

Hear It!

Quadrimester
Newsletter from the
Audiology Committee

VISION:

Audiology Committee has a global vision to facilitate better understanding, knowledge and care of the auditory system and its disorders.

August 2021 / VOL 4



(d|b|a) *International
Association of
Communication
Sciences and
Disorders*

The non-profit worldwide organization of professionals and scientists in communication, voice, speech language pathology, audiology and swallowing.

MESSAGE FROM MICHAEL ROBB, PhD, CCC-SLP



Dear Colleagues,

As the Editor-in-Chief of *Folia Phoniatica et Logopaedica* (FPL), I would like to take this opportunity to congratulate the Audiology Committee on the development of a newsletter. FPL is the official organ of the International Association of Communication Sciences and Disorders (IALP). The journal provides a forum of international research on the many aspects of communication sciences and disorders. I encourage members of the audiology and hearing science community to consider submitting their research findings to FPL. We are always looking for quality research to share with the IALP community. I am at your service should you have any questions regarding the submission process.

Kind regards,

Michael Robb

Member of EC of IALP

Professor, Dept of Communication Sciences and Disorders, The Pennsylvania State University, Pennsylvania, USA

EVENTS:

1. World Hearing Day 3rd March 2021 “Hearing Care For All!”

Screen. Rehabilitate. Communicate.

To celebrate World Hearing Day, there were many activities to raise awareness of hearing loss around the globe.

- A. The International Association of Communication Sciences and Disorders (IALP) organized together with Katrin Neumann and Philipp Mathmann an international webinar on audiological topics in communication sciences with prominent speakers. Prof Christina Yoshinaga-Itano (USA) spoke about the long-term outcome of newborn hearing screening programs, Prof Katrin Neumann (Germany) about screening for congenital CMV infection and associated hearing loss, Prof Mridula Sharma (Australia) about auditory processing disorders, and Prof. Riki Tatelbaum (Israel) about speech perception and hearing achievements with individuals with cochlear implants. The event was shared via social media channels, the press office of Münster University Hospital, and the Medical Association of Westfalia-Lippe.
- B. The Union of the European Phoniaticians (UEP) organized together with Katrin Neumann and Philipp Mathmann a webinar on audiological topics from the Hearing Committee of the UEP. Speakers included Prof Peter Kummer about screening for congenital CMV infection and associated hearing loss, Prof Katrin Neumann about a global survey on newborn hearing screening, Prof Jakub Dršata about hearing aids and implantable devices in pedaudiology, and Prof Antoinette am Zehnhoff-Dinnesen about ototoxicity in pediatric oncological therapy. The event was shared via social media channels, the press office of Münster University Hospital, and the Medical Association of Westfalia-Lippe.
- C. The German Society for Audiology (Deutsche Gesellschaft für Audiologie; DGA) organized together with Katrin Neumann and Philipp Mathmann a webinar presenting the first World Report on Hearing by the WHO Program of Prevention of Deafness and Hearing Loss and other experts and WHO advisers in audiology. It contained the most up-to-date knowledge on the global burden of hearing loss, identification, diagnosis, treatment and rehabilitation of hearing disorders, and a new classification of hearing loss. The event was shared via social media channels, the press office of Münster University Hospital, and the Medical Association of Westfalia-Lippe.
- D. The German Society for Phoniatics and Pedaudiology (Deutsche Gesellschaft für Phoniatrie und Pädaudiologie; DGPP), European Federation of Audiology Societies (EFAS), and University Hospital of Münster, Germany, Dept. of Phoniatics and Pedaudiology held a webinar focused on people with intellectual disability (ID) and hearing loss. Melina Willems (Global Clinical Advisor of Special Olympics) spoke about hearing screenings for people with ID during the Special Olympics Healthy Hearing Program. Prof Katrin Neumann (University of Münster) presented a research project on the world's first implementation of a universal hearing screening for people with ID. Prof Karolin Schäfer (University of Cologne) spoke about hearing rehabilitation of people with ID from the same project. The event was shared via social media channels, the press office of Münster University Hospital, and the Medical Association of Westfalia-Lippe.

2. International Conference in India on Disability Certification of persons with Hearing and Speech Impairments stands postponed to August 2022.

For details contact: E: ialpudcon@gmail.com or visit: www.aiishmysore.in

ALL INDIA INSTITUTE OF SPEECH AND HEARING, MYSURU, INDIA
IALP - AUDIOLOGY CONFERENCE 2022
International conference on disability certification of persons with hearing and speech impairment.
25th - 27th AUGUST 2022

Goals
The professionals meet should help stakeholders

- Understand the global perspectives on hearing disability certification
- To shortlist practice protocols and recommendations on inclusion of conditions such as CAPD, Tinnitus, Giddiness and ANSD in measuring hearing disability percentage

Participants
Audiologists and Speech Language Pathologists

Highlights
Scientific paper presentation (Platform & Poster), Panel discussions and Plenary sessions

