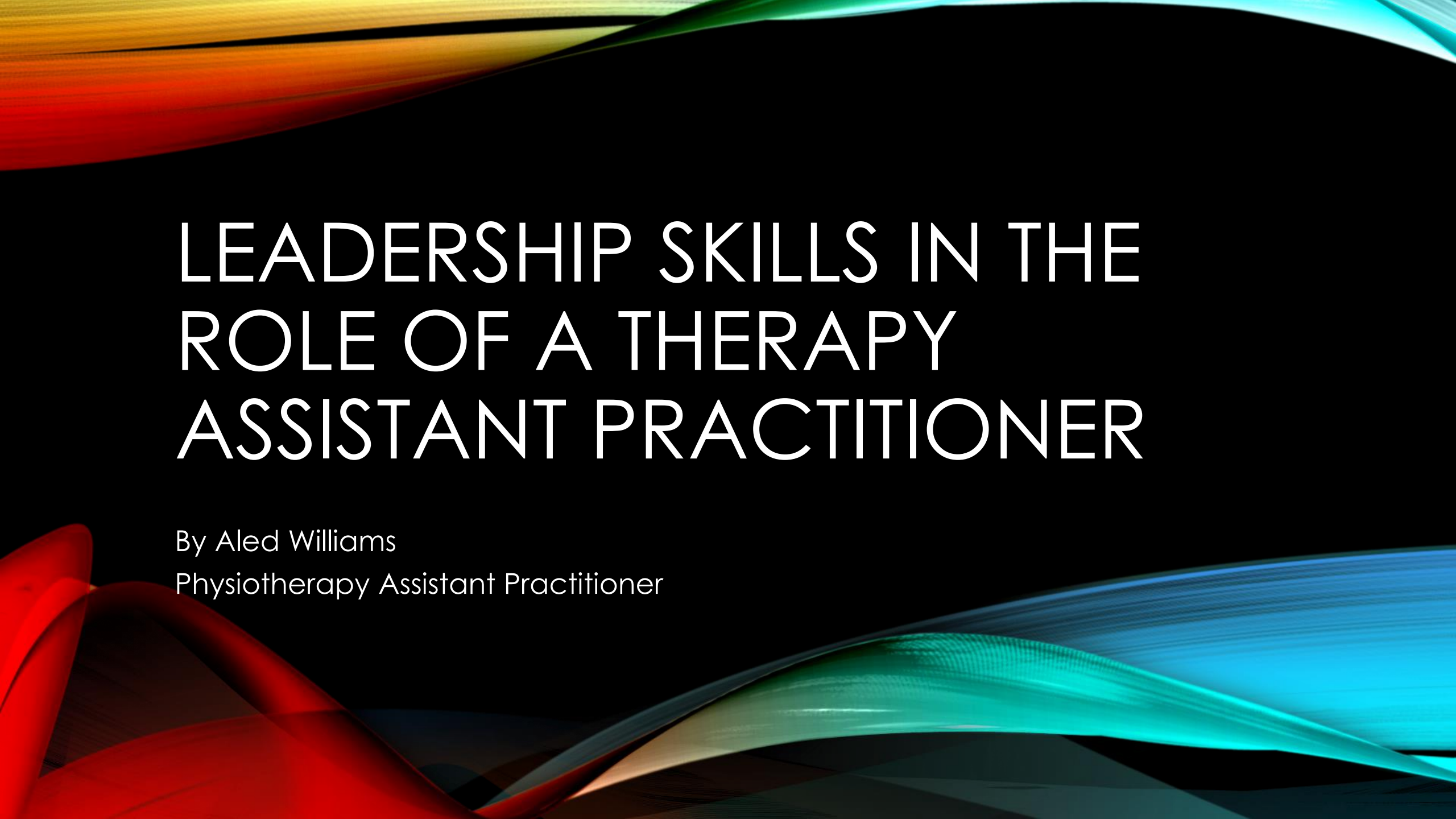




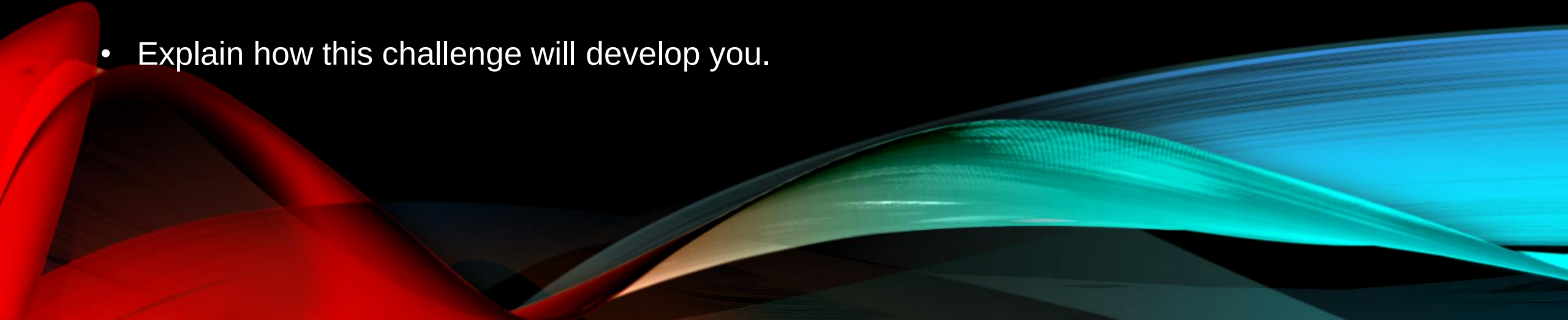
LEADERSHIP SKILLS IN THE ROLE OF A THERAPY ASSISTANT PRACTITIONER

