

smahpc

student-run multidisciplinary allied  
health practice centre



Co-funded by the  
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# Qendra e Praktikave për Shëndetësi të Bashkuar Multidisciplinare e drejtuar nga Studentët

## MODELI I OPERIMIT

Project number: **598602-EPP-1-XK-EPPKA2-CBHE-JP (2018-3220/001-001)**

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Innovation and Entrepreneurship .....**Error! Bookmark not defined.**

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# Shkurtesat

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SMAHPC Qendra e Praktikave për Shëndetësi të Bashkuar e udhëhequr nga Studentët

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# Modeli i Operimit i Vizualizuar

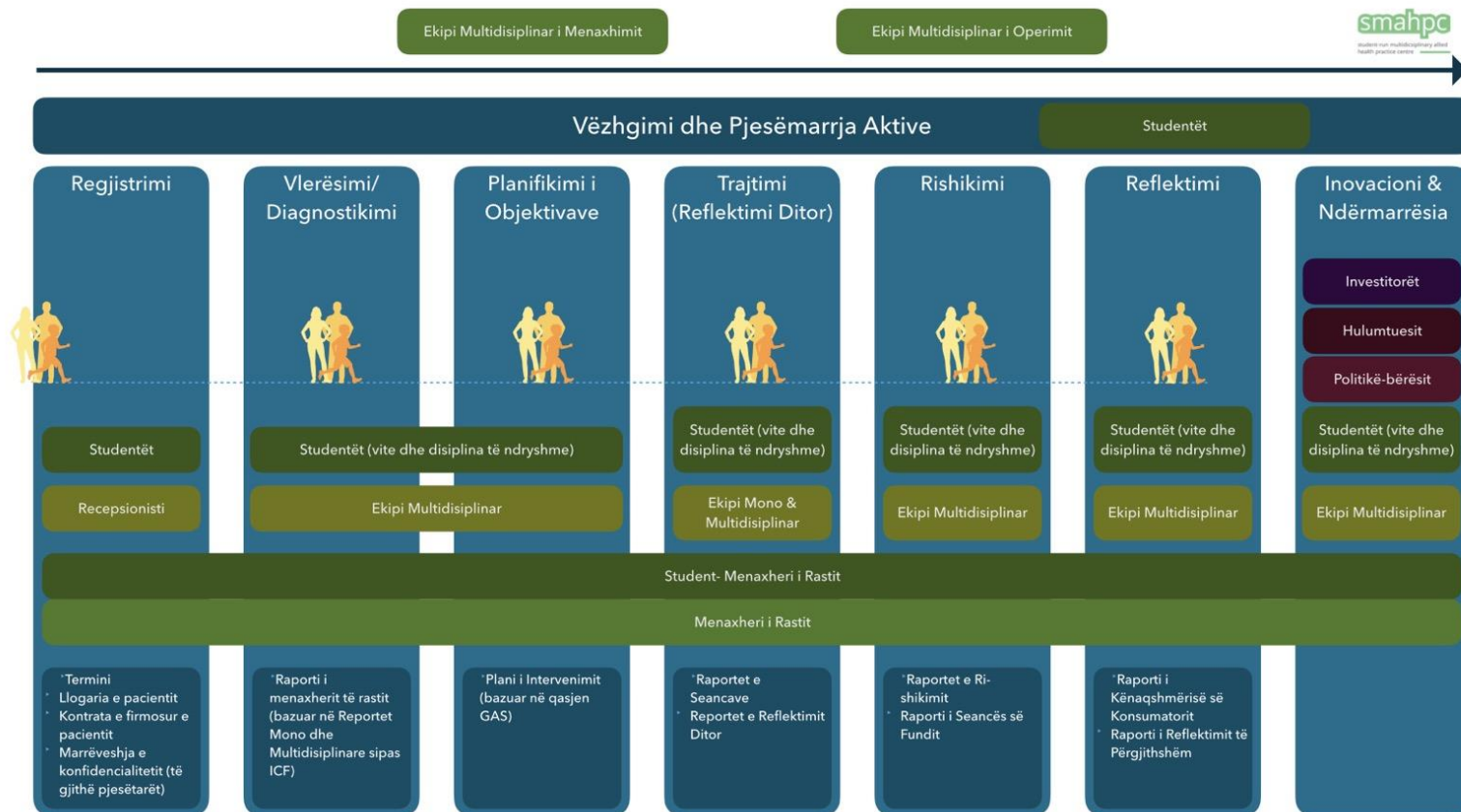


Figure 1 Modeli i Operimit të Qendrës SMAHPC

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# Përshkrimi i Modelit në Hapa

