


# INTEGRATING REFLECTIVE PRACTICE INTO SPEECH – PATHOLOGY DEPARTMENTS

Rady Children’s Hospital-San Diego’s journey through the quality improvement process to change in service delivery.

Shari Garrett, Rady Children’s Hospital-San Diego, 2015

# WHY REFLECTIVE PRACTICE?



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# CHANGES IN OUR CULTURE

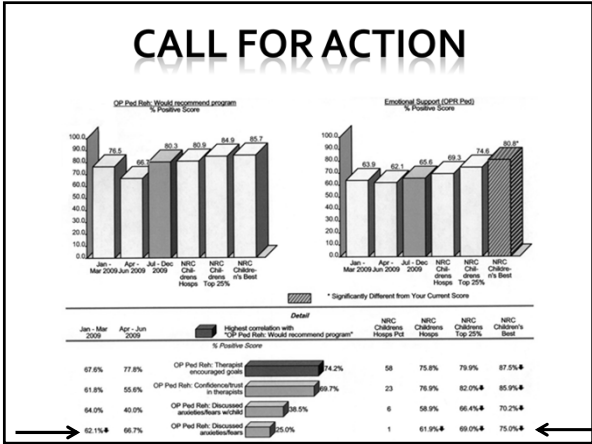


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# PATIENT EXPERIENCE SURVEY RESULTS

- Traditional Patient Satisfaction results
- Transition to NRC Picker
  - National measurement
  - Close to 350 children’s hospitals
  - Comparison of scores
  - Top 25%/Top 5
  - Different Questions

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# QUALITY PROCESS IMPROVEMENT STUDY

## AIM

- To increase parent engagement in speech therapy (as measured) by increasing patient satisfaction on 3 patient experience survey questions by 5% by November 2011.

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## BASELINE DATA - 2011

- Talked to you about your child's anxieties and fears regarding your child
  - Baseline 67% (2009)
  - Baseline 81% (2011)
- Told what to expect regarding your child's progress
  - Baseline 80%
- Would you recommend
  - Baseline 84%

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## INTERVENTIONS

- Team developed and implemented an action plan for specific strategies based on individual questions on survey results
- Chris Walsh, MFT trained the team on Reflective Practice on 7/5/11
- Team began monthly reflective practice discussion on 8/1/11
- Rachel Schlagel trained the team on Mary McKay engagement strategies with a specific emphasis on motivational interviewing on 7/5/11

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## PRINCIPLES OF MOTIVATIONAL INTERVIEWING

- Express empathy
- Explore discrepancies
- Roll with resistance
- Support self-efficacy



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## MOTIVATIONAL INTERVIEWING

- Who has heard of Motivational Interviewing?
- Motivational Interviewing is a method of communication rather than a set of techniques.
- It elicits the person's intrinsic motivation for change.
- It focuses on exploring and resolving ambivalence as a key in eliciting change.
- It speeds and facilitates change.

Miller & Rollnick, 2002

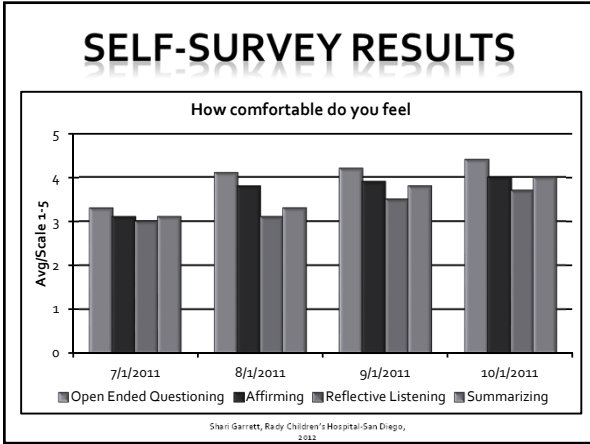
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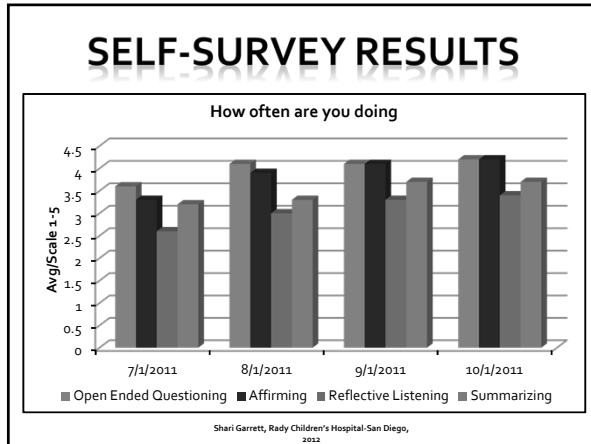
## BASIC MOTIVATIONAL INTERVIEWING STRATEGIES

1. Open-ended questioning
2. Affirming (positive comments/reinforcement)
3. Reflective listening
4. Summarizing

**Collaboration is essential – removing judgment**

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### REFLECTIVE PRACTICE: WHAT IS IT?

