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NARITA A/B – QUESTION AND PROMPT LIST: A NEW COUNSELING TOOL

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>> Please out your evaluation forms and give them to me when you leave the door and we'll go on with our question prompt list.  
>> All right. Well thank you. And happy to see all of you in here today and have a chance to talk with you about the question prompt list. And we'll go through what that is and I'm going to be curious of what you all know and questions you have as we go to. How many people in the room today are parents? So we've got some parents and maybe some more professionals. So this is relevant for both. How many of you heard of a question prompt list even generally before. Is this something you're familiar with? A few people are, okay. A question prompt list we got the idea of this for use in audiology and they used it in a variety of settings when they're facing learning about something new they don't often know what to ask or what things they don't know so it's questions that are intended to help people think about what they can ask about and engage in things that they might not otherwise bring up themselves. So the idea came about to create this for pediatric audiology after child's identified with hearing loss to help parents think about what they don't necessarily know or would have thought to ask about and they can bring up questions with their audiologist. And it was the effort was led by Phonak and they were very much interested in supporting the idea of expanding patient‑centered care, family‑centered care and how we might engage families in this process and is there a tool that could help audiologists do that because oftentimes we're finding in audiology that we focus a bit more on our narrow agenda and things we have to tackle with amplification and testing and this is to help open that door a little bit broader to bring the parents' priorities in. It's available on their website in English, Spanish and Chinese I believe to date. And it went through a period of quite a bit of development with parents. Primarily in the U.S. and the UK. And a couple of rounds of research looking at well, what are the questions to ask. So it got started in kind of primed the pump with questions that the expert international committee kind of thought these are important things to ask. Then it was tested with parents. To say, you know, would you change this is there others you would ask. What's missing and in the end, it ended up with four sections. And 32 questions. And these questions fall under these areas so they're grouped around diagnosis, family concerns, management and support systems. And I want ‑‑ I brought up just a sample question in each to give you an idea of the kinds of things that might fall within that so diagnosis, will my child's hearing get better or worse over time? And you'll see as you kind of look at these sample questions, one of the things that we have to be careful about is in our positions in providing services, we often want to answer questions. And even the title of this could throw you a little bit. Question prompt list. I'm going to ask, you're going to answer. What the real goal of this tool is is to spark engagement and a conversation and dialogue rather than answering just a question. So if we take that first one will my child's hearing get better or worse over time. There's a surface level that you could think about that question. Let's talk about the audiogram, this is where we're at. This is the kind of hearing loss we got. We could provide a fairly technical answer. It may be there's some underlying reasons that that question is there. There may be a fear or a thought, will it get better. What's going to happen? Kind of underlying what's driving that question as part of what we want to get at. Not just a straightforward to what us might feel like is a straightforward answer. Once of the things that this tool can do for you is just provide that opportunity for the parent to have that voice. I think generally from all of the work that I do, parents seem to have very good, you know, relationships with their providers. There's a nice level of trust a lot of the time. But there are often, it's not unusual for parents to follow the lead of the provider that they're with and so if we think about our audiology visits, if we're going to follow down a, we're going to test the hearing today. We're going to adjust the hearing aids, we're going to talk about these new ear molds you've got to get. There's a technical theme there. We may inadvertently overlook priorities that the parent may have. When you think about integrating a tool like this it's an expanding ‑‑ it's a way to expand what you're talking about with them. To open up that dialogue and when you know the things that are priorities and important to the parents you can target conversations in ways that they may need it more than what you're thinking. So we're not always on the same page as to what's most important in that moment. We may think we know what it is. And there may be something that's critically important to them that they're not asking you and this gives that, and more of an opening to ask that. So there's a few tips. You know, any tool doesn't just happen. You know, we've got the tool and use of it doesn't necessarily go with that intended use. You know, and the outcomes that we're looking for. So a few of the things we found in our clinics and other clinics that are starting to use this is, you know, having it available when people check in, you know, out and ready to use. It's got a lot of questions on it. And a fear that comes up from a lot of audiologists is what if they circle like, ten questions? What am I supposed to do? I still only have an hour and I still have to get these other things done. This is a tool that you can use over time. Have them circle the things that are important to them but talk about maybe the top two things that they really would like to make sure are addressed that day when you're with them. And you can keep this in there and in your charting system and get back to it and talk about it over time and have it be a conversation versus I'm going to answer all your questions, okay, check, done, I've done the question prompt list. You know, get it out. It's kind of a tool you can use over time. And we want to engage the parent as I mentioned rather than just answer the questions. I have to say, as an aside, the person in this picture is JJ Whicker was unable to be here because he's working for ASHA this really taps into our counselling skills and how to ask questions so people can feel they're safe to bring up things they're worried about or are comfortable talking about so you have to think about your counselling as you use a tool like this and JJ is really good at counselling. And he completely has the mind set for engaging parents so I didn't think I needed to train him how to use the question prompt list. We talked about it so much. I'm like, yeah, no‑brainer, he can do a demo video so we get some parents and go ahead and work on using this and we wanted to film it. And he did it. And I watched the first one and he'd had another one scheduled for a couple days later and I about had a heart attack and said, that's not how you use the question prompt list so there's a very short video because she asked the question, he answered it. She asked the other question. He answered it. She sat there quietly, smiled. Oh. Okay. She was the passive recipient of the information he was sharing and this was coming from someone who knew all this stuff behind using it. So I didn't want to have a repeat of that with the other family so, you know, I sent him an e‑mail because I wasn't going to see him, thinking oh boy, I hope the e‑mail feedback goes okay and explained what the issue was and that is the to engage the parent not for you to provide an answer. You may have an opinion and you may think you know how to solve this question or problem that the parent raises. But it's not about that you can do that or that you can provide an answer. It's about their ability to voice what's happening and talk it through and help them work themselves towards solutions for them. And that's that counselling aspect of it so explained that to him and the next two videos were beautiful. Little tiny places room for improvement where he wanted to slip back into the expert role but I think that's the real thing to be careful about with this tool. Is you can have a tool, you can have parents circle their priorities. You can go in there and provide an answer but you may not have done what you're intending to do and so remembering that this is to ‑‑ a tool to engagement. It's not so much about the questions listed on the page. The parents may have another thing that's important to them. It's about the idea that you've got the space to bring up what's really important for you to talk about today. And I'm here to listen to you and we're going to work through this together. Whatever that ends up looking like. We have learned a few things about maybe like when to use the QPL. And when we feel like ‑‑ when a hearing loss is recently diagnosed is a very useful time for this.