By Aled Williams

Physiotherapy Assistant Practitioner

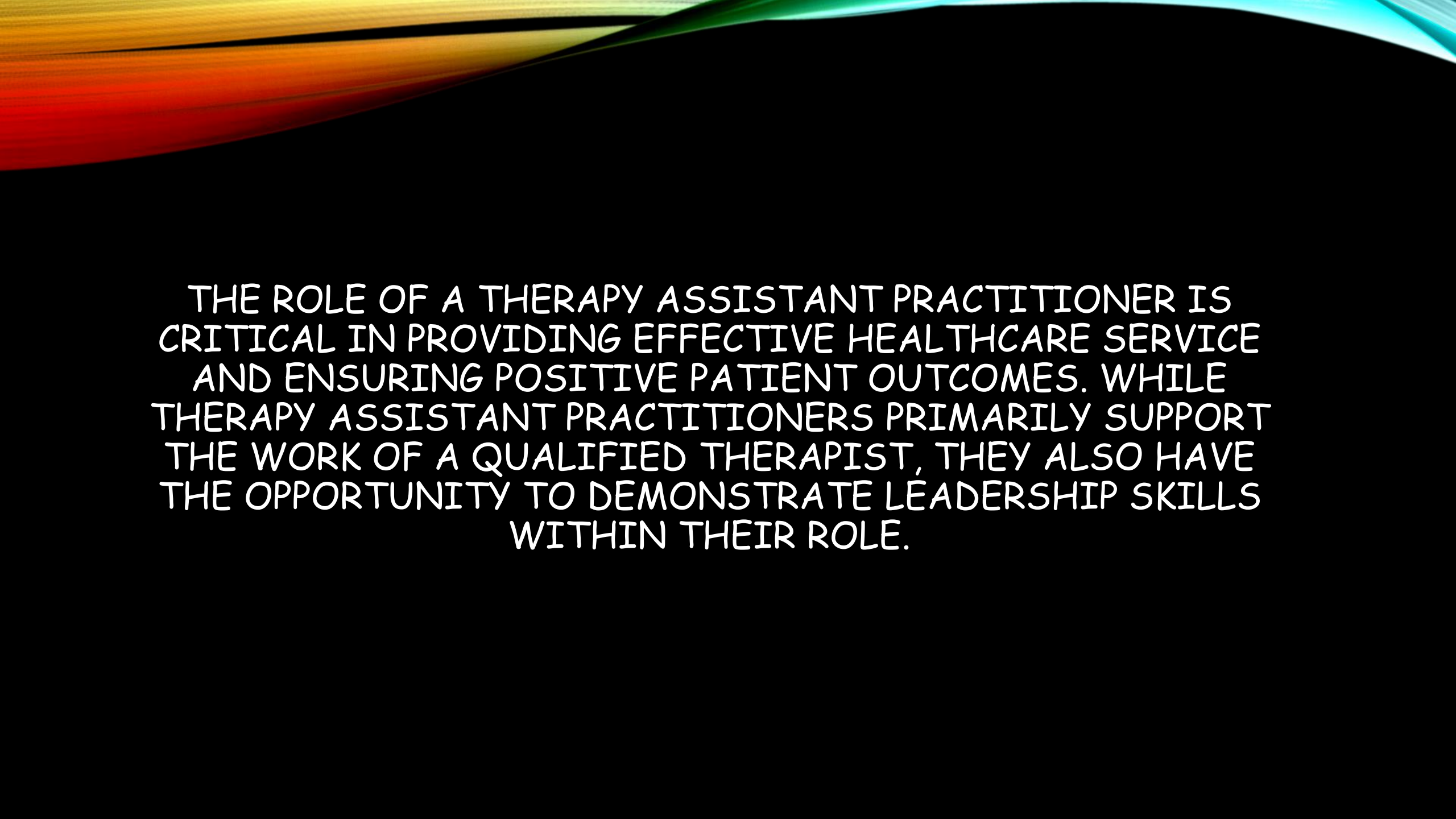
THE OBJECTIVES OF THE PRESENTATION WILL BE.....

