



Student-Run Multidisciplinary Allied Health Practice Centre

OPERATING MODEL

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

"This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

Table of Contents

List of Figures	4
List of Abbreviations.....	5
Operating Model Chart.....	6
Step-by-step description of the Model	7
1. Registration	7
2. Assessment and Diagnosis.....	7
2.1. Academic Procedures	7
2.2. Service Provision Procedures.....	7
3. Goal Planning.....	8
4. Treatment.....	8
4.1. Academic Procedures	8
4.2. Service Provision Procedures.....	9
5. Revision	9
6. Reflection.....	9
7. Innovation and Entrepreneurship	10
Narrative Description of the Operating Model.....	10
Registration.....	10
Assessment and Diagnosis.....	11
Goal and Treatment Plan	12
Treatment.....	12
Revision.....	12
Refection.....	13

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

"This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

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

"This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

List of Figures

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

"This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

List of Abbreviations

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

"This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

Operating Model Chart

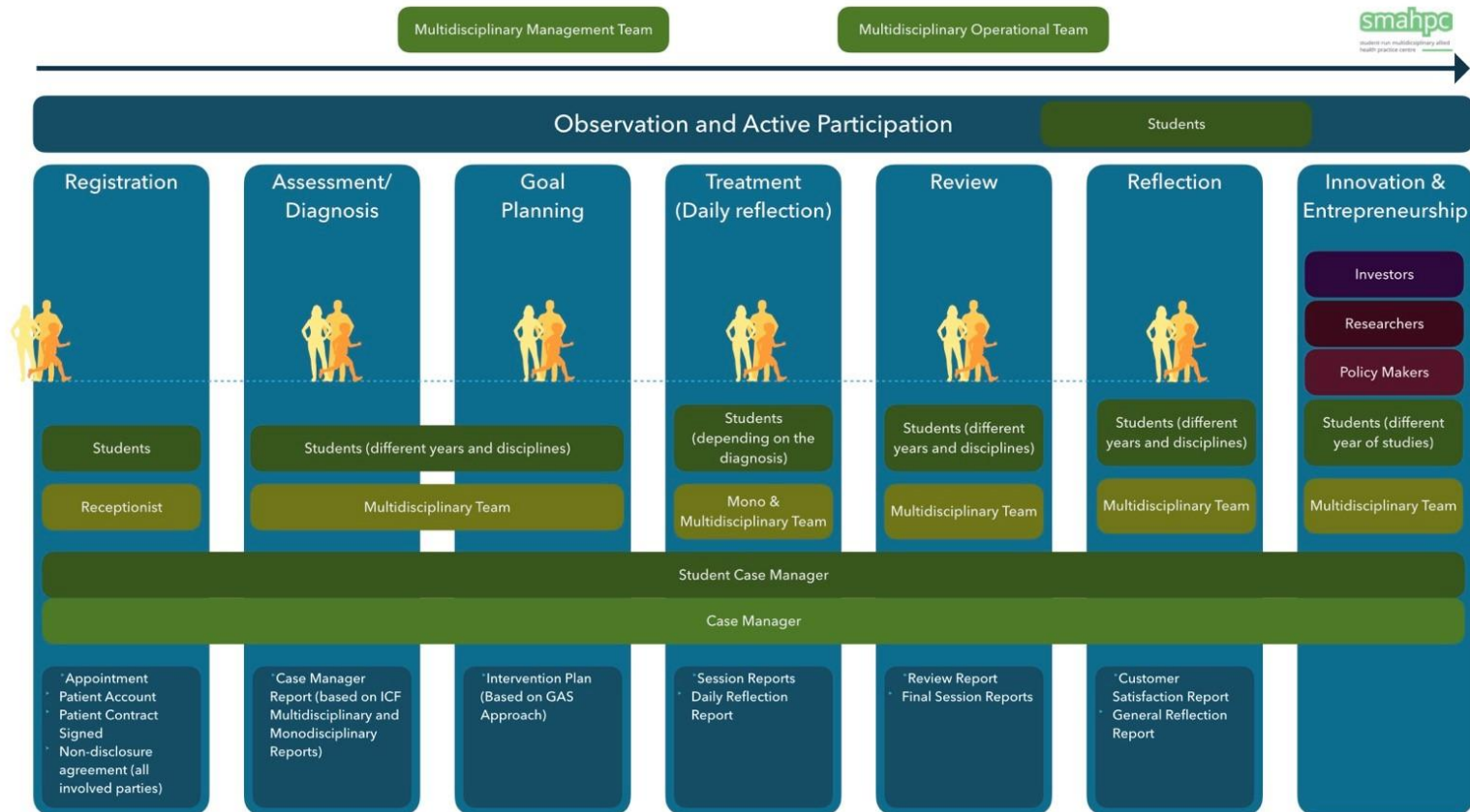


Figure 1 SMAHPC Operating Model

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

"This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

Step-by-step description of the Model

1. Registration

- 1.1. Client Approaches the Centre
- 1.2. The receptionist in charge, supported by the students host and facilitate the clients first interaction
- 1.3. The receptionist creates a Digital Platform Account for the Patient
- 1.4. The receptionist books an Assessing Appointment with the professionals and the family
- 1.5. The receptionist facilitates the first interaction between the client (and the client's family), the Case Manager and the Student Case Manager
- 1.6. The receptionist provides the Declaration of Consent for the client/ the guardian to sign
- 1.7. The receptionist provides the Confidentiality Agreement for all actors involved
- 1.8. The receptionist gathers and archives all the documents on the client's file in physical and digital format

