

Student Training in the Use of Shared Decision Making and Motivational Interviewing with Families of Children who are Deaf or Hard of Hearing

Nicole Jahng Diebag,
B.S.

UW LEND Audiology
Trainee

Lisa Mancl, M.S. CCC-A
UW LEND Mentor

Agenda



Definitions



Evidence



Current UW LEND audiology training



UW LEND student perspectives



Future directions



Summary and discussion

Definitions

Key terms

Traditional clinical counseling

- Power and knowledge imbalance between provider and family
- “Paternalistic practices “protect” individuals from their own choices by guiding them, whether they like it or not, toward decisions” ¹

Shared Decision Making (SDM)

- The reciprocal exchange of information, with both parties bringing knowledge and priorities into the decision ²
- The “middle ground” between physician paternalism and unbridled patient autonomy ³

Motivational Interviewing (MI)

- Used to address healthy lifestyle changes, such as hearing aid usage
- Explores a patient’s existing desire to change and provides them with the tools and support necessary to make that change

1. Free, T. (1984). Paternalism in pediatric care. MCN. The American Journal of Maternal Child Nursing, 9(1), 9-10, 14.

2. Adams, Richard C., & Levy, Susan E. (2017). Shared decision-making and children with disabilities: Pathways to consensus. Pediatrics, 139(6), E20170956-0956v1.

3. Kon, A., & Morrison, W. (2018). Shared Decision-making in Pediatric Practice: A Broad View. Pediatrics., 142(Suppl 3), S129-S132.

Example: Family deciding on hearing aids

Traditional Approach

“Hearing aids are the best option for your child.”

SDM Approach

“What questions do you have about hearing aids?”

Example: Teen has stopped wearing hearing aids

Traditional Approach

“I’m sure that if you think about it, your hearing aid issues aren’t that big of a challenge.”

MI Approach

“What’s working for you with your hearing aids? What’s not working?”

Evidence

Evidence for shared decision making (SDM)

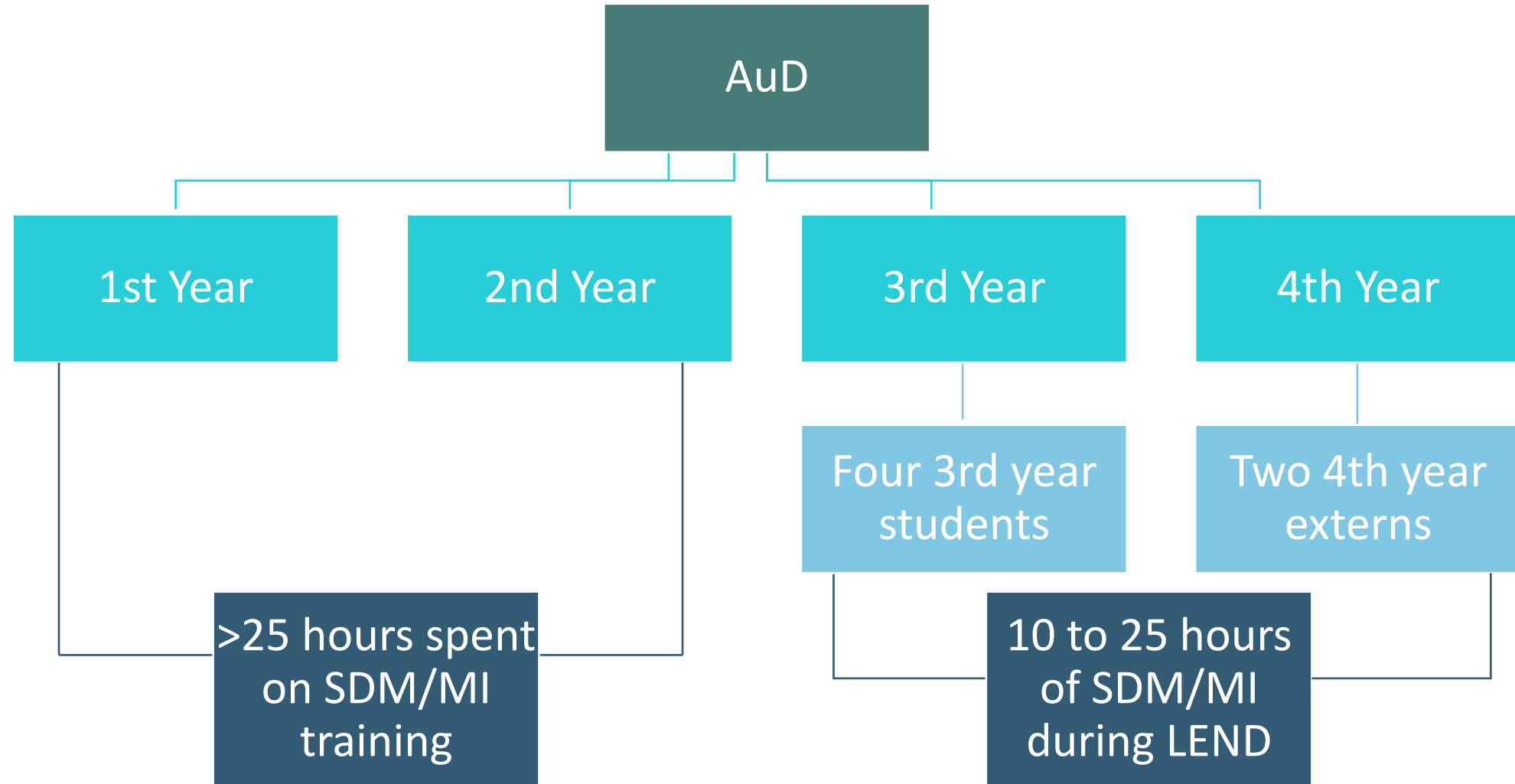
- SDM impacts individuals' perspective of their health care ⁵
 - Quality of care received
 - Satisfaction with decision-making process
 - Self-confidence in their own decisions
- Interventions for hearing loss are most effective when family's beliefs and goals are taken into consideration ⁶
- Gain understanding of a family's unique challenges and that decisions are made in line with the family's goals, especially for families of DHH+ children ⁷

