

Addressing the Challenge of providing and integrated model of care within private practice

Allsorts Developmental Services

Debra Bramhall – Speech Language Pathologist

Background

A varied experience of working with different agencies and using different models of care has shaped my opinion of MDT.



- **Education services.**

- Visiting therapy services in multiple school

- Specialist schools and units

- **Health services.**

- Acute care; community care teams; Assessment teams

- **NGOs**

- NGO teams vary according to funding and focus. They are often more "user" focused

- **Private Practice**



Numerous different definitions exist to describe models of care across a host of professions which rely on team working.

The following definition are based on Marilyn Stember's 19192 paper entitled "advancing the social sciences through the interdisciplinary enterprise



Which model of care?

Intradisciplinary (single disciplinary)

- Involves each discipline working separately towards their own goals

Cross disciplinary

- Involves each discipline working on their own whilst taking into account the perspective of another discipline.



Transdisciplinary

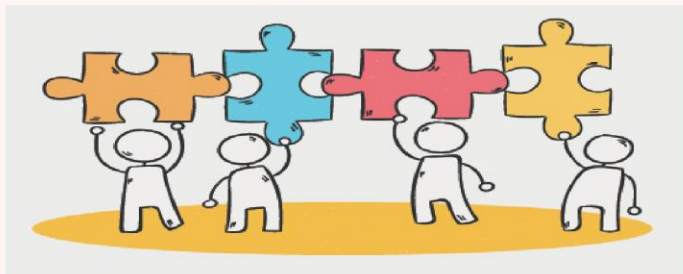
- Involves working using skills and knowledge from different disciplines, where discipline boundaries are blurred.
- It often involves one primary professional using knowledge gained from other disciplines, to reach a shared goal

Interdisciplinary

- Each discipline brings independent points of view and collaborates together to work on holistic goals together

Multidisciplinary working

- Multidisciplinary working involves several disciplines working from different perspectives to solve a problem or issue.
- Each professional brings their own specialist knowledge and ideas to work as a team in order to address a number of goals together.



Why use a multidisciplinary model?

1. It provides a holistic perspective of the child and their problems
2. There is an increased store of knowledge by which to understand the child
3. It provides division of labour
4. There is an efficient utilisation of resources
5. It enables professional learning
6. There is evidence of improved outcomes
7. There is evidence of increased patient satisfaction

MDT effectiveness studies

Effectiveness of Multidisciplinary Team Intervention in Children with Autism Spectrum Disorders: A Pilot Study

[The International Journal of Indian Psychology > Articles > Volume 11, Issue 3, July-September, 2023](#) > Effectiveness of Multidisciplinary Team Intervention in Children with Autism Spectrum Disorders: A Pilot Study

Ogundele MO. A Multidisciplinary Approach to the Assessment and Management of Pre-school Age Neuro-developmental Disorders: A Local Experience. [Clin J Nurs Care Pract. 2017; 1: 001-012. DOI: 10.29328/journal.cjncp.1001001](#)

- Slevin, E., McConkey, R., Truesdale-Kennedy, M., Barr, O., & Taggart, L. (2007). Community learning disability teams: Perceived effectiveness, multidisciplinary working and service user satisfaction. *Journal of Intellectual Disabilities*, 11(4), 329-342. <https://doi.org/10.1177/1744629507085271>

The challenges



1. Having the right team

The members of the team, are suited to the needs of the child and the team composition can vary.

- Recruitment can be a challenge and can affect which professionals are available
- Parents may choose different agencies to provide different professional services
- In small team, having availability of the different professionals at the same time, can be difficult to manage
- Scheduling of appointments can be challenging
- Having time and funding for liaison can be difficult



2. Communication

- Effective communication takes time and in a private practice time costs money.
- Ensuring effective communication with other agencies,, who are part of the MDT team can be difficult
- Parents sometimes do not value/ understand the communication process
- Communication with different personalities and systems can be challenging
- Leadership need to value communication within the structure of the workplace
- There are training needs to enable effective communication
- Maintaining team dynamics can be a challenge

3. Professional skill development

MDT practice doesn't often come naturally and like any other advanced skill, there is often training needed.

- MDT skills are not taught at undergraduate level
- Having the time and space to develop these skills within employees should be seen as an "investment" but it does come at a cost.
- There needs to be time for supervision and mentorship
- There needs to be time for development of leadership skills in the workforce
- There needs to be time for self-reflection and debriefing
- There needs to be consideration of development of caseload skills and complexity



4. Adapting the service to meet a child's changing needs

- Involving parents in therapy can be difficult
- Valuing goal setting within care
- Being able to change the composition of the team, the place of service delivery and the way that therapy is delivered, can be challenging
- The team involved with the child outside of therapy, as well as inside, can be frequently changing
- Negotiating the changes in service systems within other agencies, can be challenging
- Addressing the gap between the ideal service for the child and the resources available is difficult





The way forward

- Looking at the feasibility of a key worker model
- Using key workers and co-ordinators within other services, better
- Using therapy assistants where appropriate to provide a holistic program, as a transdisciplinary worker
- Working through which model of care best suits the individual, including intradisciplinary and cross disciplinary models
- Being open and honest as needs and resources change