Organizers

Chairperson	Co-Chairperson	Organizing Secretary	Program Co-ordinator	Advisor
Prof. M. Pushpavathi Director, (AIISH), Mysuru-570006, Karnataka, India	Dr. Prawin Kumar Associate Professor and HOD - Audiology, (AIISH), Mysuru-570006, Karnataka, India	Dr. Niraj Kumar Singh Associate Professor, Department of Audiology, (AIISH), Mysuru-570006, Karnataka, India	Dr. Sreeraj K. Assistant Professor, Department of Audiology, (AIISH), Mysuru-570006, Karnataka, India	Prof. Rangasayee Raghunath Rao Chairperson - Audiology Committee, IALP

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3. International Day of the World's Indigenous Peoples

The United Nation's International Day of the World's Indigenous Peoples is celebrated on 9th of August every year to raise awareness. According to the UN, there are estimated 476 million Indigenous people in about 90 countries. Indigenous populations have distinct cultures, languages, and knowledge systems and despite that the Indigenous populations in most countries are the poorest, have low access to educational services and in general experience discrimination.

The 2021 theme is "Leaving no one behind: Indigenous peoples and the call for a new social contract". To celebrate this day, the International Association of Communication Sciences and Disorders (formerly known as IALP, <https://ialpasoc.info/>) is hosting a series of webinars (in September 2021) highlighting hearing-related research and clinical services by the Indigenous Peoples and for the Indigenous Peoples from around the world.

The aim of the webinar is to build a network across researchers and clinicians to engage, collaborate and learn. The exercise is particularly relevant this year as WHO released its first World Report on Hearing that mandates to all its member countries to integrate the ear and hearing care into their respective national health goals.

The webinars will be held via zoom and last approximately an hour.

Hosts: A/P Mridula Sharma & Prof Christie Yoshinaga-Itano

Meeting ID: 794 148 0147

Passcode: 10102020

Check <https://ialpasoc.info/> for details

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Schedule

- 1st Sept: 11 am- 12 noon (AEST): 'Community collaboration in ear and hearing health: Australian perspective' presented by Victoria Stroud, Rose Walley, Kerry Stack, (Telethon Kids Institute). Elders in the Kooringal Yarning project Nanna Madge Hill, Auntie Vivien Hansen, Mort Hansen, Christine Hill, Brett Hill, Leon and Raelene Hayward, Roberta Hansen. Jack DeLacy and Samantha Harkus.
- 9th Sept: 10- 11 am (AEST): 'Hearing Healthcare in Rural Northwest Alaska: Provider and Consumer Perspectives' presented by Dr Samantha Kleindienst Robler and Paul "Bebucks" Ivanoff III.
- 15th Sept: 11 am-12 noon (AEST): 'Researching with Māori and Pacific communities in Aotearoa and the Pacific Region' presented by Professor Suzanne Purdy, Dr Elizabeth Holt, and Alehandrea Manuel.
- 17th Sept: 9-10am (AEST): 'Hearing loss prevalence and hearing health among school aged children in the Canadian Arctic' presented by Dr Lynne McCurdy.

4. 32nd World Congress of the IALP, 20-24th August, Auckland, New Zealand



32nd World Congress of the IALP

Auckland, New Zealand
20 - 24 August 2023



SERVING PERSONS WHO ARE REFUGEES OR IMMIGRANTS

Kris English, PhD
Professor Emeritus of Audiology
Akron, Ohio USA

The World Health Organization (2019) estimates that 14% of the world's population (one billion people) are "on the move" from their countries of origin. Approximately half are refugees fleeing persecution, dangerous governments, or physical danger; others are immigrants crossing international borders to find work or unite with family, among other reasons (United Nations, 2016).

Once refugees and immigrants are resettled, their engagement with local healthcare systems can be problematic, since cultural belief systems about wellness, illness, preventive and curative care, and attitudes about healthcare providers vary widely (Murray & Skull, 2004).



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Optimally, healthcare systems engage cultural liaisons and interpreters to help clinicians manage appointment logistics. Additionally, to support trust-building during patient encounters, audiologists might consider an approach used in the field of social work called a “not-knowing stance” or a learner’s attitude (DeFehr et al., 2012). By assuming a “not-knowing stance,” we consciously put aside any distracting assumptions and stereotypes and ask our patients to teach us about their situation. This approach has much in common with person-centeredness and narrative medicine (Charon et al., 2017) while also striving for cross-cultural understanding.

Examples of modeling a “not-knowing stance” (adapted from Annamalai, 2014) include these invitations to a learning conversation:

- Do you have thoughts about the cause of your symptoms?
- Have you tried any remedies?
- What kind of help do you seek?
- Are traditional healers part of your culture?
- If we have recommendations, would you want to consult with elders or family?
- Would you feel comfortable working as partners in decision-making?
- What should I know about your culture that would help me help you?

In addition to the verbal conversation, the “not-knowing stance” also requires attention to nonverbal communication, including comfort levels with touch, personal space, and eye contact. Importantly, anathema to a “not-knowing stance” is the almost instinctive response, “I know you feel.” Bearing in mind that the patient’s history likely includes trauma, migration stressors, and resettlement difficulties, it’s not only unlikely the audiologist knows how the patient feels, but the response also belies a learning attitude.