Evidence for motivational interviewing (MI)

- Positive impact on involvement in health interventions like treatment initiation ^{8,9}
- MI has an effect on individuals' perception of their care ¹⁰
 - Satisfaction with the intervention
 - Trust
 - Feelings of personalized attention
- There is currently no research that examines the use of MI with parents of children who are DHH
- MI with adult hearing aid users promotes an increase in hearing aid use time and benefit and contentment with the treatment ¹¹

Current UW LEND Audiology Training

UW LEND – Pediatric Audiology Training and Emphasis



Training methods for audiology students

Structured learning

- Didactic lectures and curriculum
- Research papers and textbooks

Role playing

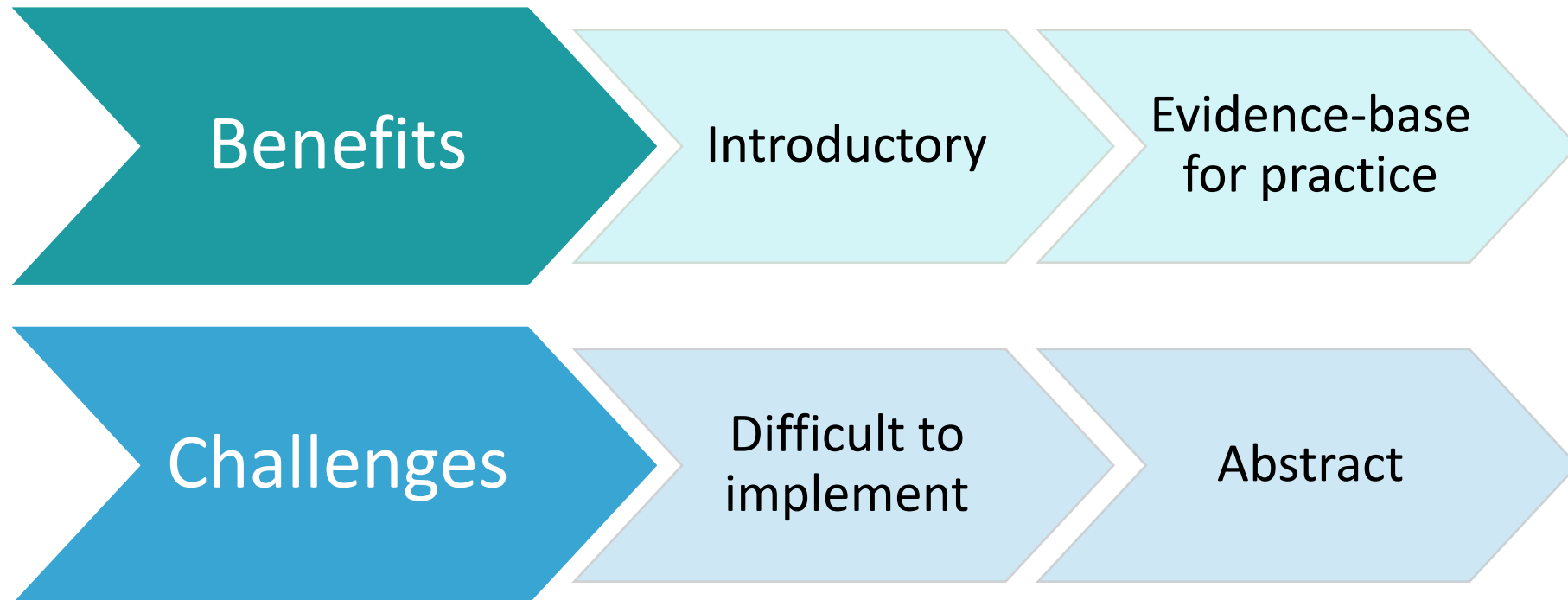
- Students, professors, and preceptors
- Standardized patients

