

## How do you feel when you have to go to home affairs/licensing dept/municipality?



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Interprofessional collaboration and education of speech-language & occupational therapy students in a low-resourced community

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## Literature

- IPC/E/L
- Underpinned by theories in education, psychology and sociology (Thistlethwaite, 2012)
- Fundamental principles: joint communication and each members' contribution
- Attitudes of members towards themselves and others (Sheehan, Robertson & Ormond, 2007).

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## Literature

Effective teamwork = better work environment especially when resources are lacking

- Verma et al. (2006)
- Stages in a competency:
  - Communication
  - consultation,
  - cooperation
  - Coordination
  - Collaboration
  - Collaborative practice
- Bridges et al. (2011)
  - Responsibility
  - Accountability
  - Coordination
  - Communication
  - Cooperation
  - Assertiveness
  - Autonomy
  - Mutual trust and respect

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## MAGPIE

(Cahill et al., 2013; Queensland-Health, 2008)



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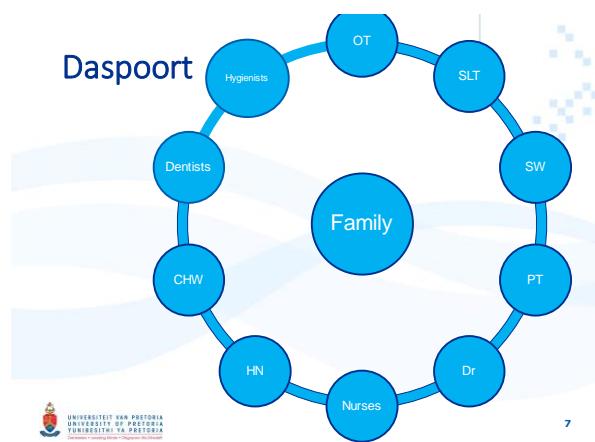
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## Daspoort Poli Clinic

- Daspoort Clinic started as an UP Medical Student Initiative
- A clinic by students, for students and the community
- Daspoort opened 7 August 1964, 54 years ago
- In 1967 social workers, SLT and PT become involved
- Currently: interdisciplinary clinic and COPC site
- Supported by Tuks Rag and the Faculty of Health Science of the UP, in cooperation with Gauteng DoH

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## Context for change

- As a CBR, change was needed
- Collaboration had to be more than referral and discussion
- ICF considerations (WHO, 2001) & TRUE smart goals
- In a low resourced health environment, teamwork may be essential to maintain a motivated workforce (Sheehan, Robertson & Ormond, 2007)
- The caseload is growing
- Complexity of the cases is increasing
- Time constraints: both families and professionals (Nugus et al., 2010)
- Quality of life outcomes



## Case overview: J.L

- Date of birth: 21 August 2012
- Age: 5 years 1 month
- Diagnosis: Not available
- Mother works part time and is completing her law degree at Unisa.
- Father is absent.
- Sister in Grade 1.
- Maternal grandparents very involved with the family.
- Evaluated to be admitted to a school for children with special needs.



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## Considerations before the session

- GDD
- General movement difficulties
  - oral muscles
  - communication intent
  - speech production
  - feeding
- Receptive language better than expressive
- Cognitive function should not be judged based on level of expressive language
- Home programmes: functional and include the whole family (sibling)



- Low postural MT → difficulties with
  - Proprioceptive feedback
  - Gross and fine motor coordination
  - Bilateral integration
  - Postural endurance
  - Balance
  - Praxis
  - Visual-motor integration (with visual difficulties)
- Needs additional support for stability → working controlled in the midline
- Enjoy exploration (destructive active) but moving towards constructive action



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## Needs

- To introduce a therapeutic feeding program:
  - positioning
  - facilitating mouth closure
  - oral movements: chewing and speech production
- Oral secretions and care
- Possible future use of AAC
- To improve abilities → improving occupations: ADLs, play, pre-school/education and social participation
- Facilitate the process of correct school placement



## Activity – water gun

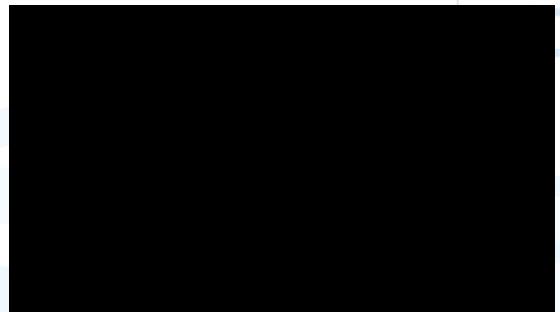
- SLT will provide strategies to facilitate
  - Multi step directions (receptive language)
  - Vocabulary expansion (receptive language)
  - Requesting (expressive language and pragmatics)
  - Sequencing (cognitive/executive function)
  - Directional concepts (receptive and expressive language)
- OT will provide strategies to facilitate
  - Positioning by facilitating postural tone through proprioceptive feedback
  - Increased midline stability and bilateral integration
  - A firm base of support for balance and functional mobility around the home



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## Activity – clothing pegs

- SLT will provide strategies to facilitate
  - Multi step directions (receptive language)
  - Vocabulary expansion (receptive and expressive language)
  - Requesting and responding (Language and pragmatics)
  - Sequencing (cognitive/executive function)
  - Joint attention
- OT will provide strategies to facilitate
  - Optimal positioning
  - Midline stability to grasp the peg
  - Crossing of the midline
  - Visual sequencing (as part of spatial relations)
  - Motor planning when positioning the peg



