If you are viewing this course as a recorded course after the live webinar, you can use the scroll bar at the bottom of the player window to pause and navigate the course.

This handout is for reference only. Non-essential images have been removed for your convenience. Any links included in the handout are current at the time of the live webinar, but are subject to change and may not be current at a later date.

No part of the materials available through the continued.com site may be copied, photocopied, reproduced, translated or reduced to any electronic medium or machine-readable form, in whole or in part, without prior written consent of continued.com, LLC. Any other reproduction in any form without such written permission is prohibited. All materials contained on this site are protected by United States copyright law and may not be reproduced, distributed, transmitted, displayed, published or broadcast without the prior written permission of continued.com, LLC. Users must not access or use for any commercial purposes any part of the site or any services or materials available through the site.
Technical issues with the Recording?

- Clear browser cache using these instructions
- Switch to another browser
- Use a hardwired Internet connection
- Restart your computer/device

Still having issues?

- Call 800-753-2160 (M-F, 8 AM-8 PM ET)
- Email customerservice@AudiologyOnline.com
Supervision: Developing Person-Centered Care

Karen Muñoz, EdD, CCC-A
Utah State University

- **Presenter Disclosure:** Financial: Karen Munoz is employed by Utah State University. She received an honorarium for presenting this course. Non-financial: Karen Munoz has no relevant non-financial relationships to disclose.

- **Content Disclosure:** This learning event does not focus exclusively on any specific product or service.

- **Sponsor Disclosure:** There is not a sponsor for this event.
Learning Outcomes

After this course, participants will be able to

- Describe supervision objectives and the supervisory relationship.
- Describe skill development areas to provide person-centered care.
- Describe strategies for promoting student growth in person-centered care.

Supervision includes a range of interconnected responsibilities, such as:

- Teaching
- Evaluating
- Mentoring
- Advising
- Modeling

(ASHA)
Supervisory relationship

Is the key element in being able to challenge, motivate, and support growth of those you supervise.

Providing feedback

- Is a fundamental aspect of supervision
- Students often feel particularly vulnerable when receiving feedback about how they communicate
When providing feedback

- Create safety
  - Who might hear this? Ask permission first (I’d like to talk about how it went today, would that be ok?)

- Be positive
  - When addressing both strengths and areas to improve

- Be specific
  - I saw you did [skill] well and noticed you struggled with [skill]

- Be immediate
  - Routinely engage while it is fresh on their mind (and yours)

- Be objective
  - Be honest, but not mean and make sure it is not emotion-based

Purposeful dialogue about learning helps students…

- Have realistic expectations
- Identify and address learning gaps
- Develop learning goals
- Engage in reflective practice
- Monitor their progress
Reflect on your supervision practices, consider how you…

- Invite students to express their thoughts/feelings
- Address their questions and concerns
- Help students develop concrete goals
- Teach them to embrace their role in learning
- Monitor your actions and reactions
- Model dealing with challenges

AND

- Teach them to provide PCC

Why is it important to teach PCC?
PCC influences patient...

- Acceptance
- Understanding
- Adjustment
- Self-management
- Self-advocacy

Improving satisfaction and outcomes

---

**Physician Communication and Patient Adherence to Treatment: A Meta-analysis**

Kelly B. Haskard Zolnierek and Texas State University, San Marcos

M. Robin DiMatteo
University of California, Riverside

**Conclusion**—Communication in medical care is highly correlated with better patient adherence, and training physicians to communicate better enhances their patients’ adherence. Findings can contribute to medical education and to interventions to improve adherence, supporting arguments that communication is important and resources devoted to improving it are worth investing in. Communication is thus an important factor over which physicians have some control in helping their patients to adhere.

2009
Evidence-based communication strategies help patients commit

Patients do not follow treatment recommendations unless they:

- Know what to do
- Are committed to doing it
- Have the resources to be able to adhere

(Meta-analysis - DiMatteo, 2004)

Mentoring PCC begins with your attitudes and practices
How you communicate with patients influences your teaching

Students model what they see…

- Technically-focused responses to client concerns (Ekberg et al., 2014)
- Dominating conversations (Grenness et al., 2015)
- Frequent multi-tasking during conversations (Ekberg et al., 2016)
- Not using skills / missed opportunities (Muñoz et al., 2017; Coleman et al., 2018)
Take a moment and consider the PCC strategies you use in clinical encounters

How do you...