If a family's new to you and you are not really sure, you know, what their priorities, where they're at, could be another trigger. When you want to open up dialogue and maybe you're having trouble getting into what's important to them that might help. Or during transitional times. So parents, when you think about transition, when a hearing loss is first diagnosed, they're transitioning into an intervention process. That's our very first transition but then we've got that from early intervention to preschool, preschool to kindergarten. There's times where parents may feel like they're comfortably know what to do and then suddenly it's kind of a new ballgame. They have new questions that come up. So these are times that you may want to prompt and pursue some dialogue in a careful way to really know what's on their mind and how you can help them. This is some preliminary data. We're doing a study with Cincinnati Children's Hospital and we're in the middle of it right now and we're wanting to look at what parent's reactions are when they get the question prompt list versus when they don't get it.

The data I'm sharing is the group so far that's had the question prompt list and just some of their feedback. And experiences using it. And so we just ask a few questions of the parents on this part and was it easy to understand? And we've got strong agreement. They thought it was really easy to know what to do with this. Is it relevant to parents and families? They were feeling comfortable and saying it was relevant. Was it helpful for them to use it? Again, we got some positive indications that they thought it was helpful. We have one, like, would you use it again? You can see we have a long, a 1‑5 range there. Turned out that one parent that was in the question prompt list, they filled it out and the audiologist didn't know they filled it out so they didn't use it. That parent wasn't super happy at the end about their engagement with the question prompt list because they filled it out and it sat in a folder and did not get used so some of our numbers are pulled down a little bit by that one parent's experience. And then recommending it to others. They did say they would. We are gathering data to try to tease out who benefits can we document or show that parents can tell us about when that's a part of the process and when not.

Just to think about those benefits a little bit. We also ask them how long, the audiologist spent talking to them about the information on the question prompt list. And primarily it was less than five minutes. So it wasn't taking an inordinate amount of time within the appointment to do it. There was some that it was 6‑10 and about 29% that it was more than 10. You can see that one, that didn't do it. No time. That poor parent. The one ‑‑ because this is a learning process about how do we effectively implement this tool, we have monthly meetings with the clinician on this team to talk about use of it and what's challenging about using it. What would help you. And a colleague at Cincinnati Children's who is using it and she's a very experienced audiologist.

