

Definitions

- Shared Decision Making: An approach where clinicians and patients share the best available evidence when faced with the task of making decisions, and where patients are supported to consider options, to achieve informed preferences.
- Transition to Independence: This timeframe is when the audiologist and family members begin to engage the deaf individual to participate in decision-making. The transition's expected outcome is that the deaf individual is empowered to make their decisions on their own.

Objectives

Trainees who attend this session will be able to:

- Describe the role of audiologists in engaging in shared decision making
- Identify and list practical tools and strategies on how to do shared decision making
- Discuss the importance for a deaf individual and a family member to be involved in the process
- Hear different perspectives related to transition

Faculty work group discussion item/task

Trainee planning group discussion item/task

Agenda

2:00pm – 2:10pm Introduction

Welcome from MCHB, AUCD, and possibly NCHAM

Faculty facilitator to deliver framing, i.e. why are we focusing on this topic in this particular setting (faculty)

2:10pm – 2:55pm Icebreaker and Small Group Discussion

Participants will be assigned to numbered tables with trainees and faculty from other programs. In these small groups, each participant will give a brief introduction and share takeaways from their homework assignment using a set of pre-determined prompts, questions, activities, etc. to encourage information sharing and networking. (trainee)

2:55pm – 3:05pm Break

3:05pm – 3:30pm Panel

A group (# TBD) of relevant stakeholders (faculty) will have an opportunity to briefly share their perspectives on transition with the full group in response to one "universal" and one "role specific" question/prompt that encourage trainees to think about their own practice. (trainee) Trainee ideas for possible panelists include people with lived expertise (i.e. D/HH young adults, parents) and professional expertise (audiologist,

social worker, teacher of the D/HH, principal of a school for the D/HH, special educator, LSL specialist from any discipline, psychologist who specializes in working with D/HH families). (faculty)

3:30pm – 4:00pm Panelist Roundtable – Rotation #1

Trainees with last names A-K will select from the panelists with lived expertise (i.e. D/HH young adults or parents) and trainees with last names L-Z will select from panelists with professional expertise. Panelists will receive an advance list of what trainees hope to learn and trainees will receive an advance list of sample questions to help them get the most out of the discussion. (trainee) LEND faculty will be assigned to each panelist to assist with facilitation. (faculty)

4:00pm – 4:30pm Panelist Roundtable – Rotation #2

Same as Rotation #1 but flipped; trainees with last names A-K will select from panelists with professional expertise and trainees with last names L-Z will select from panelists with lived expertise (i.e. D/HH young adults or parents). LEND faculty will be assigned to the same panelist as in the previous rotation to continue assisting with facilitation. (faculty)

4:30pm – 4:50pm Full Group Discussion

Faculty facilitator to lead a group discussion where trainees can process their experiences out loud, compare it to what trainees working in different places, spaces, etc. are thinking, and consider how what they've learned is applicable to their current/future audiological practice. (faculty)

4:50pm – 5:00pm Conclusion

Trainees will hear from an EHDI 2020 Planning Committee member about additional opportunities for students at the conference and complete a workshop evaluation form.