- Understand patient issues at hand?
- Ask about patient values and priorities?
- Respond to patient emotions?
- Engage patients in shared planning?
- Approach information sharing?
Teaching PCC includes addressing specific…

- Attitudes
- Knowledge
- Skills

Consider for a moment your supervision practices and how they support PCC skill development.
Techniques used to support counseling skill development reported by audiology
(N=143; Whicker et al., 2018)

48% discuss performance after appointments

32% discuss skills before appointment

23% use a rubric to evaluate competencies for specific skills

22% provide written feedback about skill performance

10% use a performance feedback form specific to counseling skill development

PCC begins with attitudes, such as:

(Meibos, et al., 2019)

Present, caring, and compassionate
Curious/enter situations openly
Valuing patient engagement
Genuine interest in/concern for patients
Desire to help patients overcome their barriers
Willing to engage in self-evaluation
Identify skills to improve, such as:

- Question asking
- Active listening
- Shared planning
- Responding to emotions
- Identifying/addressing barriers
- Non-verbal communication

Identify knowledge gaps, such as:

- Psycho-social and functional impacts
- Factors that influence behavior change
- How barriers can impact intervention
- Stereotypes and stigmas surrounding disorder
- Sociocultural diversity and cultural sensitivity
Tip 1: Define and Use Counseling Terminology

This helps you provide specific feedback

<table>
<thead>
<tr>
<th>Active listening...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending behavior...</td>
</tr>
<tr>
<td>Closed questions...</td>
</tr>
<tr>
<td>Empathy...</td>
</tr>
<tr>
<td>Encouragers...</td>
</tr>
<tr>
<td>Open questions...</td>
</tr>
<tr>
<td>Reflection...</td>
</tr>
<tr>
<td>Validation...</td>
</tr>
</tbody>
</table>
Tip 2: Talk about communication ahead of time
- Ask students about their concerns
- Prepare open-ended questions to ask
- Role play skills

Tip 3: Provide frequent performance feedback
- Debrief soon after the session
- Provide written comments
- Review recorded sessions together
- Together, make a plan for the next session
Student counseling influenced by performance feedback

- 5 AuD student
- Minutes of counseling
  - Baseline
  - After individual instruction
    - Performance feedback after each encounter
Performance feedback provided between encounters increased student counseling behaviors

(Final et al., 2018)

Tip 4:

Acknowledge what went well in specific terms

“Great job validating her frustration. She seemed to appreciate that you understood her concerns. Did you notice how she then engaged in problem-solving?”
Tip 5:
Facilitate reflection to raise self awareness

- Ask about their barriers
- Ask how you can help
- Talk about their goals
- Help them see their growth

Tip 6:
Monitor development

- Provide opportunities for practice
- Expect growth
- Evaluate competencies
Tip 7:
Model counseling skills
• Be aware of your strengths
• Recognize areas for growth
• Be open to expanding your skills
• Ask a mentor for help

Supervisor perspectives
Cultivating your skills

Suggestions & Resources
Add PCC questions at beginning of intake forms

The audiologist clearly understood my priorities for seeking services today.

The audiologist gave me personalized advice about how to improve my hearing/balance health.

The audiologist worked with me to set specific goals to help me manage.
Use a performance feedback form to track skill development

Supplement teaching with counseling resources: www.heartolearn.org

Includes:
- Video tutorial with demonstration examples
- Performance feedback form
- Action steps
- Terminology
IDA Institute PCC resources
https://idainstitute.com/

Example Learning Hall Topics
- Getting started with person-centered care
- Client engagement and Ida motivation tools
- Applying PCC in the appointment

Example Tools
- My hearing explained
- 4 Habits

Vital talk resources: www.vitaltalk.org
<table>
<thead>
<tr>
<th>Learn more about effective communication in healthcare</th>
</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th>Thank you</th>
</tr>
</thead>
</table>
References


