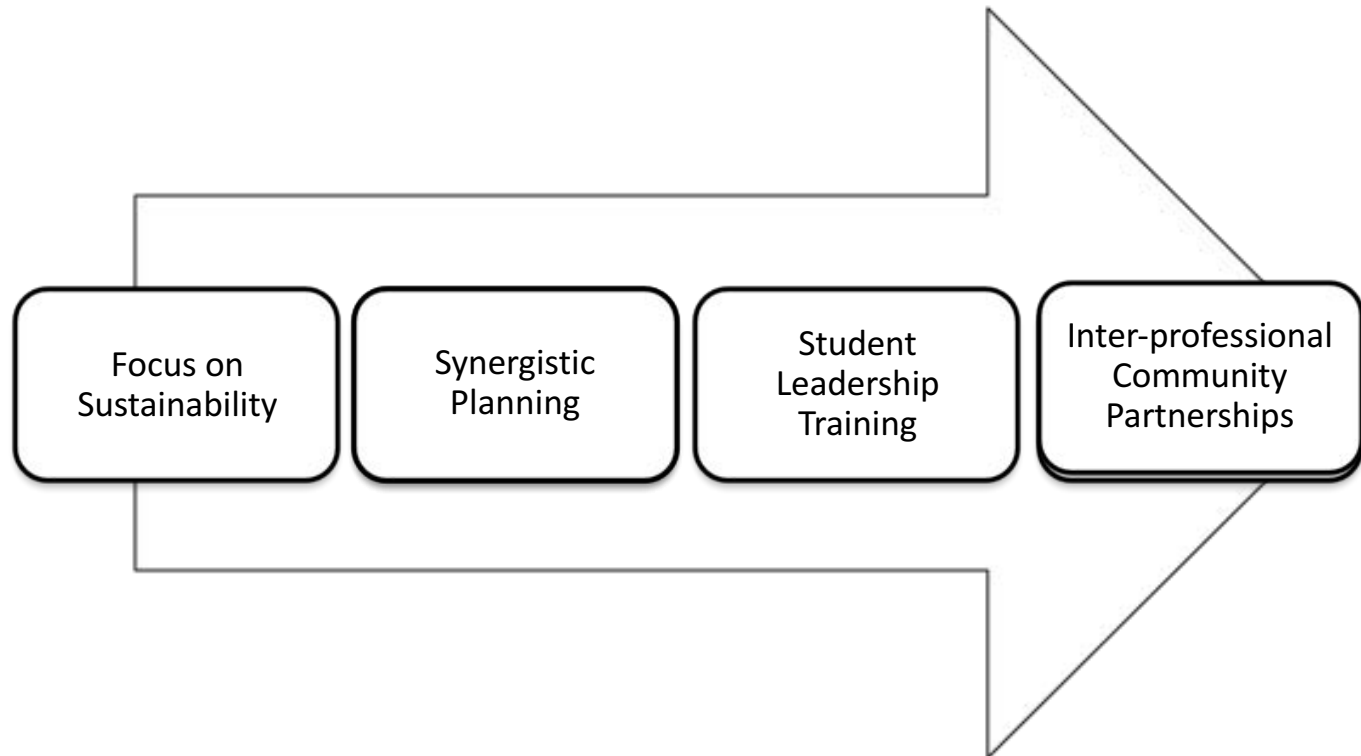
## QUALITY OF LIFE



Question #7 of IOI



# Successful Implementation



# Interprofessional Practice & Education



**Academic Assisted Living Center**

**Interprofessional Practice & Education Program (IPEP) Partnership**

***Students Caring for Elders, Elders Caring for Students***





# Community Partnership:

## *Viviendo Bien con Pérdida Auditiva*

- ❖ 30% of Arizona's population is Hispanic (US Census, 2013)
- ❖ Spanish language & cultural adaptation by Mexican American AuD students
- ❖ Community partnership with Tucson Parks & Recreation
- ❖ Groups held in the community in Spanish & English by bilingual facilitators



# ***iOyendo Bien!* (NIH R21/33 DC013681)**

- ❖ Interprofessional collaboration with Public Health & Translation Studies
- ❖ Trained Community Health Workers (*Promotoras*) to address hearing loss
- ❖ Participatory methods for rural & cultural adaptation
- ❖ Test effectiveness of Promotora-led groups (randomized controlled trial in progress)

Marrone et al., 2017

Sánchez et al., 2017

Ingram et al., 2016



# Some practical tips

- Motivated facilitator for discussions
- Select activities that focus on supporting health behavior change and self-management.
- Space
- Assistive technology helpful for group
- Include time for informal conversation; Coffee/tea break, refreshments



# Summary

- Incorporating a group AR program into practice can expand family-centered care for adults and expand our reach to meet growing needs for audiologic care
- Strategies for implementing a group AR program
- There are multiple ways to engage communication partners in the process.



# Resources

- Ida Institute GROUP AR tool

<http://idainstitute.com/toolbox/group/>

- Active Communication Education Curriculum and example videos

<https://shrs.uq.edu.au/research/research-centres-and-units/communication-disability-centre/active-communication-education-program>

- ASHA SIG 7 Aural Rehabilitation and Its Instrumentation

<http://www.asha.org/SIG/07/About-SIG-7/>

- University of Arizona group AR programs

<http://lwhl.arizona.edu>



# Acknowledgments

- Pignatelli family
- University of Arizona Audiology Clinical Faculty
- Giau Le, AuD, CCC-A
- Tom Muller, AuD, CCC-A
- Fran Harris, PhD, CCC-A/SLP
- Living Well with Hearing Loss Participants
- University of Arizona audiology students



# Impact of the Program

