

卫生保健和聋人大学生：
观察和教育的影响

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Introduction

- Introduction
 - Caveat: Little research; information from direct observation of deaf clients and colleague input
- Goals
- Summary
- Questions?

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介绍

•简介

•警告：从直接观察聋人病人和同事的口中只能了解到极少的研究信息

•目标

•总结

•问题?



Goals

- Personal experience
- Educational philosophies (note: impact on health care)
- Deafness and impact on health care
- Medical School/Physicians and the Deaf
- Postsecondary education and health care for the Deaf
- Prevention and the future

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目标

- 个人的经验
- 教育哲学观（注意：影响到卫生保健）
- 聋对卫生保健的影响
- 医科学校、医生和聋人
- 对聋人的高等教育和卫生保健
- 预防及未来

Background



- Deaf from Rubella Epidemic-1960's
 - Told by experts I was "slow"
 - Advised don't expect much-learn ASL
- Mainstreamed
- Assistance in School
 - note takers
 - auditory training
 - speech therapy



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背景

- 有风疹流行病引起的聋哑—1960年代
 - 行家说我很慢
 - 被建议说别指望学很多手语
- 随主流上学
- 在学校被辅导
 - 代记笔记的人
 - 听力训练
 - 学讲话

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Background

- College
 - Carbon copied notes
 - England educational philosophy
- Medical School
 - FM system & Sign Lang. Interpreters



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背景

- 大学
 - 用碳粉复印的笔记
 - 英国的教育理念
- 医科学校
 - 调频系统 § 手语翻译

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Background

- Family Medicine Residency
 - Sign Lang. Interpreters
 - Goal: Work with Deaf/HOH community
- Group and Solo Practice
- Continuing Education
 - ACCME and Licensure



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背景

- 家庭医疗训练
 - 手语翻译
 - 目标：同聋人工作、HOH（？）社区
- 小组和单独训练
- 不停的学习
 - ACCME和发许可证

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Etiology of Deafness

- Rubella and other pregnancy related viruses (CMV for example)
- Meningitis
- Medication related (Ototoxic and otherwise)
- Trauma



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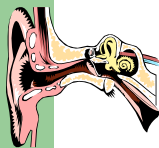
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聋的病理

- 风疹或其他同怀孕期有关的病毒〔以CMV为例子〕
- 脑膜炎
- 同服药有关的〔耳毒性药或其他〕
- 外伤

Etiology of Deafness

- Genetic (~30%)
- Unknown/Other
 - Rh factor
 - Anatomic anomalies
 - Viral and other infections such as Meniere's syndrome



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聋的病理

- 30%家庭遗传
- 不知名原因、其他
 - Rh因素
 - 解剖学上不正常
 - 病毒或其他传染性的疾病如Meniere综合病症

Educational Philosophies

- Different philosophies in education over time:
 - Mainstream/Inclusion
 - Cooperative program (combined)
 - Self contained classrooms
 - Residential School



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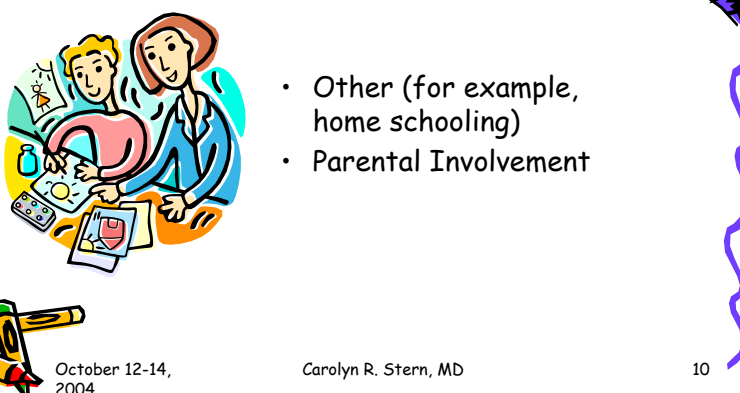
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教育哲学