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## 1. Regjistrimi

- 1.1. Klienti iu drejtohet Qendrës
- 1.2. Receptonisti përgjegjës, i mbështetur nga studentët pret dhe lehtëson ndërveprimin e parë të klientëve
- 1.3. Receptonisti krijon llogarinë e pacientit në Platformën Dixhitale
- 1.4. Receptonisti rezervon një takim vlerësues me profesionistët dhe familjen
- 1.5. Receptonisti lehtëson ndërveprimin e parë midis klientit (dhe familjes së klientit), Menaxherit të Rastit dhe Student-Menaxherit të Rastit
- 1.6. Receptonisti u ofron Deklaratën e Pëlqimit në mënyrë që klienti/ kujdestari ta nënshkruaj
- 1.7. Receptonisti siguron Marrëveshjen e Konfidencialitetit për të gjithë aktorët e përfshirë
- 1.8. Receptonisti mbledh dhe arkivon të gjitha dokumentet në dosjen e klientit në format fizik dhe dixhital

## 2. Vlerësimi dhe Diagnostikimi

### 2.1. Procedurat Akademike

- 2.1.1. Mësimdhënësi përkatës mirëpret studentët pjesëmarrës pasivë në dhomën e vëzhgimit/klasën, para fillimit të seancës.
- 2.1.2. Mësimdhënësi u prezanton studentëve në lidhje me atë që ata do të vëzhgojnë në sesionin në fjalë.
- 2.1.3. Mësimdhënësi dhe studentët vëzhgojnë sesionin terapeutik/ diagnostikues nga dhoma/ klasa e vëzhgimit.
- 2.1.4. Në fund të sesionit mësimdhënësi inkurajon studentët të diskutojnë, të bëjnë pyetje dhe të nxjerrin përfundime.

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## 2.2. Procedurat për Ofrimin e Shërbimeve

- 2.2.1. Menaxheri i Rastit dhe Student-Menaxheri i Rastit bëjnë vlerësimin/ ekzaminimin e parë të klientit, bazuar në Udhëzimet e ICF
- 2.2.2. Menaxheri i Rastit dhe Student-Menaxheri i Rastit ngarkojnë Pasqyrën e parë të Pacientit në Profilin e Pacientit në Platformën Dixhitale
- 2.2.3. Në mënyrë që profesionistët (Ofruesit e Shërbimeve) të ofrojnë trajtim për shqetësimet specifike të pacientit, të paraqitura në pasqyrën e parë, që Menaxheri i Rastit ka vendosur, vet-paraqitesin gatishmërinë e tyre ndaj rastit
- 2.2.4. Ofruesit e vetë-caktuar të Shërbimeve dhe Studentët e tyre në detyrë takohen me pacientin në seanca individuale për të vlerësuar më tej klientin dhe shqetësimet e tij (konstruktet) duke përdorur instrumentet e fushës së tyre profesionale.
- 2.2.5. Duke përdorur Raportet Mono-disiplinare të secilit Ofrues Shërbimi që merr pjesë, Menaxheri i Rastit, i ndihmuar nga Student-Menaxheri i Rastit do të krijojë një Raport të Multidisiplinar të Gjendjes së Përgjithshme të Klientit, bazuar në Modelin ICF.

## 3. Planifikimi i Qëllimeve dhe Trajtimit

- 3.1. Me përfundimin e Raportit Multidisiplinar të ICF, Student-Menaxheri i Rastit, i mbështetur nga Menaxheri i Rastit drejton Ekipin Multidisiplinar dhe Ofruesit e Shërbimeve Studentore në një Takim për Vendosjen e Qëllimeve
- 3.2. Ekipi Multidisiplinar përcakton Objektivat Afatgjata dhe Afatshkurtra bazuar në Parimet e Metodës SMART
- 3.3. Ekipi Multidisiplinar i shkallëzon këto objektiva sipas Qasjes GAS, për Shkallëzimin e Arritjes së Qëllimeve
- 3.4. Menaxheri i Rastit mbledh dhe konkludon informacionin në një Plan Final të Intervenimit bazuar në Qasjen GAS