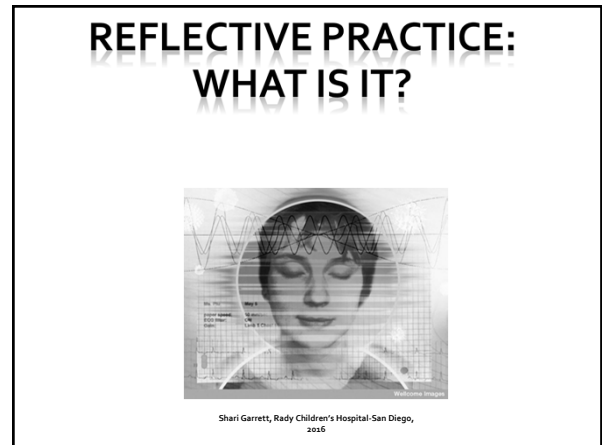
An individual or small group integrative experience that supports practitioners to:

- Appreciate the importance of relationships
- Reflect on experiences, thoughts and feelings
- Understand parents/infant's culture and interpersonal perspectives
- Explore possible approaches
- Explore ways to apply relevant theories to clinical situations

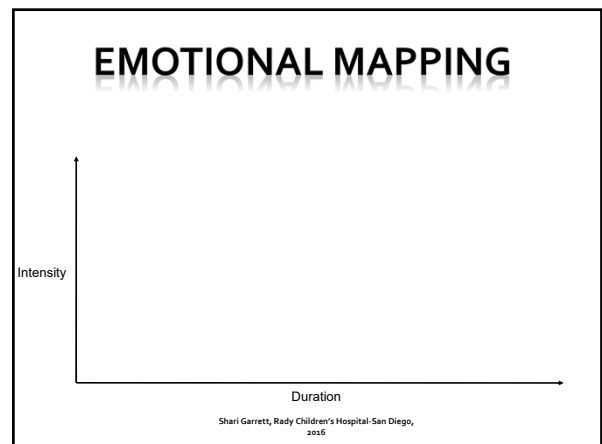
From the Revised Training Guidelines and Personal Competencies for Infant-Family and Early Childhood Mental Health.  
 Shari Garrett, Rady Children's Hospital-San Diego, 2016

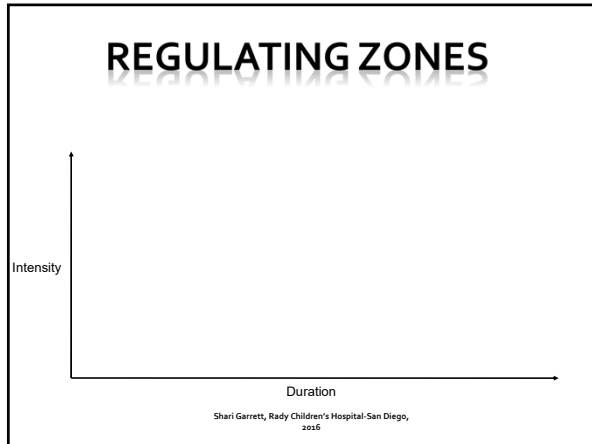
The dynamics of Reflective Practice influence clinician/family relationships which embody best practice for infant-early childhood mental health practitioners.