- To explain what leadership skills you need to apply.
- Explain what the implications are to increasing caseloads.
- Explain what options you have and include the benefits and contraindications.
- Explain what data you might include and why.
- Explain how this challenge will develop you.



The background of the slide is a solid black field. At the top, there is a decorative horizontal band with a wavy, fluid appearance. This band features a color gradient: on the left, it transitions from a bright yellow to a deep red; on the right, it transitions from a vibrant green to a bright cyan. The colors blend into each other, creating a sense of motion and energy.

INTRODUCTION



THE ROLE OF A THERAPY ASSISTANT PRACTITIONER IS CRITICAL IN PROVIDING EFFECTIVE HEALTHCARE SERVICE AND ENSURING POSITIVE PATIENT OUTCOMES. WHILE THERAPY ASSISTANT PRACTITIONERS PRIMARILY SUPPORT THE WORK OF A QUALIFIED THERAPIST, THEY ALSO HAVE THE OPPORTUNITY TO DEMONSTRATE LEADERSHIP SKILLS WITHIN THEIR ROLE.



Resilience

Communication

Teamwork and collaboration

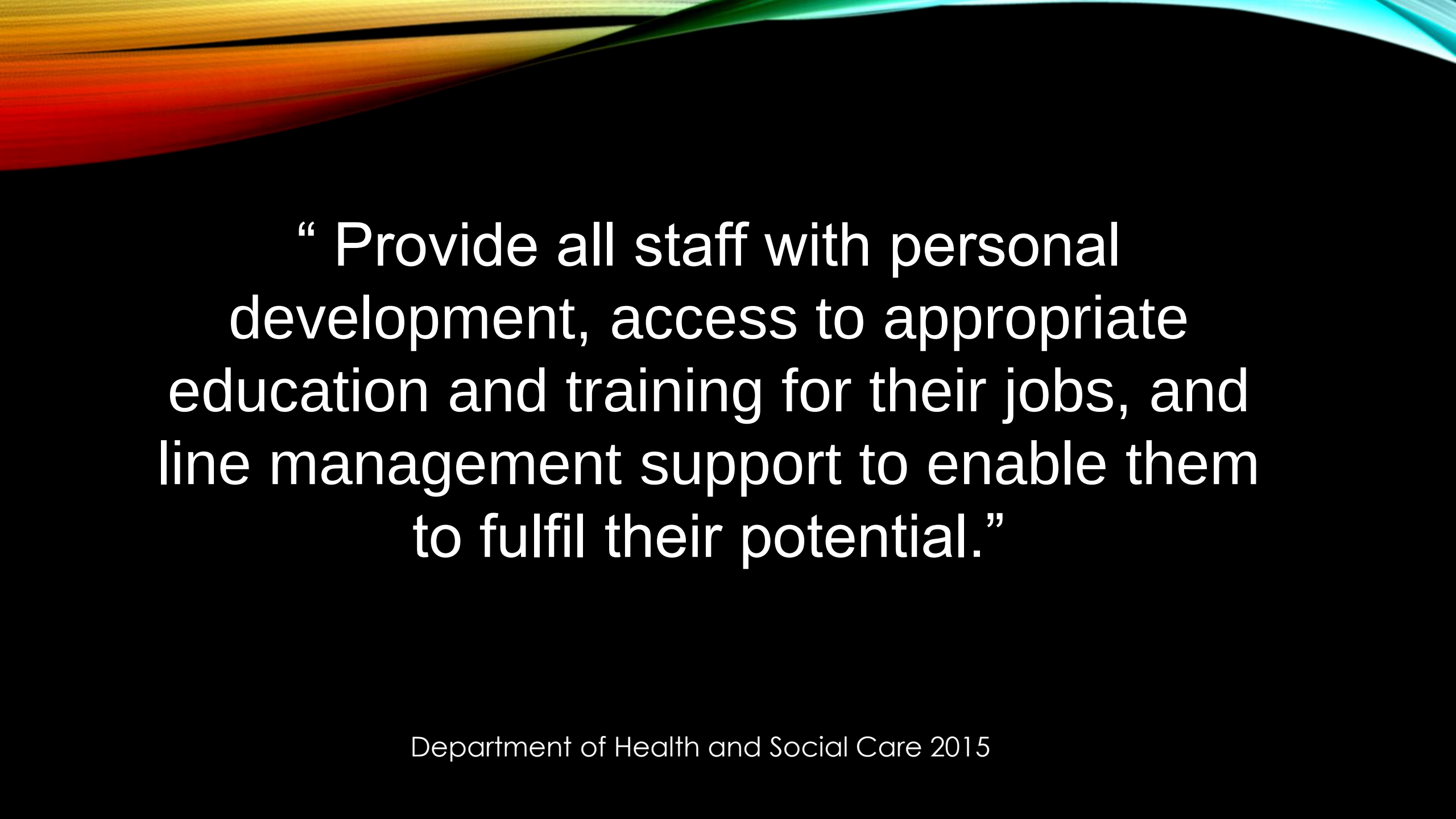
Adaptability

Time management

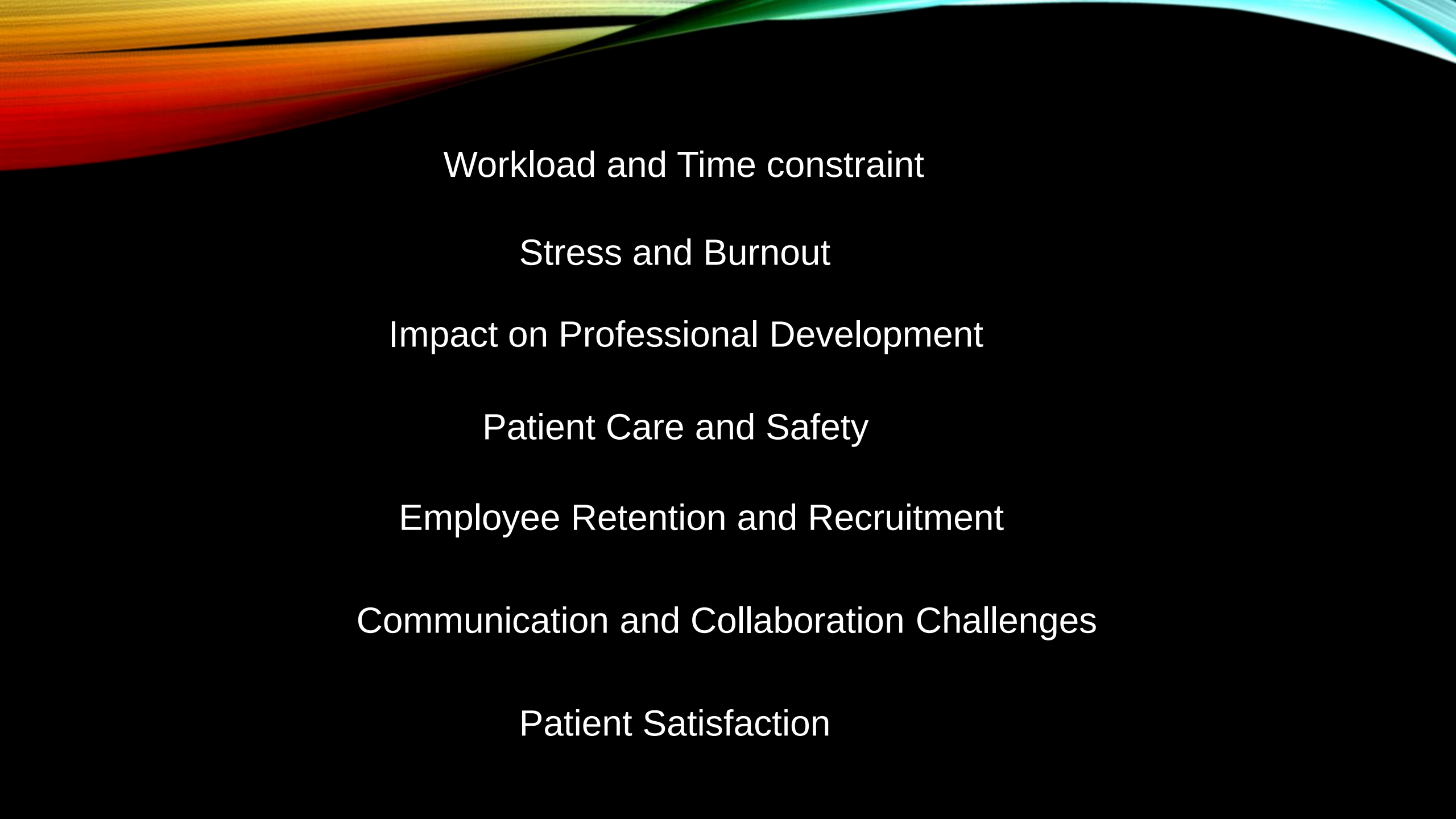
Problem-solving

Decision-making

Self-Reflection and Continuous Learning