She says it's so hard for me now to ‑‑ when I have families that are not in the question prompt list group. She goes, it's so helpful and is giving so much to this appointment that I want to use it with everybody. So she wants the study to be over so she can just use it with everybody. So we're getting good feedback from the clinicians in ‑‑ but it's been a learning curve to use it which is important to kind of think about. How many of you are familiar with the hear to learn website? Some hands are going up. It's a resource that we've developed at Utah State University. It's designed to target parents of kids about birth to six who are focusing more on a listening and spoken language approach so it's got resources to help parents with the things that they need to learn, you know, managing hearing aids, using hearing aids. And there's like 40 some videos on there. So we got video tutorials. We've got downloadable language activities that parents can use at home. We have monthly webinars. So there's a range of things that you can look at on that website but one of the things that we went ahead and did was to create some training. Around this question prompt list. One is for parents and one is for professionals. And to try to help people think about, if I want to start to use this, what might it look like for me to use this in a meaningful way? In my practice? And so within the parent one, that helps them say, hey, there's a tool out there and I could download this if I wanted to and bring it to my appointment and say, hey, could we talk about these things today? So if a parent were to watch the tutorial and want to bring that up, they could do that. The question prompt list is linked to, from there, they could go to that, print it off, bring it and take the initiative if the audiologist isn't using it. On the flip side the one that's in green is the one for the audiologist and within that one it's a little bit longer because we've got three demonstration videos and I was really on the fence about whether to try to include a video today. I wasn't sure if we'd have enough time and I ended up deciding on ‑‑ I probably don't have enough time but maybe I did. It's got three videos to just help you see what does it look like to use this? And to think about how you might integrate it in your practice. One video is of JJ where it didn't go so well and we show how and the other is showing where it did go really well and what was really interesting is these parents were all parents of kids about preschool age. So they were not new to hearing aids. The ones that we did this with and one mom he's talking about ‑‑ she had circled how do I tell other family members about the importance of my child using their device and this is a child who had a device for about three years and they got to talking about that and what was really interesting in the course of the conversation she was saying you probably think that it's really weird that I'm asking you a question like this. You probably think I should already know this, why would I be asking you that? And what was neat is she felt comfortable to ask it. It did come up. And it opened some doors for ways that we could support that family that we weren't already supporting them in helping extended family members including her husband because he doesn't come to the appointments, just the mom does. How could we help him understand and the other family members and she was really stuck. With that piece of it there and another pom mom, when we did it, was really a bit stuck on what to do when extended family members would, for example, take the ‑‑ like the hearing aids came off and they weren't comfortable putting them back on and so as part of what was going on he would ask what would you normally do. Opening it back up to get the input and the mom said, oh my gosh, you probably don't want to hear what I'm going to say but I tell them to put it in the case and just put it away until I get there. That's probably not really what I need to do. And what was really neat about it because he didn't jump in and say this is what you should do she talked herself right to that place and said, well what I really probably ought to do is get them more comfortable putting it in. Talk to them. Show them and he said would it help if you brought ‑‑ I think it might have been a grandma, I'm not sure right now would it be okay or would you like to bring them to your next appointment.

I'd be happy to help you do that and she says, why didn't I think of that before. Yes, that would be amazing but they were problem solving together on an issue that was important to her. It wasn't power of that exchange wasn't him telling her how it ought to go it was him discovering that, saying it out loud. Feeling really empowered about steps to take and supporting it in taking those steps so I think that there's a lot to gain in looking at potentially integrating this into, you know, your practices and what you're doing. But there's a lot to think about the way in which you do it so that you can kind of get as much out of it as you can. So the rest is for questions. It looks like we have ten minutes for questions. I should have shown you a video. So, does anyone have questions in Mackenzie's got a mic she'll bring back to you. Is it on.  
>> Can the QPL, can it be used by outreach consultants working with families or is it just for any professional.  
>> That's a really great question. I talk about it in the sense of audiologists probably because Phonak helped sponsor it and so that was the context but it's not just audiologists and early intervention provider could, anyone that's part of that hearing care team absolutely could. There's another question over there.  
>> Is there any way to get this in no offense to Phonak but without their name on it because we as a program want to be able to sponsor something. I would love the idea of our parent consultant to be able to share this with families but I don't want to promote one manufacturer over another and while I understand they sponsor it but I need to a way to desponser it.  
>> It's a great question. That's never come up so I don't know how they would feel about it my guess is that they would just care that people do it not that their name is on it.

So if you wanted to be technical you could reach out and ask them or you could put it on something and ‑‑ and use it. What I really, you know, just to share something I was telling someone this earlier today what I really enjoy because I haven't done a lot of work with manufacturer before and when I was asked to help on this you always think, what's the motive, why is this happening and I've been so impressed that it's not been about technology, it's been about how do we really help families and how do we improve this. I know through my conversations with them that that's what's driving it. I think that, you know, if you wanted to adjust it, I kind of don't think that I had mind but you could ask them. I'm not their spokesperson. Other questions?  
>> I'm wonder if the questionnaire is normed for a certain reading level. Second grade. Fourth grade. For parents who might not be as high educationally.  
>> I know we looked at that. I don't know what level it was but the reading level was considered when they were finalizing questions. But I don't remember what level they made sure it went to. But that's a really good question about that. Yeah. Good thought. Other questions? How many of you use the question prompt list? Anybody? Nobody's using it. How many think you would be interested in trying it out? Awesome. Yeah. It's a really neat tool to try, and I would encourage you to give it a try but also to give yourself some thought about how you implement it with parents too. Any other questions? That you'd like to bring up? There's one up here and one back there.  
>> So I was just curious if you had any of the questions that you could show us on the ‑‑ anything that would just give us some of the meat that is ‑‑  
>> So that was four of the questions there. And then I'll pause pause there for a second and you can see that. So diagnosis, will my child's hearing get better or worse over time?