Clinical rotations

- Observation of clinicians
- Clinical experiences with families

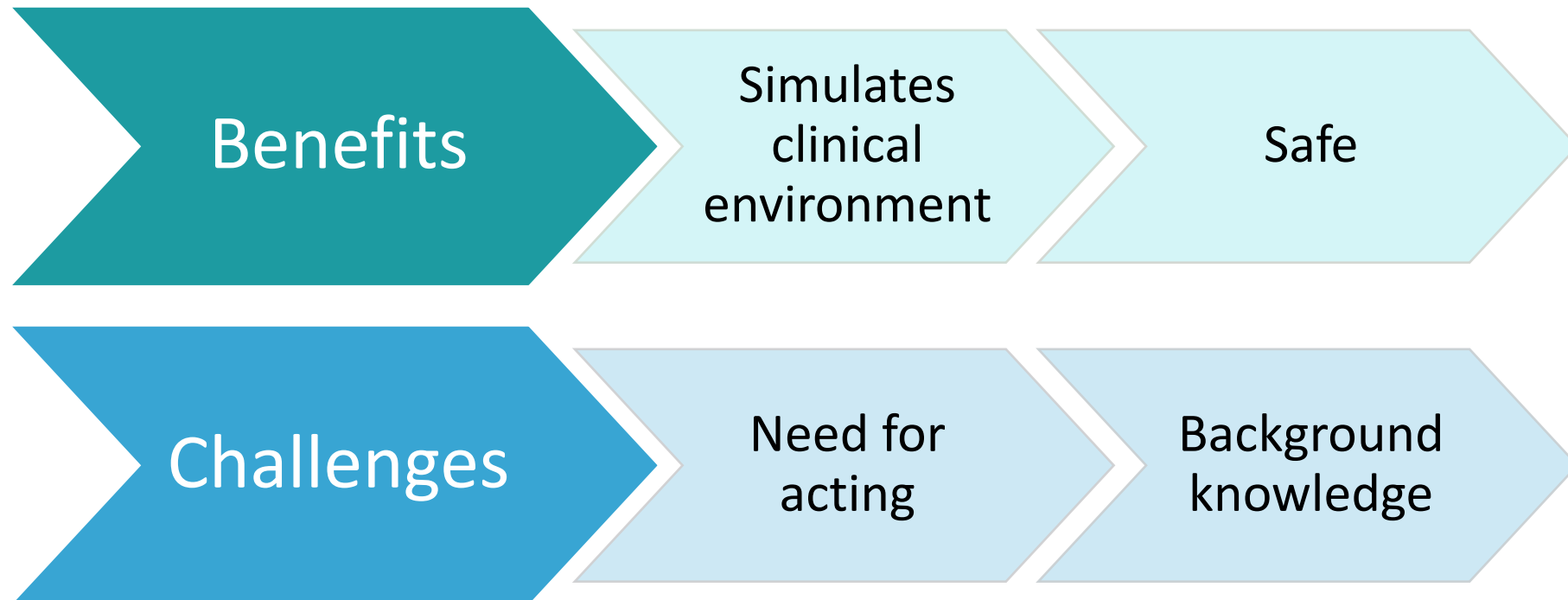
Structured learning

- Didactic lectures and curriculum
- Research articles and textbooks



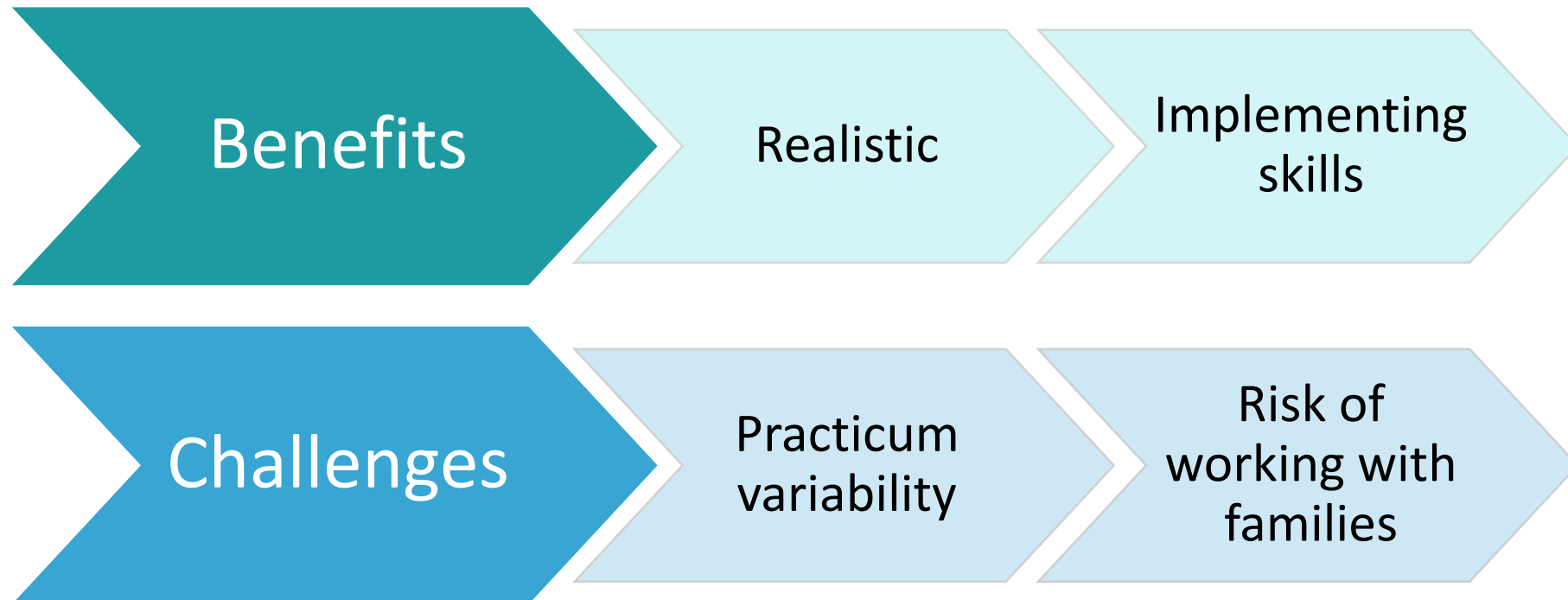
Role playing

- Students, professors, and preceptors
- Standardized patients



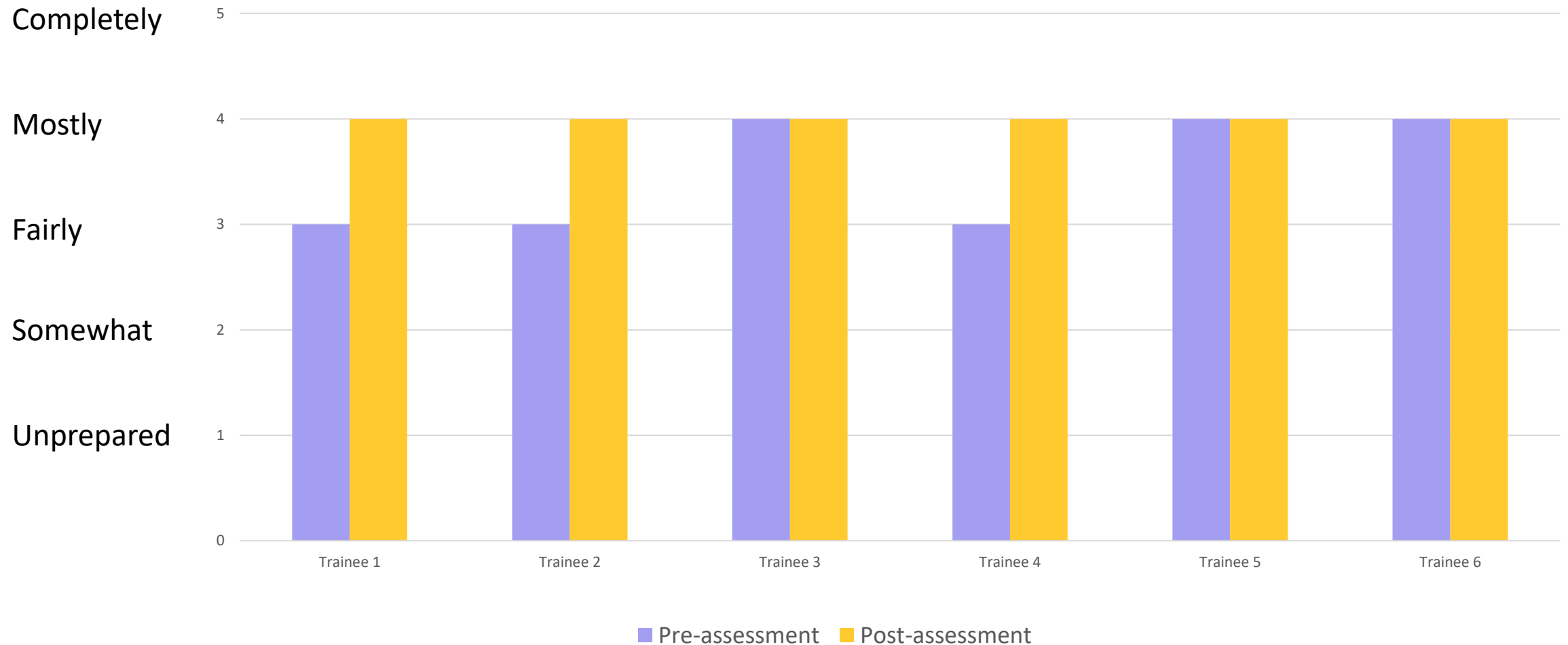
Clinical rotations