“ Provide all staff with personal development, access to appropriate education and training for their jobs, and line management support to enable them to fulfil their potential.”



Workload and Time constraint

Stress and Burnout

Impact on Professional Development

Patient Care and Safety

Employee Retention and Recruitment

Communication and Collaboration Challenges

Patient Satisfaction



Prioritization and Time Management

- **Benefits:** Prioritizing tasks allows you to allocate time and resources efficiently, ensuring that urgent cases receive prompt attention. Effective time management helps maintain productivity and reduces the risk of burnout.
- **Contraindications:** Over-prioritization may lead to neglecting less urgent cases, potentially compromising patient care. It is important to strike a balance between urgency and fairness in distributing your attention across the caseload.

Delegation and Collaboration

- **Benefits:** Delegating appropriate tasks to qualified colleagues or support staff can help distribute the workload and ensure comprehensive care for all patients. Collaboration fosters a team approach, promoting efficiency and shared responsibility.
- **Contraindications:** Delegation should be done judiciously, considering the competencies and workload of team members. Inadequate communication or delegation without proper oversight may result in misunderstandings or compromised care



Resource Allocation and Support

- **Benefits:** Requesting additional resources, such as equipment or personnel, can help alleviate the burden of an increased caseload. Adequate staffing and necessary equipment enable better patient care and reduce individual workloads.
- **Contraindications:** Resource constraints or budget limitations may make it challenging to secure additional resources. It is important to consider the feasibility and impact on overall operations before requesting additional resources.

Interdisciplinary Collaboration

- **Benefits:** Collaborating with other healthcare professionals, such as therapists, nurses, or physicians, can facilitate shared decision-making, enhance coordination, and optimize patient care. It allows for a comprehensive approach to treatment and ensures alignment with overall patient goals.
- **Contraindications:** Limited availability or strained communication channels may hinder effective interdisciplinary collaboration. It is essential to establish clear lines of communication and mutual understanding of roles and responsibilities.

