

# Student-Run Multidisciplinary Allied Health Practice Centre

STANDARDS OF OPERATION



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# Instructions

## Purpose of the Document

Include a simple statement regarding why you are writing this document. It may also be helpful to describe the purpose of the subject matter in the SoP.

A standard operating procedure (SOP) is a step-by-step set of instructions that help employees perform their tasks in a consistent manner. To put it simply, an SOP documents how a given process works and is a common example of process documentation. It's particularly important to have a written SOP for a complex task that must conform to regulatory standards.

Companies develop SOPs for a variety of reasons:

- Ensuring business continuity. SOPs help ensure that crucial tasks will still be completed even if key members are away on vacation or sick leave.
- Consistent quality and reduction of errors. Mistakes happen because we either don't have the information to perform a task or, if we do have the information, we fail to apply that information consistently and correctly. An SOP is there to safeguard against both.
- Faster employee onboarding. SOPs can be a great starting point for new members during their training.
- Knowledge management and retention. When experienced members change roles or leave for new opportunities, their knowledge can be retained within the team if they leave behind thorough SOPs.
- Legal protection. Ensuring that critical processes are documented and reviewed by employees can provide a layer of protection for a company.

In short, writing standard operating procedures helps a business run smoothly as employees come and go. They work best as a step-by-step list of procedures that anyone can follow with a bit of training.

Some other business processes that are typically documented as SOPs include:

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- Performance reviews
- Customer complaint resolution process
- Equipment inspection and maintenance procedures
- Service delivery process
- Billing and collections process
- New employee onboarding
- Tips for writing SOPs

The requirements for standard operating procedures and their format will range from industry to industry but some steps and best practices apply in most cases.

- Step 1: Define the goal. When you know what the procedure is meant to accomplish, it's much easier to write an outline and define the details of your SOP.
- Step 2: Involve the stakeholders. Anyone who will be engaging in or impacted by the process should have some say in the creation of the SOP document.
- Step 3: Determine the scope and format. Will you be creating a flow chart? Hierarchical checklist? Both? The best format depends on the complexity of the procedure.
- Step 4: Outline the SOP. Write down the exact tasks needed to be completed for the process to be successful.
- Step 5: Review and test the SOP. Have your team work through the new SOP in a simulated environment and identify what can be improved.

Most well-written SOPs are:

- Easy to understand: Use simple, clear instructions and avoid value language.
- Brief: Include only the most relevant details in the SOP and add references to supporting materials.
- Actionable: Readers should know exactly what actions to take to meet the specific task or goal.
- Accessible: Stakeholders should be able to easily find the SOP they need, when they need it.

The standard operating procedures embedded in this document is meant to guide the implementers in the process of delivering the services and to provide standardised and simplified guidance to service providers to ensure quality of care and treatment to clients and mentoring to students.

# Quality Assurance

## Purpose

The term "Quality Assurance" refers to the identification, evaluation, correction, and monitoring of important aspects of patient care, designed to enhance the quality of services in line with predetermined goals. The Quality Assurance Program is designed following the philosophy, mission, and goals of Heimerer College. The goal is to provide care for everyone regardless of age, sex, race, national origin, ethnicity, disability, or financial ability, and more. Quality assurance is done to achieve a service that ensures professional and quality operation, and above all offers professional services, and is satisfactory to all customers.

Quality assurance at the centre is in full agreement with the institution itself, the teaching and learning process, as well as with all regulations and strategies within Heimerer College, and the relevant offices of certain processes. Relevant therapeutic services and the experts that provide these services comply with the laws and regulations within Kosovo, which define the operation, operating procedures, other experts, providing the License to provide such services, based on the relevant regulations and legislation within Kosovo.

The Quality Assurance system aims to build various mechanisms and instruments that ensure the functioning of such services at a high level of quality, based on evidence-based research, clinical practices, and others.

The quality assurance process involves all internal and external participants within the therapeutic, educational, research, practical, and other processes. Internal participants are the clients themselves, family members, health experts and therapists, students, teachers, associates, administrative and technical staff. External participants are legal and legal persons related to the activities of the centre (example: cooperative institutions, health, business, employers).