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## 4. Trajtimi

### 4.1. Procedurat Akademike

- 4.1.1. Mësimdhënësi i një lënde dhe disipline të caktuar, pret studentët në dhomën/ klasën e vëzhgimit, duke u siguruar atyre informacion në lidhje me gjendjen e klientit, qëllimet dhe aktivitetet e planifikuara.
- 4.1.2. Mësimdhënësi dhe studentët vëzhgojnë sesionin terapeutik/ diagnostikues nga dhoma/ klasa e vëzhgimit në kohë reale, duke respektuar parimet e protokollit XY.
- 4.1.3. Në fund të sesionit mësimdhënësi inkurajon studentët të diskutojnë, të bëjnë pyetje dhe të nxjerrin përfundime.
- 4.1.4. Mësimdhënësi dhe studentët do të krijojnë Raportin e Reflektimit Ditor.

### 4.2. Procedurat për Ofrimin e Shërbimeve

- 4.2.1. Ofruesit e Shërbimeve dhe Studentët e tyre do të përparojnë me terapinë e planifikuar bazuar në Planin e Intervenimit.
- 4.2.2. Ofruesit e shërbimeve pritet të përdorin gjykimin e tyre profesional për të vlerësuar njohuritë, aftësitë dhe kapacitetet e studentëve për të kryer një aktivitet specifik në mënyrë autonome ose nën drejtimin/ndihmën e tyre.
- 4.2.3. Ofruesi i Shërbimit dhe Student-Ofruesi i Shërbimit do të gjenerojnë raportin e sesionit.

## 5. Rishikimi

- 5.1. Në një interval prej XY muajsh, Ekipi Multidisiplinar, studentët dhe Menaxheri i Rastit mbledhen për të rivlerësuar gjendjen aktuale të klientit dhe qëllimet e arritura.
- 5.2. Ekipi Multidisiplinar dhe studentët e përfshirë, me udhëheqjen e menaxherit të rastit dhe student-menaxherit të rastit përgjatë procesit, reflektojnë në lidhje me sesionin e rivlerësimit.
- 5.3. Menaxheri i Rastit mbledh të gjithë informacionin dhe përpunon një Raport Ri-vlerësimit, ose një Raport Përfundimtar (në rast se Klienti nuk ka nevojë të vazhdojë më me trajtimin).

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## 6. Reflektimi

- 6.1. Në fazën e reflektimit, recepsionisti/menaxheri i rastit merr një reagim nga klienti në lidhje me kënaqësinë e tyre me shërbimet dhe qasjen.
- 6.2. Ekipi Multidisiplinar, Menaxheri i Rastit, Koordinatori i Shërbimit dhe Studentët e përfshirë mbledhen në një takim përfundimtar reflektues
- 6.3. Menaxheri i Rastit përpunon një Raport të Përgjithshëm Reflektues bazuar në përfundimet e Takimit Reflektues.

## 7. Inovacioni dhe Ndërmarrësia

7.1.

## Përshkrimi Narrativ i Modelit të Operimit

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### Regjistrimi

In the registration phase, the client represents himself/herself to the reception desk, supported or not supported (if independent adult) by the family's presence. In this point the client may already have made himself/herself an appointment.

The receptionist will facilitate their adaption to the centre. If the client hasn't already registered to the digital platform, the receptionist will open a Digital Platform Account for the Client. If yes, the receptionist may skip this step.

The client may have approached the centre with an appointment, made online in the digital platform. If the client hasn't already appointed a meeting with the Multidisciplinary team, the receptionist will support the client to set an appointment. If the client has already made the appointment, the receptionist may skip this procedure.

The receptionist will provide the Declaration of Consent for the client, so the centre and the client can document their agreement on the centre's attitudes and the approaches. The receptionist will

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gather the Signed Confidentiality Agreement from all the parties involved, so the centre will guarantee the security of the sensitive information of the client.

If the client has approached the centre with an already made appointment, the receptionist will notify the case manager to approach the reception area to lead the client and his/her family to the assessing room.

The receptionist will upload all the documents mentioned above on the Patient's Profile on the Digital Platform, and create the physical folder of the client for document archiving.