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## Case overview: G

- Date of birth: 6/03/2013
- Age: 4 years 6 months
- Diagnosis: Severe microcephaly, learning difficulties, communication delay, hyperactivity and club foot
- Both parents are unemployed
- Father is blind
- Mother is partially sighted
- Older brother in Grade 1



## Considerations before the session

- Cognitive impairment → selection of activities, importance of repetition
- Parents' challenges limit carry over at home
- Mother is very positive and an asset in treatment
- Very distractible → limits number of activities to be used in one session
- Present with repetitive behaviour
- Postural stability is extremely important
- Spectacles were prescribed for but seldom wears them



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## Needs

- To experience sufficient destructive activities in order to progress to more constructive actions
- For parents to identify new ways of how to handle and stimulate G at home
- For G to use exploration so that he can learn more about his environment → communication
- For G's parents to decide (in collaboration with the SLT and OT) on a school which would cater for G's needs



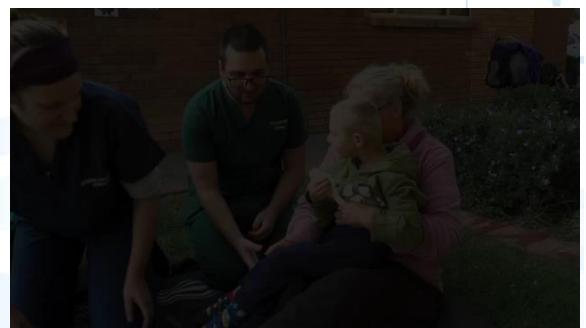
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## Activity – body puzzle

- SLT will provide strategies to facilitate
  - Shared attention (pragmatics)
  - Increased reciprocity (verbal and non-verbal) (language and pragmatics)
  - Receptive and expressive language expansion
  - Word approximations (expressive language)
  - Eye contact (pragmatics)
- OT will provide strategies to facilitate
  - Eye contact (pragmatics)
  - Correct positioning (initially on mother's lap with increased proprioceptive feedback)
  - Manipulation of objects in the midline
  - Constructive use of objects



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## Activity - barley

- SLT will provide strategies to facilitate
  - Explorative play
  - Commenting (expressive language)
  - Shared attention (pragmatics)
  - Sound production (speech)
  - Vocabulary expansion (receptive and expressive language)
  - Requesting (expressive language and pragmatics)
- OT will provide strategies to facilitate
  - Sensory stimulation by introducing a different texture
  - Sensory discrimination
  - The use of both hands in the activity



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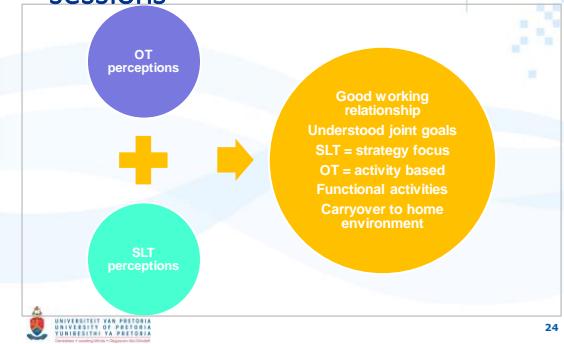
## Benefits of IPC: student perspective

| OT students  | SLT student  |
|--|--|
| Collaboration in planning the sessions was positive  | Two heads are better than one, four hands are better than two!   |
| It felt like 'we were complimenting' one another   | "Hands-on" collaborative sessions helped us to better understand the needs and function level of the clients |
| Provided the opportunity to improve interpersonal and professional skills                      | Increased professional skills  |
| Both disciplines learned how to work towards a common goal, by discussion and problem solving. | Problem solving in real time   |
| Good collaboration lead to effective service delivery  | Consistent expectations across therapists and environments for the parents and child                         |



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## Considerations after the sessions



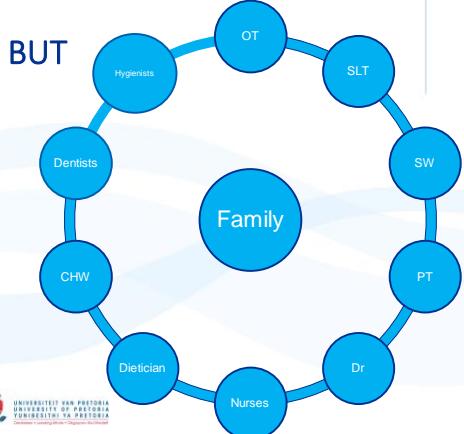
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## The way forward: Literature

- Challenges (Ho et al., 2008; Nisbet et al., 2008)
  - Rotations differ
  - Busy schedules
  - Discrepancies in numbers between professions
  - Divergent learning and assessment styles
  - Limited resources
- Suggestions (Reeves, 2002)
  - More focused learning objectives for students
  - Better preparation before placement

## Way forward: Practically

- 2-hour joint team orientation (Copley et al., 2007; Abu-Rish et al., 2012)
- Started earlier therapy earlier
- Combined groups
- Less individual sessions
- Individual sessions still IPC



## The way forward

### I The adapted Bronstein model of interprofessional education in University of Queensland clinics



- Extend application MAGPIE

## IHL & RHC

- Shared modules
- Collaboration
- Community
- Roll out
- Do shared modules lead to spontaneous/increased IP?: research

## Referencing

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