

Phonak

ABCs of eAudiology

10 steps to employee training

No. 4, by Karen Muñoz, EdD

There are benefits to offering eAudiology as a service delivery option for clients, as it expands our ability to help people address their hearing challenges and improve their quality of life. As hearing care professionals, however, it is not uncommon to feel uncertain about how to add eAudiology to your practice.

Where to start?

Step 1

Identify one or two people at your work place who can collaborate with you in the development of a strategic plan to incorporate eAudiology into your practice.

Step 2

Make a list of the people that need training in your practice.

Step 3

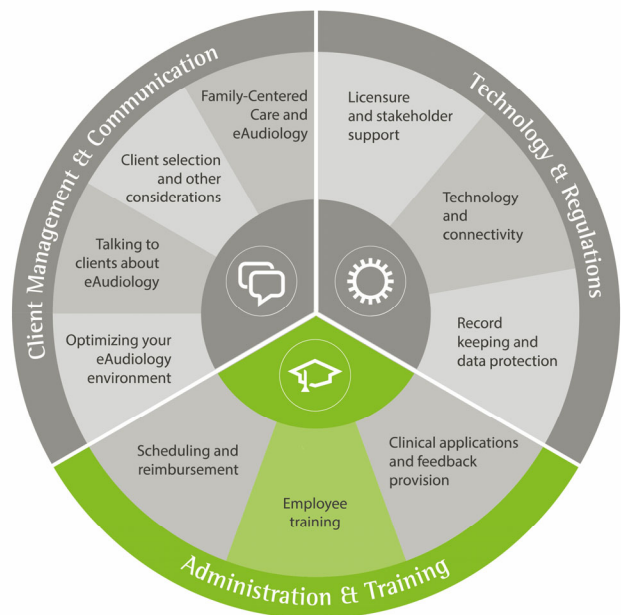
Identify the specific training needs of each individual, including determining the knowledge and/or confidence gaps that need to be addressed.

Step 4

Identify barriers to training. Barriers can be related to thoughts (e.g., fears, perceptions), environmental factors (e.g., space, logistics), and knowledge and/or skill deficits.

Step 5

Work together to develop an action plan to address identified barriers. Use SMART goals to guide the process: Specific – Measurable – Attainable – Relevant – Timebound.



Step 6

Identify resources and mentors to support the learning process and implementation of eAudiology in your practice.

Step 7

Take time to practice delivering eAudiology in a safe environment to gain confidence. This can be role playing with one another and mock trials in-house.

Step 8

Identify one or two clients to try eAudiology with that you think would be motivated and willing to offer you feedback on the process.

Step 9

Have regular team meetings and document your progress – together, determine next steps needed to advance the implementation of your plan.

Step 10

If needed, adjust your goals along the way so you continue to make progress, and be sure to celebrate your progress. Each small step takes you closer to the goal of incorporating eAudiology as a service delivery option for your clients.

Are you up to the challenge?

Get your team together, make a list of the people on your team, and schedule a meeting!

Author



Karen Muñoz, Ed.D., CCC-A, is a professor of audiology and the interim department head in the Department of Communicative Disorders and Deaf Education at Utah State University. She worked as a clinical audiologist and provided clinical supervision for audiology graduate students for seventeen years before beginning her academic career in 2007. She conducts research related to patient and family-centered care and understanding parent and professional factors that facilitate/interfere with outcomes for children who are deaf or hard of hearing learning to communicate using spoken language.