- 随着时间变化教育哲学有不同：
 - 主流、包含
 - 合作课程（两个结合）
 - 单独的教室
 - 寄宿学校

Educational Philosophies



- Other (for example, home schooling)
- Parental Involvement

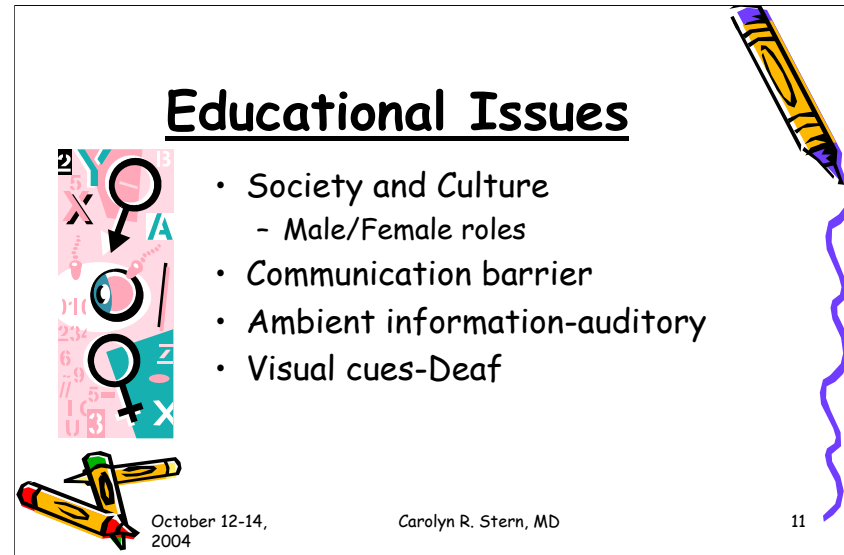
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教育哲学

- 其他（比如，家庭教育）
- 父母介入的教育



Educational Issues

- Society and Culture
 - Male/Female roles
- Communication barrier
- Ambient information-auditory
- Visual cues-Deaf

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教育中的问题

- 社会和文化背景
 - 男女的角色
- 交流的障碍
- 周围的信息—听力的
- 视觉暗示—聋哑

Educational Issues



- Sign Language
- vs.
- spoken/written language



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教育中的问题

- 手语


同下面比较

- 口头、书面语言

Communication Barrier



- Only 30-40% can be lip-read
- Written information is shortened
- Idioms and other nuances don't translate well
- Background Noise and other distractions




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交流的障碍

- 仅有30%—40%能从读口形中辨认
- 书面的信息总是被删节
- 成语和其他的细微差别不能区别
- 背景噪音和其他干扰

Communication Barrier



- Visual vs. Auditory
- Parent, Child, School and Peers & communication
- Medical Professionals and communication



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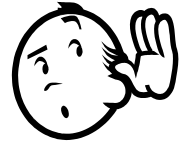
交流的障碍

- 视觉同听觉作比较
- 父母，小孩，学校和同学和交流
- 专业医生和交流

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Ambient Information

- Auditory-All around you
 - TV (especially without captions)/Movies
 - Radio
 - Places you visit (stores, salons, etc.)
 - Conversations/Parties
 - Family events
- Deaf often denied access
- Fund of knowledge gaps



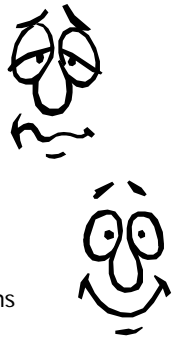
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周围的信息

- 到处都是听觉信息
 - 电视（尤其是没有字幕），电影
 - 收音机
 - 你所到的地方（商店，发廊等等）
 - 对话、派对
- 聋人经常拒绝获取信息
- 知识缺陷的经费

Visual Information

- Communication is key!
- Can be misleading
- Nonverbal cues are critical
- Where Deaf get their information:
 - Deaf Club & Peers
 - Captioned/signed events
 - School and News (Deaf and otherwise)
 - Note: Rare to get from Parents/Physicians



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周围的信息

- 交流是关键
- 有时会误导
- 非语言的暗示有时很关键
- 聋人从何处获取他们的信息
 - 聋人俱乐部和同学
 - 字幕、有带手语的事件
 - 学校和新闻（聋人和其他）
 - 注意：很少从父母和医生那里获取信息

The Deaf & Health Care

- Most Deaf have parents who can hear (90%)
- Many parents and other family members do not communicate well with the Deaf individual
- Lack ambient information and, therefore...
- Fund of knowledge deficits

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聋人和卫生保健

- 许多聋人的父母都是有听力的正常人（90%）
- 许多父母和其他家庭成员不能同聋人交流
- 缺乏周围的信息和，因此。。。
- 知识缺乏的经费

Deaf & the Medical Profession

- Medical professionals taught to CURE
- Little knowledge of Deaf & culture in Medical field (nursing/medicine/etc.)
- Many cannot understand audiogram or implications for communication
- Low incidence disability (~1-2% of population)



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聋人和专业医生

- 专业医生教你如何去治疗
- 在医科领域很少有有关聋人和聋人文化这方面的知识（护士、药方等等）
- 许多都不懂听力敏感度图或暗示同交流的关系
- 很小的残疾率（大概占人口的1—2%）

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Deaf & the Medical Profession

- Some focus on deafness and not purpose of client visit
- Many not aware of available resources
 - Communication (Interpreters/Relay/etc.)
 - Community (CILs, CODA, etc.)
 - Research