Self-Care and Well-being

- **Benefits:** Prioritizing self-care and well-being helps you maintain resilience, manage stress, and sustain your performance during periods of increased workload. Taking breaks, practicing mindfulness, and seeking support contribute to your overall well-being.
- **Contraindications:** Neglecting self-care may lead to burnout, affecting your ability to provide quality care and negatively impacting your health. It is important to strike a balance between work and personal well-being.

The Health Equalities Framework (HEF)

1. Social Determinants.
2. Genetic and Biological Determinants.
3. Communication Difficulties and Reduced Health Literacy Determinants.
4. Personal Health Behaviour and Lifestyle Risk Determinants.
5. Deficiencies in access to and the quality of healthcare and other service provisions.



Functional Outcome Measures

Balance and Postural control Measures

Range of Motion (ROM) measures

Strength Measure

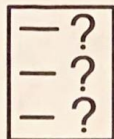
Pain Assessment

Quality of life Measures



Black *et al.* have shown there is a positive correlation between experience and outcomes and that patients can distinguish between clinical effectiveness, safety and their experiences. 'Patient outcomes can increase patients experience ratings by 10%, similarly improving patient experience ratings will cause a 3% improvement on outcome scores'. This highlights how inherently linked PROMs and PREMs are and their importance in helping to provide superior quality of care.

Black, N, Varaganum, M. and Hutchings, A., 2014



Bwrdd Iechyd Prifysgol
Hywel Dda
University Health Board



Learning Disability Health Service

Questionnaire

Please tick the box

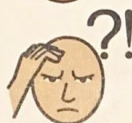


1. How easy did you find it to get this service?

• Easy

☐

• Okay

☐

• Difficult

☐

If you thought it was difficult or okay, can you tell us the reason why.



.....

.....

.....



2. Did staff explain your care or treatment to you in a way you could understand?



• Yes

☐

• No

☐

3. If you have additional needs (such as mobility or communication), did the people giving your care and treatment, make things easier for you?



• Yes

☐

• No

☐

4. Were you able to use signing or a communication aid if you needed to?



• Yes

☐

• No

☐

• Not needed

☐

5. Were the staff nice and kind to you?



• Yes

☐

• No

☐



6. Were you given the chance to ask questions or concerns about your care or treatment?



• Yes

☐

• No

☐

If you ticked No, can you tell us the reason why.

.....

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.....

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7. If you saw a doctor about your medication, were you told of any changes to your prescription?



• Yes

☐

• No

☐

8. Did someone talk to you about deciding what treatment you were having?



• Yes

☐

• No

☐

9. Was a family member, carer or anyone else, given the chance to support you in your care or treatment?



• Yes

☐

• No

☐

10. Was the place nice and clean?



• Yes

☐

• No

☐

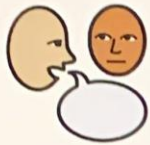
11. How happy were you with the care or treatment that you had during your visit? Please tell us below.



.....

.....

.....



12. Is there anything else that you would like to tell us about your care or treatment?

.....

.....

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.....

.....



13. Who has filled out this questionnaire?

• You

☐

• Family member

☐

• Someone else

☐

If you ticked someone else, could you tell us who this is.

.....



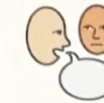
14. What you have told us will go to the team who gave your care or treatment.



This information will be used to help improve services.

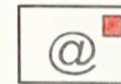


All of your information will be kept confidential, in keeping with the Data Protection Act.



If you would like to talk to someone from the learning disability service about what you have told us, please tick your choice of contact below.

• email

☐

• mobile

☐

• land line

☐

• by post

☐

• Name

.....