## Scope

The Quality Assurance Program is formulated to monitor and evaluate objectively and systematically the quality and suitability of all Services at the centre, to pursue opportunities to

improve patient care and to resolve outstanding issues. The centre implements a comprehensive evaluation process, involving in this process all the actors that are directly and indirectly involved in the services of the centre. Within this issue, several processes operate towards monitoring, surveillance, evaluating the intervention evaluation strategy by health experts providing such services, as well as by supervisors, by evaluations of clients, their families (especially for children), evaluations of administration, technical, managerial staff, from the evaluations of the therapists themselves.

So, it will be a continuous evaluation and continuous measurement of the quality of such services, highlighting the various positive and negative elements that may accompany the work and scope within the operation of the centre. In essence, the quality measurement activity aims to improve the centre's functioning, identify, and emphasise various successes, identify mistakes, invest in improving mistakes, and take steps and preventive measures in services such as providing services that are always better.

Measuring the quality of services will be focused on certain areas, such as administration, IT, therapeutic services, progress, and database maintenance, in the field of interconnection with other clinical practice processes, research.

Fast services will be the target in the part of quality measurement, to find difficulties and obstacles in the provision of fast services. Quality services are closely related to the efficiency and speed of services in the centre.

A special goal in measuring quality and ensuring it is the Multidisciplinary approach itself. As it is a new and deficient approach in Kosovo, the centre will provide services of this nature, however measuring the quality and ensuring the quality of such services is of paramount importance. So, quality assurance in such an approach means ensuring the joint work of experts who can give their contribution in certain cases hypothetically.

Quality assurance is closely related to the provision of services considering the "Customer is King", so customer-centric services. Where they will be the main reference point of quality assurance of services in the centre.

Another aspect of ensuring the quality of services at the centre is measuring the efficiency and quality of such services. All of the above areas provide information on the quality of such services.

## Requirements (Pre-requisites)

A precondition for quality assurance is the embrace of regulations and legislation for licensing of health experts and offices that offer their various services. In the professional aspect, each health profile enjoys the legislation for the model and the requirements for achieving the licensing of the office that offers certain services and of the health experts themselves.

The treatment at the centre goes through several phases that are accompanied by certain reports from mono and multidisciplinary experts. These reports are a guarantee and guide to the work that has been done and will be done in the future with the client. Also at the end of the client's treatment is a phase of reflection and self-reflection for the case in question by the health experts themselves, reflecting on obstacles, eventual mistakes, failures, successes, well-functioning, and others.

The quality of services in the centre is measured by different instruments of the same purpose, which are:

- The instrument for measuring customer satisfaction (measuring administrative, therapeutic, collaborative components, flexibility, proximity, maintaining confidentiality, direct impact of services on their health condition).
- The instrument for measuring health services (self-assessment instrument by the expert or experts, as well as students).
- The instrument for measuring satisfaction with administrative services (by health experts)

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- The instrument for measuring the efficiency and accuracy of digital services (by experts and administrative staff as well as by clients)
- The instrument for the functioning of the centre by supervisors, health experts, students.
- Also, at the end of each year, health experts and students do a SWOT analysis of the functioning of the centre itself and the services of the centre.

## Responsibilities

The staff that are engaged in the provision of services in the centre have in advance detailed their function and services in the centre, through their TORs and contracts. Where in a detailed and analytical way the task and function of each in the centre are defined. TORs will be defined for:

- Case manager
- Health experts
- Students of year 1, 2, and 3 (depending on whether they are bachelor or master)
- IT workers
- Administrative workers

## Procedure

Once a year, the quality of health services and the services of the centre, in general, is analysed. Each instrument will have its own application time, where the data will be processed and summarised in a general report, addressing the specifics arising from the quality measurement instruments for the respective services and office. The above-mentioned instruments will be part of the daily work of the centre itself and the health experts. The instruments will be collected in the quality group that processes the output of these instruments, wherefrom them adequate steps are taken to address the issues arising from the report. The quality group must address the problematic issues and difficulties through certain training, to increase the quality and to fade or even eliminate the various difficulties.

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# Student Involvement (Florim, Erza & Rreze)

## Purpose

Based on the purpose of the service delivery chapter, in every step that is foreseen to function within the Multidisciplinary Health Practice Centre, as in the administrative aspect, as well as the professional aspect, the students will be involved actively in every process, in the implementation phase as well as development of the centre. All of the active involvement of the students in the centre, will be closely connected with the teaching and learning processes, which allows the students to achieve the practical competencies of the problem.