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聋人和专业医生

- 许多都只注重聋哑而不是为什么病人来访问
- 许多没意识到可用的资源
 - 交流（手语翻译、中继站等等）
 - 社区（CILs, CODA等等）
 - 研究

Deaf & the Medical Profession

- Therefore, difficulties arise-2 sides of same coin
 - Deaf uncomfortable with Medical professionals due to bad experiences
 - Medical professionals uncomfortable with Deaf due to bad experiences
- Result: Many Deaf have poor understanding of their health care needs



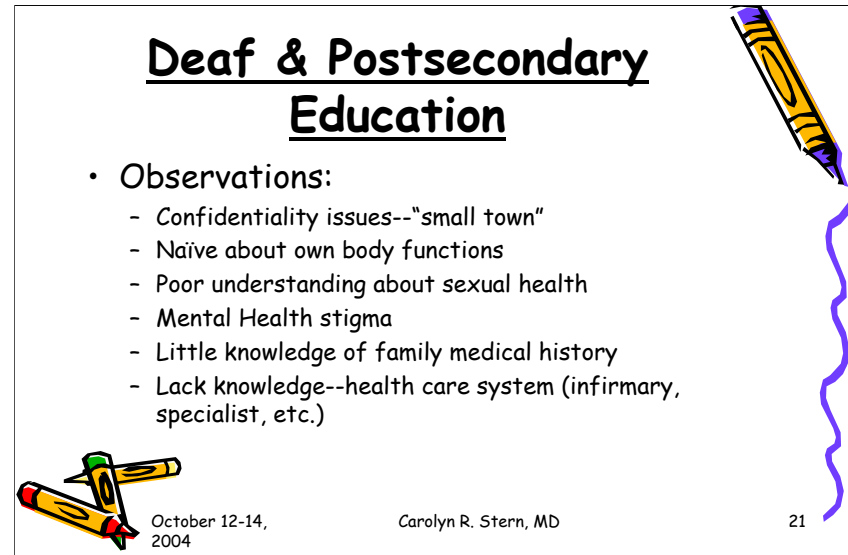
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聋人和专业医生

- 因此，难度发展到硬币的两个面
 - 聋人因为从前的经历对专业医生感到不舒服
 - 专业医生也对聋人感到不舒服
- 结果：许多聋人对卫生保健的认识很糟糕



Deaf & Postsecondary Education

- Observations:
 - Confidentiality issues--"small town"
 - Naïve about own body functions
 - Poor understanding about sexual health
 - Mental Health stigma
 - Little knowledge of family medical history
 - Lack knowledge--health care system (infirmary, specialist, etc.)

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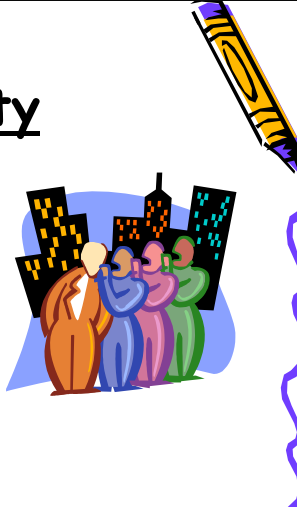
聋人和高等教育

•观察点:

- 保密的问题—“小镇”
- 对自身的功能非常无知
- 对性的认识非常差
- 心理健康障碍
- 对家庭医疗记录非常无知
- 缺乏知识—卫生保健系统（医院，专家，等等）

Confidentiality

- Deaf from residential schools often are a "small town" unto themselves
- Rumors and facts spread quickly (positive/negative effects)
- Poor sense of trust
- Backstabbing is prevalent
- Mainstream/home schooled environments may or may not be similar




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保密性

- 寄宿的聋生经常组成一个“小镇”
- 流言和事实传播很快（有好也有坏影响）
- 信任感差
- 背后陷害被人现象普遍
- 主流、住家学生的情况可能不普遍



Before College

- Mainstream students vs. residential or home schooled children
- Impacts future health care needs
- Teachers and Interpreters communicate health information effectively?
- Educational resources accessible?