- Observation of other clinicians
- Clinical experiences with families

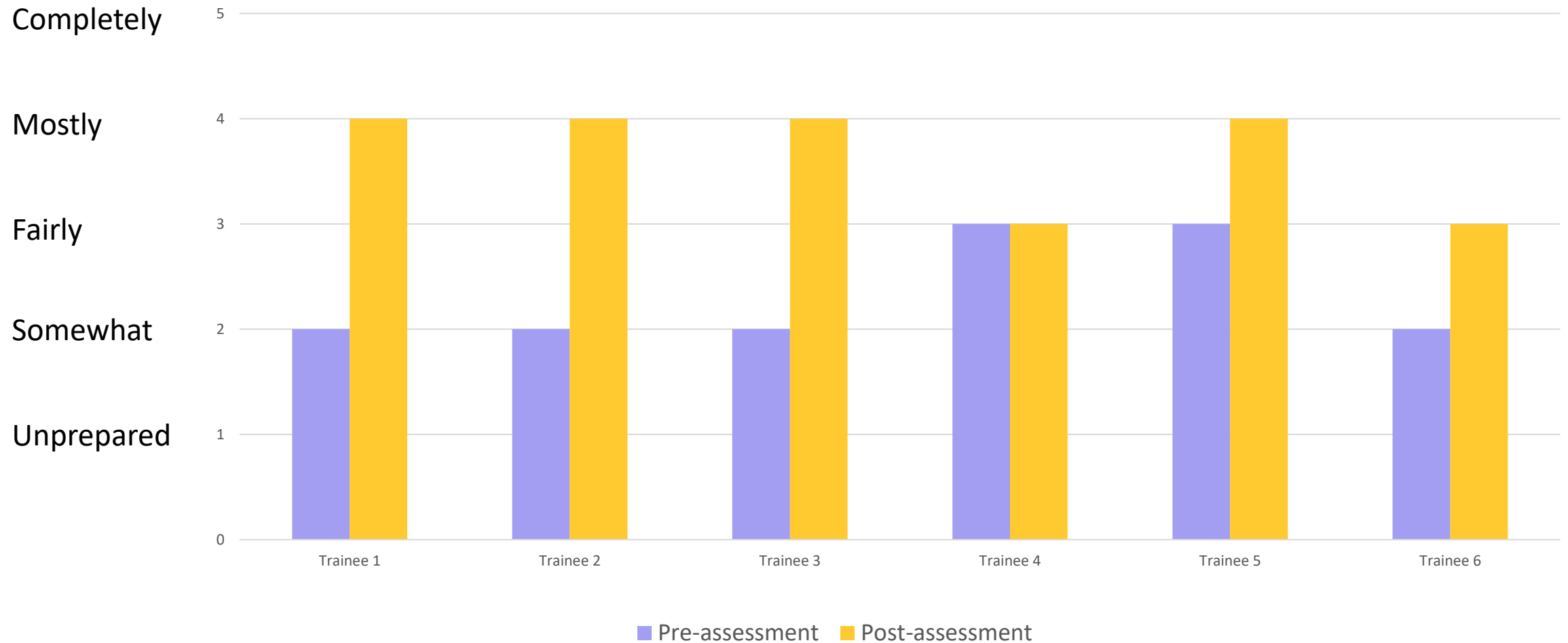


UW LEND Student Perspectives

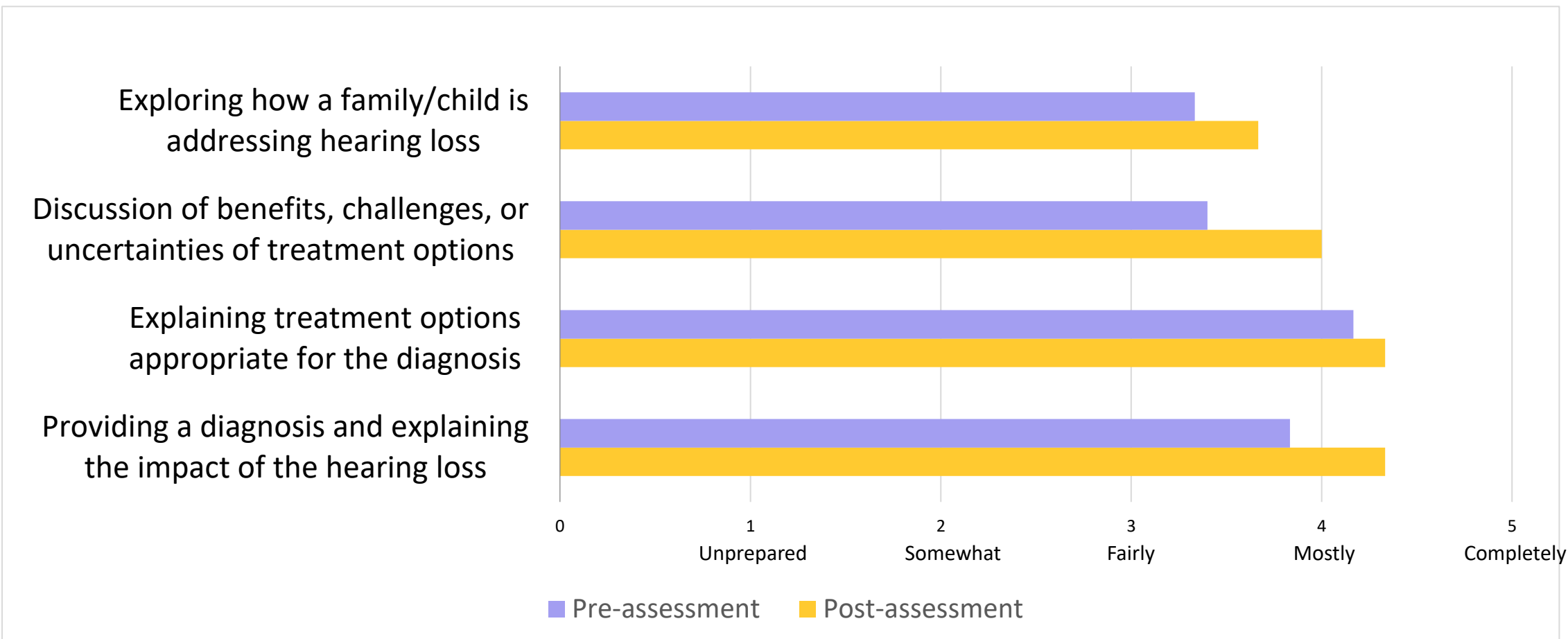
How prepared are you to use SDM skills in your communication with families?



How prepared are you to use MI skills in your communication with families?



How prepared are you to have the following conversations with families?



Key takeaways

- Pre-UW LEND training
 - range of confidence and skills reflective of individual strengths, clinical experiences, and prior training of trainees
- Post-UW LEND training
 - trainees reported an increase or maintenance of their confidence and preparedness in skills and conversation
- Difference between SDM and MI confidence
- No ceiling
 - There's always more to learn – students did not rate themselves higher than “mostly confident” in their SDM/MI skills

Ranking of training methods

Pre-Assessment

- 1 Clinical experiences with families
- 2 Observation of other clinicians
- 3 Role playing with other students and supervisors
- 4 Role playing with standardized patients
- 5 Lecture and/or structured curriculum
- 6 Readings and research articles

