Team approach within the outpatient clinical setting?

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April 27, 2018

Overview

- Background

- Objective

- Study Design

- Research Questions

- Conclusion

Background

❖ The literature promotes professional teaming as an approach for Early Intervention

Bruder & Dunst, 2005; Guralnick & Bruder, 2016; Odom & Wolery, 2003

❖ Team-based service delivery should be considered a continuum that is based on communication among team members and a number of professionals working directly with the child and family.

Rainforth & Barr, 1997; Utley & Rapport, 2002

❖ Team practice has led professional to see clients and their families as whole persons, not parts of a whole.

Melvin, 1989

❖ An appreciation of other disciplines allows professionals to accommodate larger functional goals and integrated interventions, instead of working on isolated tasks

Scholtes, 1991

Objective

➔ Explore current outpatient clinical team based practices in Connecticut

- ◆ Interdisciplinary team meetings
- ◆ Joint intervention practices in outpatient facilities
- ◆ Are parents active participants during the session and in planning

Study Design

- **Participants**
  - Speech-language pathologist (SLP)
    - Inclusionary: Must work in a facility with with OT
    - Exclusionary: Service providers for adult Population

- **Procedure**
  - Distribute survey to speech-language pathologist in the state of Connecticut via mail or surveymonkey.

- **Measures**
  - Quantitative & Qualitative Survey

- **Analysis**
  - Summary of the results
  - Expected sample size: 20 participants out of 30

Survey Questions

Percentage of children on your caseload who receive OT in the same facility.

 __0-20% __20-40% ___40-60% __60-80% __80-100%

Do you conduct joint treatment sessions with occupational therapist (OT)? Yes ____ No_____

If Yes, do you implement OT goals in non-joint treatment sessions" Yes ____ No_____

Do you meet with OT to discuss patient goals?
Yes ____ No_____
If yes: Monthly ___ Weekly ____ Informally _____

Do you implement at least 1 OT goal in your session (i.e., a functional point)? Yes ____ No_____

If not, what challenges do you face?
____I do not have access to OT goals
____I do not know how to implement their goals into the session

Something else _____

Does the OT use at least 1 of your goals in their session? Yes ____ No_____

If not, what challenges do you think they face

They do not have access to ST goals

They do not know how to implement any of my goals into their session

Something else _____

The percent of caregivers who are actively involved during treatment sessions:

 __0-20% __20-40% ___40-60% __60-80% __80-100%

What percent of caregivers contribute to developing goals : __0-20% __20-40% ___40-60% __60-80% __80-

Conclusion

➔ Examine service delivery in the outpatient clinical setting
  ◆ Interdisciplinary practices?
  ◆ Parent training?

➔ Facilitate sharing goals among providers

➔ Improve patient outcomes by facilitating joint interventions across health care service providers and parents to promote generalization of skills

➔ Educate/Inform/Remind

References

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Thank you
Questions/Comments

The Interprofessional Practice (IPP) Case Rubric

Goal of the Rubric

The rubric is developed as a framework to plan and coordinate interprofessional practice (IPP). An IPP team uses this rubric as it meets on a regular basis to develop a plan for an individual, monitor the effectiveness of the individual's plan, share perspectives, and determine changes that may need to be made.

Overview

IPP teams are composed of service providers from different professional backgrounds and families who work together to provide comprehensive l services and the highest quality of care to individuals and their families/caregivers. IPP teams share their knowledge and expertise to create outcomes that are greater than the sum of the individual members.

Audiologists and speech-language pathologists (SLPs) play key roles on IPP teams. IPP provides the opportunity to educate others about our unique knowledge and skills and to share this expertise with other team members. We also learn about the talents of teammates from other professions. An IPP team shares responsibility for an individual's communication, social, emotional, sensory and other needs and engages in full-team planning, assessment, treatment, data collection, and progress monitoring.

Successful IPP requires a well-developed team process that includes

- collaborative team facilitation;
- a shared goal/objective;
- specific roles or functions for individual members based on expertise, knowledge, and skills;
- flexibility and adaptability;
- deliberative and continuous team communication;
- mutual trust, respect, and support;
- team decision making;
- reflective practice (what's working, what's not working); and
- conflict management (resolving differences through consensus building).

Rubric Form and Case Samples

IPP Case Rubric Instructions and Form [PDF]

Webinar:
https://www.asha.org/Practice/The-Why-What-and-How-of-Interprofessional-Collaboration/