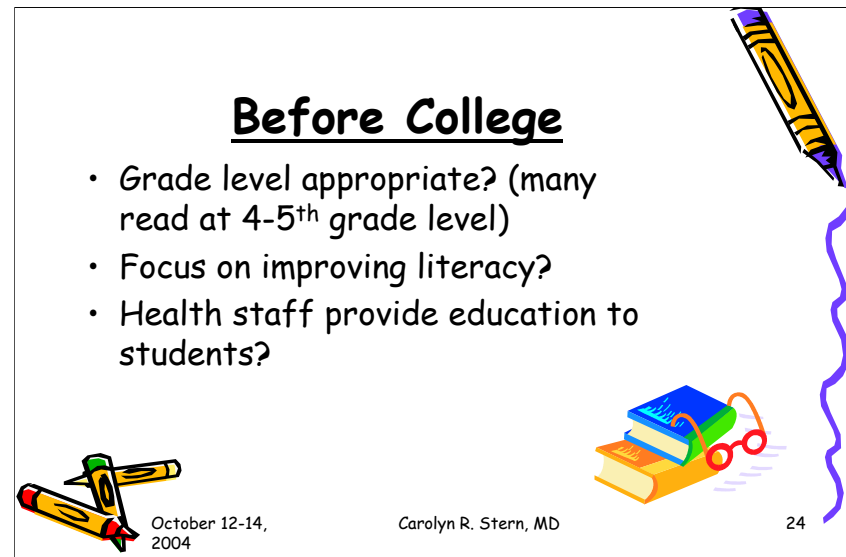
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在上大学前

- 主流学生同寄宿或住家学生
- 对将来健康照顾需要的影响
- 老师和翻译是否有效地交流了健康信息
- 教育资料是否可及



Before College

- Grade level appropriate? (many read at 4-5th grade level)
- Focus on improving literacy?
- Health staff provide education to students?

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在上大学前

- 分级别正确吗？〔许多阅读技巧在4—5级阶段〕
- 要着重提高读写能力？
- 保健职工要给学生提供教育？

Prevention and the Future

- What are the Health Issues?
- How to address these issues?
- Set up a system



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预防和将来

- 什么是健康问题
- 如何来解决这些问题
- 建立一套体系

Health Care Issues

- Communication
- Health education/prevention
 - Male role issues
 - Female role issues
 - Deaf issues
 - Hard of Hearing issues
 - Relationship issues



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卫生保健的问题

- 交流
- 健康教育、保健
 - 男性角色问题
 - 女性角色问题
 - 聋的问题
 - 听力障碍问题
 - 人际关系问题

Communication

- Multiple opportunities
 - Interpreters
 - Real time captioning
 - Written brochures
 - Videos with captioning/signs
 - Computers and email
 - Telephone, fax, pagers
 - Others?

"Hello, my name is Bob and this is ABC news."



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交流


●多种机会

- 手语翻译
- 实时字幕
- 书面小册子
- 有字幕或手语的录像
- 电脑和电子邮件
- 电话，传真和传呼机
- 其他？

●你好，我的名字叫Bob，这里是ABC新闻

Understanding the System

- Student Health Center
- Mental Health Center
- Confidentiality issues
- Knowledge assessment
- Emergency or Urgent care
- Reassess and Revise



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了解系统

- 学生卫生健康中心
- 心理健康中心
- 保密性问题
- 知识评估
- 紧急事件或紧急照看
- 再评估和修改



Summary

- Personal experience
- Differences exist between US and China
 - Male and Female roles
 - Others?
- Deaf education
- Communication
- Fund of knowledge and literacy

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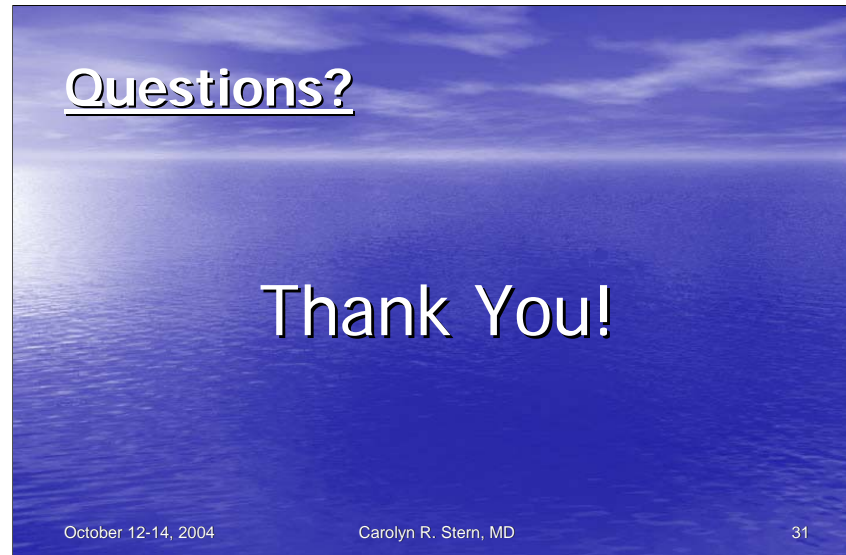
总结

- 个人经验
- 中国和美国存在的不同
 - 男女角色
 - 其他?
- 聋人教育
- 交流
- 知识和文化教育的经费



总结

- 高等教育的问题和卫生保健
- 预防于未来



问题?

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