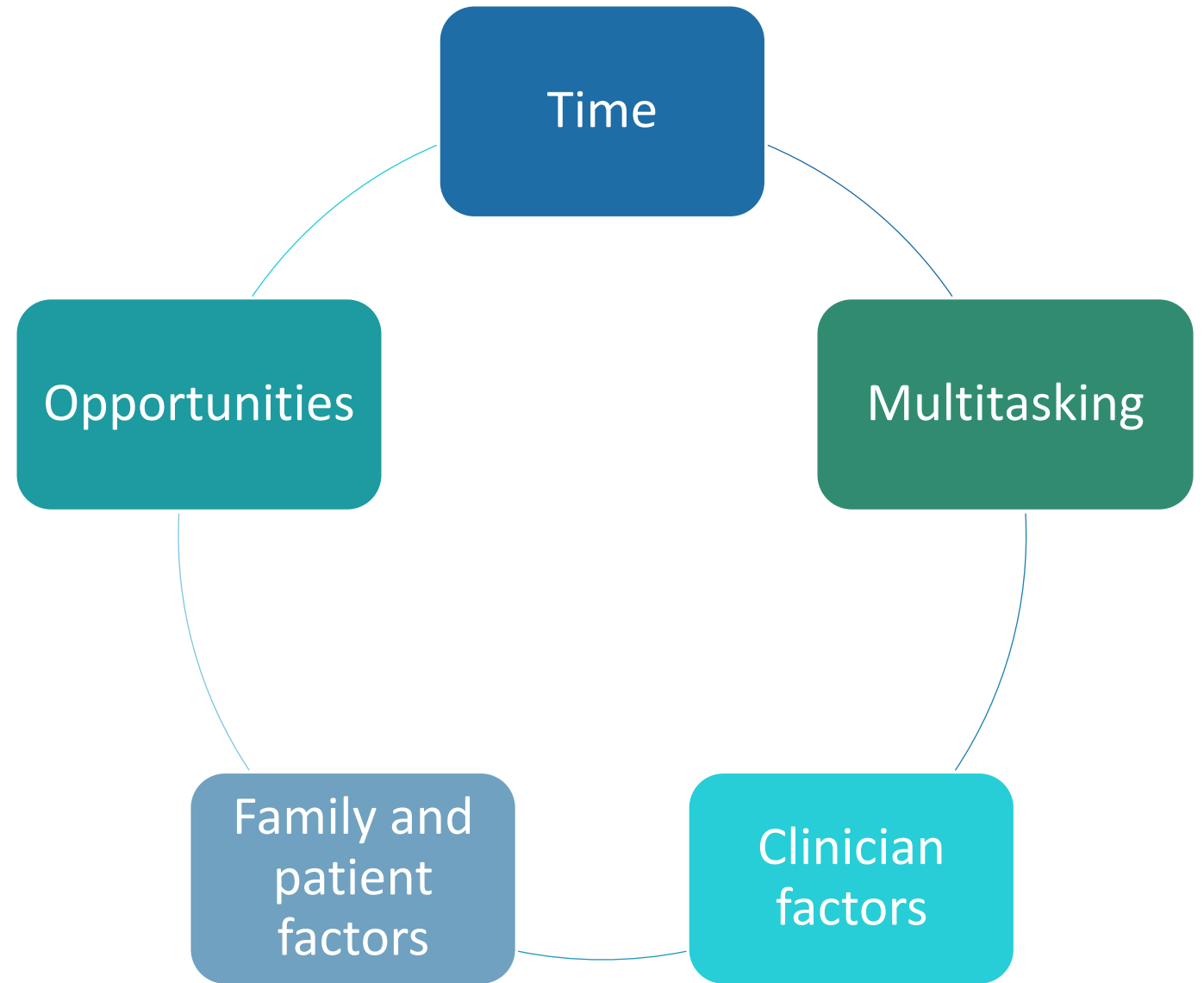
Post-Assessment

- 1 Clinical experiences with families
- 2 Observation of other clinicians
- 3 Role playing with standardized patients
- 4 Role playing with other students and supervisors
- 5 Lecture and/or structured curriculum
- 6 Readings and research articles

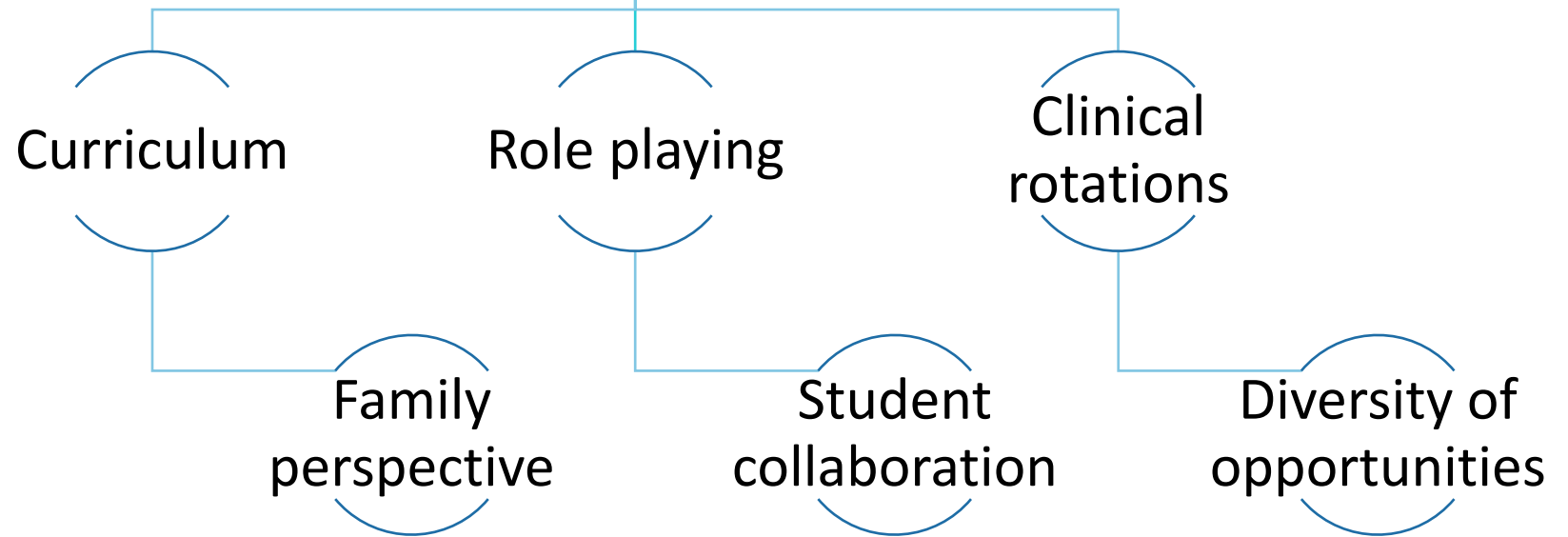
Ranking scale: 1=most helpful...6=least helpful