## Scope

The student active involvement within the multidisciplinary practice centre led by students will introduce a contemporary medical practice for the students during their studies. This will enable the students, the future professionals, to use adequate approaches, which guarantee evidence based success in the treatment process.

## Requirements (Pre-requisites)

- Respecting the functioning models of the centre policies
- Confidentiality Agreement
- Terms of reference adapted to the student competencies
- Students' Practice Handbook
- Licensed professional and academic staff for student mentorship

## Responsibilities

The student responsibilities are described in the terms of references document, according to the student practice handbook. The students' responsibilities and activities in the active involvement will be addressed based on the competencies acquired throughout the years.

## Procedure

1. Percaktimi i orareve te praktikave nga pergjegjesit e praktikave
2. Percaktimi i mentoreve te praktikave per secilin program dhe vit te studimeve, ne menyre qe te organizoje vend-praktiken brenda qendres
3. Reflektimi dhe vleresimi i vazhdueshem (ne baza ditore) nga ana e mentoreve per arritjen e kompetencave te studenteve
4. Vleresimi final nga ana e mentoreve pas perfundimit te praktikës
5. Bazuar ne evidencat gjate procesit te praktikës, studentet vijne ne javen e inovacionit dhe ndermarresise me propozime per avancimin e sherbimeve specifike dhe zgjedhjen e problemeve te identifikuar ne komunitet

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## Service Delivery (Florim)

### Purpose

The purpose of this chapter that is related to service delivery is to describe the functioning process of a Multidisciplinary Practice Centre run by Students. The idea of this kind of approach is to offer multidisciplinary services where the client receives all the services in one place, with a focus on assessment from professionals from different disciplines, who create a clinic profile of the person, and a common goal treatment plan in the foundation of this clinical profile of the client.

This kind of practice serves as an example for teaching purposes for the students involved.

### Scope

This approach of service delivery through the multidisciplinary collaboration, will address the following scopes:

- Offer the advanced service delivery for the clients
- Offer contemporary medical practice for the students during their studies

### Requirements (Pre-requisites)

- Protocols of every service that is offered from the Centre
- The clarity of the competences that will be acquired from the students
- Licensed professional staff for service delivery
- Necessary Professional Equipment and Instruments for offering the Multidisciplinary Service Delivery
- Premises for facilitation of the Multidisciplinary Service Delivery

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## Responsibilities

Personnel	Responsibility
Receptionist	<ul style="list-style-type: none"> <li>• Prepare the clinic for opening each day by reviewing the facility, opening all systems applications, and preparing new patient registration packets and required documents</li> <li>• Greet patients, provide patients initial paperwork, and obtain copies of insurance and identification cards.</li> <li>• Register patients, update patient records, and verify insurance accurately and timely</li> <li>• Follow company procedures related to workers' compensation and occupational medicine patients</li> <li>• Determine, collect and process patient payments and address collection and billing issues</li> <li>• Discharge patients accurately and timely by collecting balances, providing patient documentation, and following discharge procedures</li> <li>• Respond promptly to customer needs, provide excellent customer service, assist patients with follow-up appointments, and fulfill medical documentation requests</li> <li>• Balance daily patient charges (cash, check, credit cards) against system reports</li> <li>• Complete closing procedures by preparing closing documentation and submitting required reports</li> <li>• Prepare, sign, and drop the deposit in the safe on a nightly basis</li> <li>• Complete cash control procedures and secure financial assets</li> <li>• Maintain complete and accurate documentation.</li> <li>• Maintain office supplies</li> </ul>
Case Manager	<ul style="list-style-type: none"> <li>• Assess the physical, functional, social, psychological, environmental, learning and financial needs of patients.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Create a care plan including objectives, goals and actions designed to meet a patient's needs.</li> <li>• Assess the patient's formal and informal support systems, including caregiver resources and involvement as well as available benefits and/or community resources.</li> <li>• Implement and monitor the care plan to ensure the effectiveness and appropriateness of services.</li> <li>• Evaluate patient's progress toward goal achievement, including identification and evaluation of barriers to meeting or complying with case management plan of care, and systematically reassess for changes in goals and/or health status.</li> <li>• Research alternative treatment options and selecting and locating appropriate providers which can include facilitation of referrals.</li> <li>• Communicates with primary care physicians and members of the comprehensive care team regarding the status of patients.</li> <li>• Utilize motivational interviewing skills to build patient engagement in case management plan of care.</li> <li>• Provide education, information, direction and support related to care goals of patients.</li> <li>• Act as a patient advocate and assist with problem solving and addressing any barriers to care or compliance with care plans.</li> <li>• Maintain accurate patient records and patient confidentiality.</li> <li>• Measure outcomes and effectiveness of case management including clinical, financial, quality of life and patient/family satisfaction.</li> <li>• Engage in professional development activities to keep abreast of case management practices and patient engagement strategies.</li> <li>• Facilitate disease prevention and health promotion with patients and families</li> <li>• Determine psychosocial needs &amp; complex medical needs of all patients</li> <li>• Troubleshoots problems regarding operational and clinical procedures that may affect patient outcomes.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Attend mandatory training sessions and staff meetings as assigned.</li> <li>• Document all relevant information following department policy guidelines.</li> <li>• Assist with the collection, analysis, and benchmarking of utilization data.</li> <li>• Collaborate in the development of protocols and guidelines for patient care management.</li> <li>• Promote program to internal and external care providers</li> <li>• Other tasks as assigned</li> </ul>
Service Providers (based on the disciplines)	