2. Assessment and Diagnosis

2.1. Academic Procedures

- 2.1.1. The respective teacher welcomes the passive participation students in the observation room/classroom, before the session begins.
- 2.1.2. The teacher presents to the students on what they will be observing in the particular session.
- 2.1.3. The teacher and the students observe the ongoing therapeutic/diagnostic session from the observation room/ classroom.
- 2.1.4. By the end of the session the teacher encourages the students to discuss, make questions and draw conclusions.

2.2. Service Provision Procedures

- 2.2.1. The Case Manager and Student Case Manager make the first assessment/ evaluation of the client, based on the ICF Guidelines

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

"This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

- 2.2.2. The Case Manager and Student Case Manager uploads the first Patient Overview on the Patients Profile in the Digital Platform
- 2.2.3. The competent professionals (Service Providers) to offer treatment to the particular concerns of the patient, presented in the first overview submitted by the Case Manager, assign themselves to the case
- 2.2.4. The self-assigned Service Providers and their assigned Students meet with the patient in individual sessions to further evaluate the client and his concerns (constructs) by using their professional field's instruments.
- 2.2.5. By using the Monodisciplinary Reports of each part-taking Service Provider, the Case Manager, assisted by the Student Case Manager will generate a new Multidisciplinary Report of the Clients' Overall State and Condition, based on the ICF Model.

3. Goal Planning

- 3.1. With the completion of the ICF Multidisciplinary Report, The Student Case Manager, supported by the Case Manager steer the Multidisciplinary Team and the Student Service Providers in a Goal Setting Meeting
- 3.2. The Multidisciplinary Team sets the Long-Term and Short-Term Goals based on the SMART Method Principles
- 3.3. The Multidisciplinary Team scales these objectives according to the Goal Attainment Scaling Approach (GAS Approach)
- 3.4. The Case Manager gathers and concludes the information in a Final Intervention Plan based on GAS Approach

4. Treatment

4.1. Academic Procedures

- 4.1.1. The teacher of a respective subject and discipline hosts the Students on the Observation Room/ classroom, providing them with information regarding the clients' condition, goals and planned activities

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

"This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

- 4.1.2. The teacher and the students observe the ongoing therapeutic/diagnostic session from the observation room/ classroom, by following the protocol XY.
- 4.1.3. By the end of the session the teacher encourages the students to discuss, make questions and draw conclusions.
- 4.1.4. The teacher and the students will generate the Daily Reflection Report.

4.2. Service Provision Procedures

- 4.2.1. The Service Providers and their Students will advance with the planned therapy based on the Intervention Plan.
- 4.2.2. Service Providers are expected to use their professional judgement to estimate the students' knowledge, skills and capacities to carry out a specific activity autonomously or under their guidance/assistance.
- 4.2.3. The Service Provider and the Student Service provider will generate the report of the session.

5. Revision

- 5.1. In a specific predefined interval, the Multidisciplinary Team, the students and the Case Manager regather to re-assess the current condition of the client, the goals achieved
- 5.2. The Multidisciplinary Team and the involved students, facilitated by the case manager and the student case manager reflect on the re-assessment session
- 5.3. 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).

6. Reflection

- 6.1. In the reflection phase, the receptionist/case manager receives a feedback from the client regarding their satisfaction with the services and the approach
- 6.2. The Multidisciplinary Team, the Case Manager, Service Coordinator and the Students involved gather on a final reflective meeting

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

"This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

6.3. The Case Manager conducts a General Reflective Report based on the successions of the Reflective Meeting

7. Innovation and Entrepreneurship

7.1. Twice a year, the institution organizes an innovation day, where all the actors present their innovative and research ideas to improve the service delivery on their community

7.2. The distinguished ideas will be mentored and further developed

7.3. The distinguished ideas will be connected with or apply for a grant to implement their innovative solution

Narrative Description of the Operating Model

Registration

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

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

"This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

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

Assessment and Diagnosis

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.

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

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

"This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

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.

Goal and Treatment Plan

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.

Treatment

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.

Revision

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

"This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

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).

Reflection

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.

Innovation and Entrepreneurship

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

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

"This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."