And that's a very common question that will come up. Family concerns. What should I be looking for at home to know if my child is making appropriate progress? In management, how do I keep the hearing aids on my child? Support systems, can I meet other parents? So those were a few I picked out because they fit on this slide. This is only a screenshot, so you can't see a lot of it but this is the diagnosis part. So just to give you an example what kind of hearing loss does my child have. Why does my child react to some sounds. You think of that benefit, they're little, do they really need to wear these things. You can see them reacting to sounds. You can see how there's underlying things under what might be a simple question. Are there tools to help me and others experience what hearing is like for my child?

Do hearing aids fix hearing loss in the way glasses fix vision problems. How do you decide what technology is right for my child. Is it likely that my child's speech will be affected. The questions on here are the ones that were generated by a lot of different families saying these are the things that I think are really important to prompt what people are thinking. One thing that we noticed is that the families that did participate in this, the age was more of a preschool type age range so as you get past about, I would say six or seven years, I think unless a child was just identified, you know, pretty late, it's not as relevant to them, we did try using it with a few families, the kids were about ten. And they didn't feel like it was as relevant so I do think it's more geared because of the families that were used to help develop this towards a bit younger age. So that's a thought. There was another question up here.  
>> Stand aside. Okay. I'm wondering if the list of questions, if there's many actions about, and the hearing aid, and about do you use communication options about sign language, hearing aids and the differing points of view with the families too?  
>> There were families that communicate through ASL that participated in it and I don't remember all the questions but they weren't all around hearing aids. But there were definitely technology questions that are in there but a lot of them are about family supports and making decisions and things like that so it did have points of view of families that don't used technology as well. As the questions were developed. Other questions?  
>> About how long does it take for someone to complete this. You're saying to hand it to them as they're waiting to be seen. A lot of times I'm grabbing my patient ready to go.  
>> When we've watched parents do it they tend to scan it fairly quick so not very long for them to decide what they want. And then, like but what we have seen is that they're circling like ten questions so then the next question is like, oh, okay, this is great. You have a lot of things good to talking about. What is important for us to talk about today and then they kind of scan it quickly again and say, okay, number eight and number nine or something like that. So that doesn't take a lot of time. But if they can fill it out while they wait that's probably, you know, better. And then I think one way to think about navigating it is if you start out your appointment trying to understand what's important for them to talk about that day, it doesn't mean you have to talk about it right then and there. It's like all right, that's great, so we want to make sure that we talk about that and that and then what we need to do is this hearing test today that you came in for. We will make sure we get all these things done today and you may navigate where conversations happen based on what they ask or the urgency of the issue may cause you to switch it up a little bit too. But I think it's important to feel flexible as you navigate the appointment with it. It's a way to understand what's important, what's on their mind that they want input on. Or to talk through. A question back ‑‑ this one and then that one. This one first. The one right? Front of you. Her. And then back over there after her.  
>> So I see a lot of patients who don't read and usually I will talk the questionnaire through with them. Obviously with this one, which I think looks fantastic, that could take me awhile. Am I better setting up a separate appointment, bringing them in just for that purpose or do I cherry pick the first few questions and then kind of see what they might want to do and steer from there?  
>> That's a great question because that really would be challenging. And I think overwhelming possibly for them.  
>> And on top of that they're usually late diagnosed children. They're usually 7‑9 when they come in.  
>> If it were me just thinking off the top of my head here I'd say hey, I want to understand what's important to you. Sometimes parents are curious about these things and I would say, here's an example and I might pick one or two. You know, through there to give an example. And then be a little bit open, what's important for you to talk about today? What's on your mind? Without reading all of them.  
>> That makes sense and could I direct them directly to the videos on the website without having to read together?   
>> The only problem with the video is we don't read all the questions off so the video is narrated about what it is.  
>> I wasn't necessarily thinking your question video. You mentioned you had other videos on there for helping them visualize and understand what is going to happen with the transition and everything else.  
>> Yeah.  
>> But without actually having to read their way through the website to find it.  
>> Yeah. So all the things on there are narrated which would help in that situation.  
>> Great.  
>> Absolutely and that could prompt questions.  
>> Perfect. Thank you.  
>> Did I miss a sign? I'm sorry. We're done.  
>> That was really fascinating and I know you still probably have questions, if you could take them out in the hall. We're out of time.