Generated Documents:

- Client's Digital Platform Account
- Client's Folder
- Declaration of Consent
- Confidentiality Agreement

## Vlerësimi dhe Diagnostikimi

In the First Assessment Procedure, the Case Manager, followed by the Student Case Manager assess the Clients general Conditions, based on the Clients' concerns and restrictions in activity, based on the ICF Model. The Case Manager and the Student Case Manager will conclude their findings in a report, and submit it to the Clients' Profile on the Digital Platform.

The Service Providers will use this initial report to estimate if their contribution is required in the respective case. If so, the Service Provider will self-assign their engagement to the particular case. Depending on the initial assessment, the Service Providers, followed by the Student Service Providers on duty (depending on the field and year of studies) will proceed with a second professional assessment, to thoroughly assess the specific condition, by using specialized professional instruments. Each member of the Multidisciplinary Team, must forward their report to the respective Case Manager, in order to create the ICF-based Multidisciplinary Report.

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If this process is foreseen to be used for academic purposes, the respective teacher must gather the class into the observation room/classroom before the session begins. The teacher must inform the class on what they will be presented with, beforehand. If the class is part-taking through the observation room, they must be cautious to not interfere in any way the working process, according to the Protocol XY. After the session is concluded, the teacher will encourage the students to ask questions, make discussion and guide them towards a conclusion.

## Planifikimi i Qëllimeve dhe Trajtimit

With the ICF Multidisciplinary Report conducted, the Case Manager, followed by the Student Case Manager steer a meeting with the Multidisciplinary Team and the Involved Students for the purpose of Goal Setting. The goals must follow the principles of the SMART approach, and the scaling procedures of the Goal Attainment Scaling (GAS) approach. The Case Manager gathers and concludes the information in a Final Intervention Plan based on GAS Approach.

## Trajtimi

The Service Provider, supported by the Student Service Provider on duty (belonging to the particular field), will proceed with the therapeutic activities and goals, in line with the intervention plan. In parallel, the Service Provider will play a mentorship role throughout the therapy session. The Service Provider's professional judgement is called for, in order to estimate the student's knowledge, skills and experience to carry out any of the activities, either in the autonomous level, or with the guidance and support of the supervisor himself. Each therapy session must be concluded by the Service Providers and Student Service Providers with a Therapy Session Report.s

If this process is foreseen to be used for academic purposes, the respective teacher must gather the class into the observation room/classroom before the session begins. The teacher must inform the class on what they will be presented with, beforehand. If the class is part-taking through the observation room, they must be cautious to not interfere in any way the working process, according to the Protocol XY. After the session is concluded, the teacher will encourage the students to ask questions, make discussion and guide them towards a conclusion.

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## Rishikimi

In an interval decided in cooperation with the Multidisciplinary Team, the Case Manager and the Client's Rehabilitation Team gather to re-assess the Client's current condition, and the success of the therapy. The Case Manager expects the client to perform the objectives set for the client in the specific interval. In parallel, the session is observed by the Service providers through the one-sided window. After the session, the Case Manager, Multidisciplinary Team and the Involved Students regroup to reflect on the reassessment procedure, measure the attainment of the objectives by the client, and renew the Treatment goal plan. After the reflective session, the Case Manager gathers all this information into a Report (Review Report). In case the Multidisciplinary Team shares the unified professional attitude that the client is done with the treatment, this procedure is done for the purposes of releasing the client and the Case Manager Conducts a Final Report. The Case Manager gathers all the information and conducts a Review Report, or a Final Report (in case the Client does not need to continue the treatment).

## Reflektimi

In the reflection phase, the case manager will receive structured feedback from the client regarding their satisfaction with the services, the approach and the attitudes of the centre and health-care professionals. The involved Case Manager, Multidisciplinary Team and the Service Coordinator will gather in a final reflective meeting regarding the overall patient-care, as the basis of learning and growing through experience. The Case Manager conducts a General Reflective Report based on the successions of the Reflective Meeting.

## Inovacioni dhe Ndërmarrësia

Twice a year, the institution organizes an innovation day, where all the actors present their innovative and research ideas to improve the service delivery methods on the medical community. The distinguished ideas will be mentored and further improved and/or developed. The developed

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ideas will be connected to a potential donor or apply on calls for grating opportunities to have the chance to implement their innovative solutions.

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