## Procedure

### 1. Registration

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

### 2. Assessment and Diagnosis

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- a. The Case Manager welcomes the Multidisciplinary Team and the Students of different years and disciplines to the observing room
- b. The Case Manager presents to the students on what to be expected
- c. The Case Manager and the Student Case Manager welcomes the Client and the Client's Family to the Assessment Room
- d. The Case Manager and the Student Case Manager lead the assessment session with the Client, while observed by the Multidisciplinary Team and the Students of different years and disciplines

The Case Manager and the Student Case Manager realize an anamnesis procedure according to the procedures of the Centre (Protocol XY)

- e. After the Session, the Case Manager and the Student Case Manager join the Multidisciplinary Team and the Students in the Observation Room
- f. The Case Manager steers a Reflection Meeting with the Multidisciplinary Team and the students, gathering all the needed input for the final report and providing the students a teaching moment
- g. After the Reflection, the Case Manager concludes all the gathered information in a Multidisciplinary Report based on the ICF approach.

### 3. Goal Planning

- a. 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
- b. The Multidisciplinary Team sets the Long-Term and Short-Term Goals based on the SMART Method Principles
- c. The Multidisciplinary Team scales these objectives according to the Goal Attainment Scaling Approach (GAS Approach)

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- d. The Case Manager gathers and concludes the information in a Final Intervention Plan based on GAS Approach
4. Treatment
    - a. The Service Provider hosts the Students on the Observation Room, providing them with information regarding the clients' condition, goals and planned activities
    - b. The Student Service Providers with the support of the Service Providers, based on their discipline, year of studies, competencies and the activities expected from them to achieve, provide activities with clients
    - c. On the end of the session, the Service Provider joins the Students on the Observation Room, on the role of teacher and allows the students to ask questions and reflect on the case
    - d. The Service Provider conducts a Session Report and a Daily Reflection Report
  5. Revision
    - a. In an interval of XY months the Multidisciplinary Team, the students and the Case Manager regather to re-assess the current condition of the client, the goals achieved
    - b. The Multidisciplinary Team and the involved students, facilitated by the case manager and the student case manager reflect on the re-assessment session
    - c. 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
    - a. In the reflection phase, the receptionist/case manager receives a feedback from the client regarding their satisfaction with the services and the approach
    - b. The Multidisciplinary Team, the Case Manager, Service Coordinator and the Students involved gather on a final reflective meeting



- c. The Case Manager conducts a General Reflective Report based on the successions of the Reflective Meeting
7. Innovation and Entrepreneurship
- a. Twice a year, the institution organises an innovation day, where the all the actors present their innovative and research ideas to improve the service delivery on their community
  - b. The distinguished ideas will be mentored and further developed
  - c. The distinguished ideas will be connected with or apply for a grant to implement their innovative solution

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