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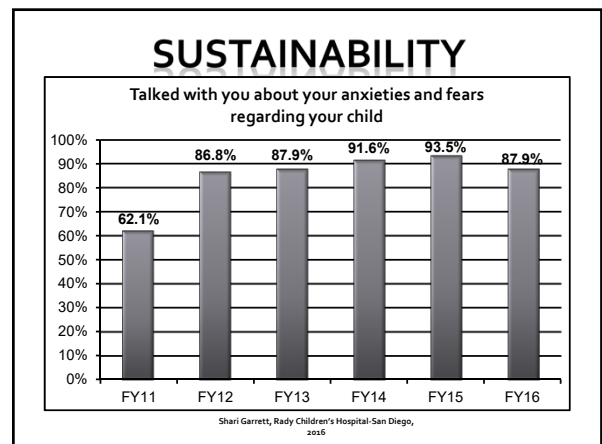
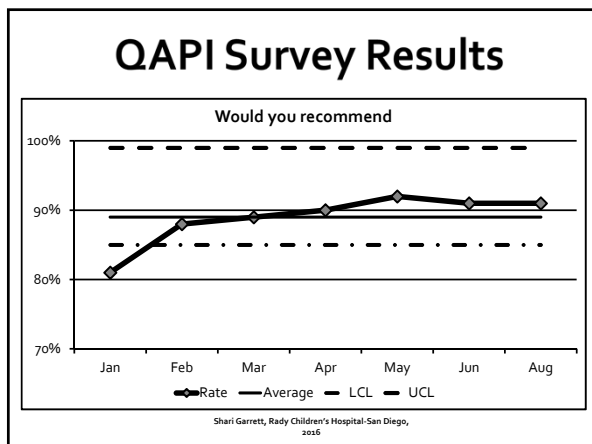
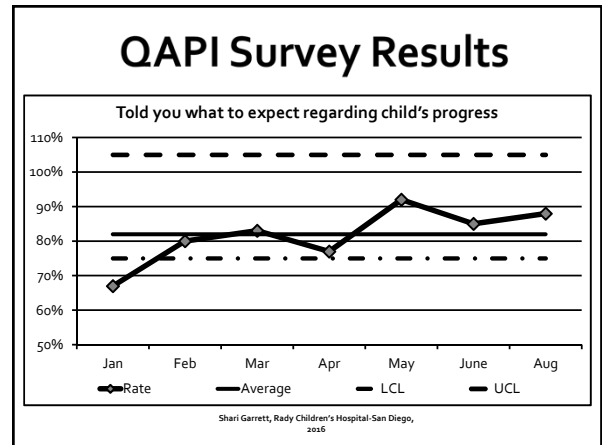
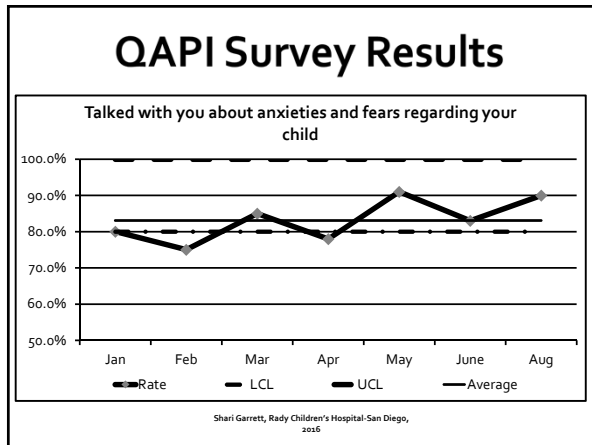


- ### ESSENCE OF OUR TRAINING
- Emotional mapping
  - Replication of ingrained patterns of responding
  - Reflection: cognitive/somatic/emotional
  - Use reflection in relationships
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- ## REFLECTION IN RELATIONSHIPS
- Replication of ingrained patterns of responding
  - Reflection: cognitive/somatic/emotional
  - Use reflection in relationships
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## ONGOING PRACTICE COMMITMENTS

- Continue reflective practice in team meetings
- Continue to complete motivational interview data sheets
- Add motivation interviewing and reflective practice training to orientation
- Send email reminders regarding reflection techniques

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## HARDWIRING REFLECTIVE PRACTICE AT A DEPARTMENT LEVEL

- Institute reflective practice discussions at monthly team meetings
- Stress the importance of the process and practice
- Use reflective practice to discuss individual experiences in treatment
- Use reflective practice to debrief situations
- Use reflective practice during performance management

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## REFLECTIVE PRACTICE

- Form reflective practice groups at your table
- Use questions provided to assist the discussion
- Select one volunteer to present a professional reflective discussion topic
- Remember to help the volunteer
  - Identify feelings/thought processes/visceral reactions
  - Let the volunteer make the "discoveries"
  - Switch perspective and ask questions to elicit understanding of the client prospective

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