Future Directions

Challenges and limitations to SDM/MI use in clinic



Goal: To provide future clinicians with the training necessary to implement SDM and MI into clinical practice



Suggestions for future training

Summary and Discussion

Summary



Definitions



Evidence



Current UW LEND audiology training



UW student perspectives



Future directions

Acknowledgements

Bibliography

- Adams, Richard C., & Levy, Susan E. (2017). Shared decision-making and children with disabilities: Pathways to consensus. *Pediatrics*, 139(6), E20170956-0956v1.
- Chiappetta, L., Stark, S., Mahmoud, K., Bahnsen, K., & Mitchell, A. (2018). Motivational Interviewing to Increase Outpatient Attendance for Adolescent Psychiatric Patients. *Journal of Psychosocial Nursing and Mental Health Services.*, 56(6), 31-35
- Elwyn, G., Frosch, D., Thomson, R., Joseph-Williams, N., Lloyd, A., Kinnersley, P., . . . Barry, M. (2012). Shared decision making: A model for clinical practice. *Journal of General Internal Medicine : JGIM.*, 27(10), 1361-1367.
- English, K., Mendel, L., Rojeski, T., & Hornak, J. (1999). Counseling in audiology, or learning to listen: Pre-and post-measures from an audiology counseling course. *American Journal of Audiology*, 8(1), 34-39.
- Free, T. (1984). Paternalism in pediatric care. *MCN. The American Journal of Maternal Child Nursing*, 9(1), 9-10, 14.
- Grupp-Phelan, J., Stevens, J., Boyd, S., Cohen, D., Ammerman, R., Liddy-Hicks, S., . . . Bridge, J. (2019). Effect of a Motivational Interviewing-Based Intervention on Initiation of Mental Health Treatment and Mental Health After an Emergency Department Visit Among Suicidal Adolescents: A Randomized Clinical Trial. *JAMA Network Open.*, 2(12), E1917941
- Kon, A., & Morrison, W. (2018). Shared Decision-making in Pediatric Practice: A Broad View. *Pediatrics.*, 142(Suppl 3), S129-S132.
- Li, Y., Bain, L., & Steinberg, A. (2003). Parental decision making and the choice of communication modality for the child who is deaf. *Archives of Pediatrics & Adolescent Medicine.*, 157(2), 162-168.
- Muñoz, Karen. (2015). Improving Support for Parents of Children with Hearing Loss: Provider Training on Use of Targeted Communication Strategies. *Journal of the American Academy of Audiology*, 26(2), 116-127.
- Muñoz, K., Rusk, S., Nelson, L., Preston, E., White, K., Barrett, T., & Twohig, M. (2016). Pediatric Hearing Aid Management: Parent-Reported Needs for Learning Support. *Ear and Hearing*, 37(6), 703-709.
- O'Kane, C., Irwin, J., Morrow, D., Tang, L., Wong, S., Buchholz, A., . . . Haines, J. (2019). Motivational interviewing with families in the home environment. *Patient Education and Counseling.*, 102(11), 2073-2080.
- Porter, A., Creed, P., Hood, M., & Ching, T. (2018). Parental Decision-Making and Deaf Children: A Systematic Literature Review. *Journal of Deaf Studies and Deaf Education.*, 23(4), 295-306.
- Solheim, J., Gay, C., Lerdal, A., Hickson, L., & Kvaerner, K. (2018). An Evaluation of Motivational Interviewing for Increasing Hearing Aid Use: A Pilot Study. *Journal of the American Academy of Audiology.*, 29(8), 696-705.
- Taylor, B. (2019). Motivational interviewing & shared decision making: a primer for audiologists working in a world with more than one right choice. *J Otolaryngol ENT*, 11(1):42-44. DOI: 10.15406/joentr.2019.11.00406
- Whicker, J., Muñoz, K., & Nelson, L. (2018). Parent challenges, perspectives and experiences caring for children who are deaf or hard-of-hearing with other disabilities: A comprehensive review. *International Journal of Audiology.*, 58(1), 5-11.
- Whicker, J., Muñoz, K., & Schultz, J. (2018). Counseling in Audiology: Au.D. Students' Perspectives and Experiences. *Seminars in Hearing*, 39(1), 67-73.

Discussion