Decision-Making and Critical Thinking

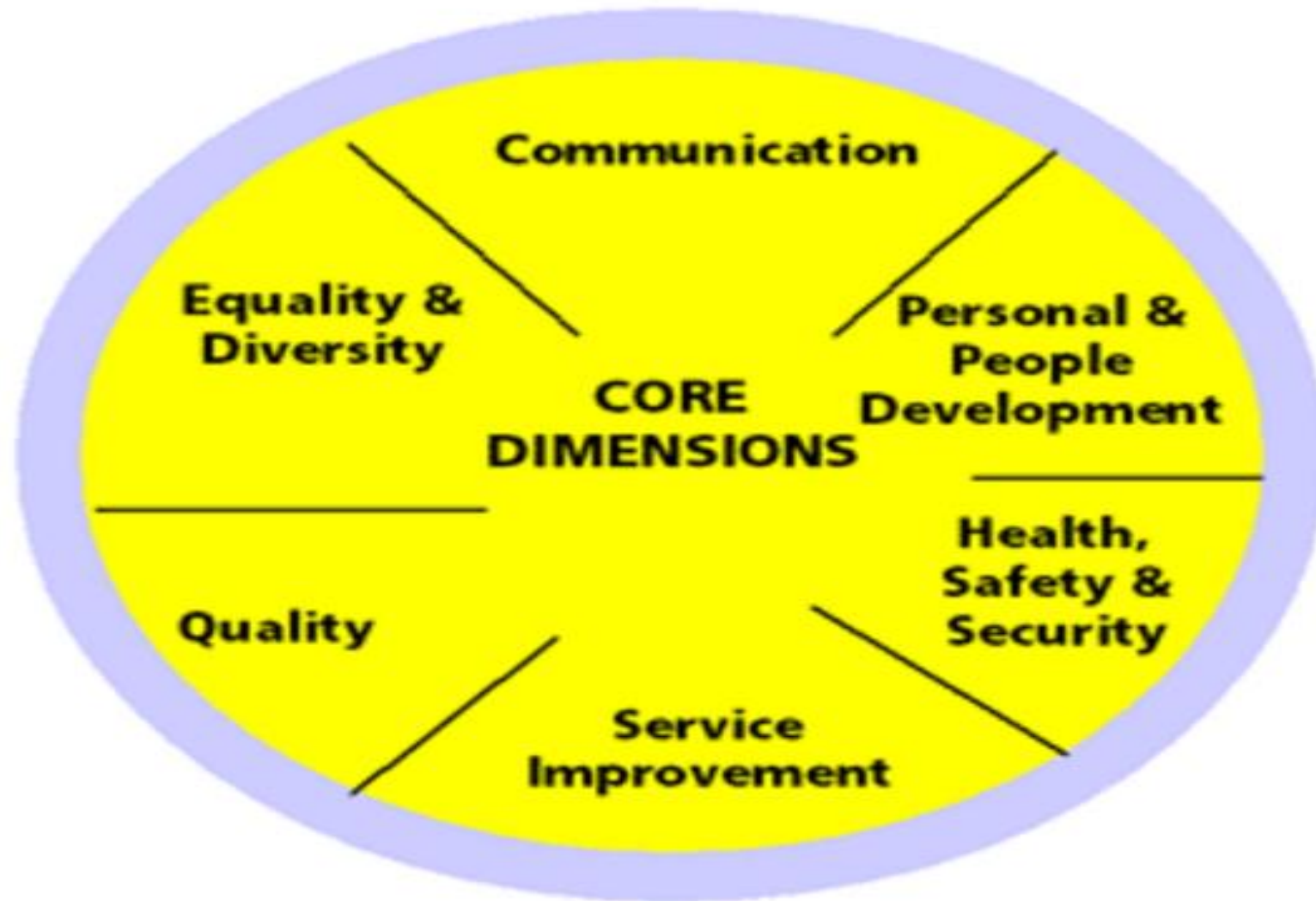
Time Management and Prioritization

Team Collaboration and Leadership

Adaptability and Flexibility

Resilience and Self-Care

Continuous Learning and Professional Growth



NHS Scotland. Knowledge and skills framework guidance

References

- <https://www.gov.uk/government/publications/the-nhs-constitution-for-england/the-nhs-constitution-for-england>
- Black, N., Varaganum, M. and Hutchings, A., 2014. Relationship between patient reported experience (PREMs) and patient reported outcomes (PROMs) in elective surgery. *BMJ quality & safety*, 23(7), pp.534-542.
- <https://executive.nhs.wales/networks-and-planning/cctem/patient-hub/patient-reported-outcome-measures-and-patient-reported-experience-measures/>
- https://www.ndti.org.uk/assets/files/The_Health_Equality_Framework_final_word.pdf
- NHS Scotland. Knowledge and skills framework guidance. <http://www.ksf.scot.nhs.uk/> (accessed 11 Jan 2017).