Putting aside our assumptions and stereotypes is easier said than done. As we attempt the “not-knowing stance” with culturally different patients, we simultaneously need to evaluate what we do know about our own cultural self-awareness. What are our personal biases, and how can we manage them? The goal of developing cultural competence has been expanded to include cultural humility, which positions us as participants in a growth process with no end point (English, 2020). Like our patients, we too have much to learn.

References:

Annamalai, A. (Ed.) (2014). *Refugee health care: An essential medical guide*. NY: Springer. DOI 10.1007/978-1-4939-0271-2. Retrieved 14 May, 2021:
<https://link.springer.com/content/pdf/10.1007%2F978-1-4939-0271-2.pdf>

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English, K. (2020). *Counseling with cultural humility: An introduction (Part 1 of 4)*.
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CULTURAL RESPONSIVENESS FOR AUDIOLOGISTS:

Christine Yoshinaga-Itano, PhD
Research Professor in Cognitive Science and Professor
Emerita in Audiology
Boulder, Colorado, USA



A discussion of cultural responsiveness for Audiologist should begin with the Iceberg Concept of Culture (Hall, 1976).

The Iceberg Concept of Culture (Hall, 1976) proposes that there is a Surface Culture that represents about 10% of the components of culture. The external or conscious part of culture is what we can see. The external part is explicitly learned, conscious, easily changed, and objective knowledge.



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The Surface Culture is above sea level with a relatively low emotional load. Surface Level knowledge are seen in behaviors and include aspects such as 1) food, 2) dress, 3) music, 4) visual arts, 5) drama, 6) crafts, 7) dance, 8) literature, 9) language, 10) celebrations, and 11) games.

Whenever an audiologist knows that they have an appointment with an individual/family from a culture different from her/his/their own, it is extremely helpful to learn some basic surface level information about that culture. The surface level of one's culture influences behaviors and practices.

Just below the Surface begins the Deep Culture. The internal or subconscious part of culture is below the service. It is unconscious, implicitly learned, difficult to change and subjective knowledge. Deep Level can be divided into: Language and Communication (verbal and non-verbal), Relationships and Roles, Attitudes and Norms, and Beliefs and Values. At the deeper level are our beliefs, values, perceptions, fears, dreams, feelings, experiences, assumptions, and attitudes. Climate, geography, media, demographics, economics, education, ideologies and religion influence the deep culture.

The first level of the deep culture includes Unspoken Rules. The aspects at the Unspoken Rules have a high emotional load and are beliefs that include: 1) courtesy, 2) contextual conversational patterns, 3) concept of time personal space, 4) rules of conduct 5) facial expressions nonverbal communication, 6) body language, 7) touching, 8) eye contact, 9) patterns of handling emotions, 10) notions of modesty, 11) concept of beauty courtship practices , 13) relationships to animals, 14) notions of leadership tempo of work, (15) concepts of food, (16) ideals of childrearing, 17) theory of disease, 18) social interaction rate, 19) nature of friendships tone of voice, 20) attitudes toward elders, and 21) concept of cleanliness.

Some of these Unspoken Rules include unspoken cultural taboos such as touching a child or adult's head, looking into the eyes of an infant/child, different meanings of gestures e.g. head nodding, expressions of emotion. Audiologists may inadvertently break an unspoken cultural rule in the normal role of clinical practice, such as placing electrodes on a child/adult's head, or headphones on their ears, or examining the ear without explaining to parents/families that they are going to touch the child/adult's head and why the need to do so.

Deep below the Surface of the Iceberg is the second level of Deep Culture and includes Unconscious Rules. The aspects at the Unconscious Rules have intense emotional load and include values and thought patterns such as: 1) notions of children, adolescence, and elders 2) patterns of group decision-making, 3) definition of insanity, 4) preference for competition or cooperation, 5) tolerance of physical pain, 6) concept of "self ", 7) concept of past and future. 8) definition of obscenity, 9) attitudes toward dependents and 10) problem-solving roles in relation to age, sex, class, occupation, kinship, and so forth.

The Unconscious Rules may play a significant role when asking a parent/family to decide about audiological services, early intervention services or amplification technology. They may influence which member of the family or community has a problem-solving or decision-making role.

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The only way to learn the internal culture of others is to actively participate in their culture. We cannot learn cultures by what we say. Only by interacting in culture can we learn to understand the values and beliefs that underlie the behavior of that society.

Several organizations, including the American Speech, Language and Hearing Association (ASHA) have developed training materials for professionals for culturally and linguistically diverse populations.

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<https://www.asha.org/Practice-Portal/Professional-Issues/Cultural-Competence/>
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<https://nccc.georgetown.edu/>
- Center for International Rehabilitation Research Information and Exchange
<http://cirrie-sphhp.webapps.buffalo.edu/>
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<https://ethnomed.org/>
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Hyter, Y.D., Salas-Provance, M.B. (2019). Culturally Responsive Practices in Speech, Language, and Hearing Sciences. San Diego, CA: Plural Publishing.

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IALP: International Association of Communication Sciences and Disorders

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