Introduction to the LEND Program Quality Improvement (LPQI) Network

May 20, 2022

INTERDISCIPLINARY TECHNICAL ASSISTANCE CENTER
ON AUTISM AND DEVELOPMENTAL DISABILITIES

- Ensure your name is displayed correctly in the participant list. You may also include program name and state and preferred pronouns.
  - Example: Jackie Czyzia, AUCD, she/her
  - Hover over your name in the "Participants" box and select "More" → "Rename"
- Remain muted unless speaking
- State your name prior to speaking
- Captioning is available
- Use chat box to introduce yourself!

Recognize the value and benefit of a national QI approach to evaluate the impact of interdisciplinary training.

Discuss common measures used to evaluate LEND training.

Learn how participating LEND programs are using LPQI to inform their program.

Quick Poll

What is LPQI?

Jeff Brosco
Director, Mailman Center LEND

- Helps individual LEND training programs improve the <u>quality of LEND training</u> in core competencies (family-professional partnership, interdisciplinary teams, advocacy/policy) by:

  1) creating standardized measurement tools
  2) developing a voluntary, inter-institutional database
  3) providing program-level feedback to programs that choose to participate
  4) identifying programs that demonstrate changes consistent with best practices

- Web-based dashboard that provides data on your LEND program compared to national benchmarks
- Linked to NIRS (minimal data entry)
- Monthly technical assistance calls
- Suite of online tools/FAQs/etc.
  - Tutorials on how to implement, use dashboard, etc.
  - Trainee self-report measures
  - Faculty observation measures
  - Training materials for faculty observation measure

https://www.aucd.org/lpqi

Participating LEND Programs (32) use two common tools:

Trainee Self-Report CCM (Core Competency Measure)	Faculty Observation I-FOR (Interdisciplinary/Family-Centered Care Observation Rubric)
administered at baseline and completion of program year	administered 1/3 of the way through program year and at completion of program year

- LPQI dashboard automatically analyzes data from participating LEND programs to determine change in baseline for each competency across both measures.
- Programs have access to reports on their own performance & the ability to compare outcomes with aggregate national data.

Goal II **Achievement of the knowledge, skills & attitudes needed to support an interdisciplinary team process**				
Please rate how much you agree with each statement.	**Disagree**	**Somewhat Agree**	**Agree**	**Strongly Agree**
a) I have knowledge of the different characteristics of health care professions (e.g., developmental pediatrics, audiology, physical therapy, occupational therapy, speech-language pathology, psychology, social work, nursing, health care administration, dentistry), including assessment tools and methods, developmental domains, and intervention strategies commonly addressed by the respective disciplines	1	2	3	4
b) I am able to identify complementary areas of expertise, as well as overlapping areas of expertise among the respective pediatric disciplines.	1	2	3	4
c) I understand ways in which to foster strong collaborations with health care professionals from different disciplines	1	2	3	4
d) If given a case study of a child with developmental disability, I am able to identify which disciplines are most essential to an accurate diagnosis and treatment plan	1	2	3	4
e) I am able to support the significant role parents and patients play as members of the interdisciplinary team	1	2	3	4
	Not Very Important	**Somewhat Important**	**Important**	**Very Important**
How important is it for you to have knowledge, skills, & attitudes to support an interdisciplinary team process	1	2	3	4

	1	**1.5**	**2**	**2.5**	**3**	**3.5**	**4**	
					I - FOR: Interdisciplinary / Interprofessional Team Building			
A	Does not yet understand other disciplines and their significance		Beginning to understand general roles, responsibilities, and scope of practice of other disciplines		Identifies and assembles team members with knowledge and skills appropriate to a given task (e.g. clinical, research, and policy challenges)		Uses knowledge of competencies and roles for disciplines other than one's own to improve teaching, research, policy, and systems of care	N / A
	☐	☐	☐	☐	☐	☐	☐	☐
B	Does not yet participate in interdisciplinary activities		Beginning to participate in interdisciplinary activities		Participates actively in interdisciplinary activities; excellent team player		Serves as a role model in interdisciplinary work; shares leadership based on appropriate use of team member strengths	N / A
	☐	☐	☐	☐	☐	☐	☐	☐
C	Does not yet recognize the need to use terminology accessible to other disciplines		Beginning to understand the value of and sometimes employ terminology accessible to other disciplines		Adjusts terminology to meet the needs of team members		Understands other disciplines well enough to "translate" among them	N / A
	☐	☐	☐	☐	☐	☐	☐	☐
D	Does not yet recognize team dynamics nor resolve conflicts		Beginning to recognize team dynamics; listens well but does not routinely work to improve team function		Builds trust and respect; fosters collaboration and cooperation		Articulates shared outcomes to promote team synergy; identifies and redirects forces that negatively influence team dynamics	N / A
	☐	☐	☐	☐	☐	☐	☐	☐
E	Does not yet recognize that disciplines differ in approach		Beginning to recognize that disciplines differ in approach; seeks answers only from within their own discipline, even when there are disputes		Recognizes different disciplinary paradigms; appeals to scientific evidence to resolve disputes		Recognizes philosophical differences among disciplines; contributes to research to resolve disputes	N / A
	☐	☐	☐	☐	☐	☐	☐	☐
F	Does not yet seek input from other disciplines aside from their own		Beginning to use the input of other disciplines, but is unlikely to seek out those individuals when confronted with ambiguous situations		Actively seeks out and uses input from people with diverse perspectives to make decisions; develops prioritized, coordinated plans that focus on the task at hand (not just their own disciplinary needs)		Adopts tools, techniques and methods of other disciplines to address challenges and meet needs; submerges disciplinary identity to address organizational/system needs	N / A

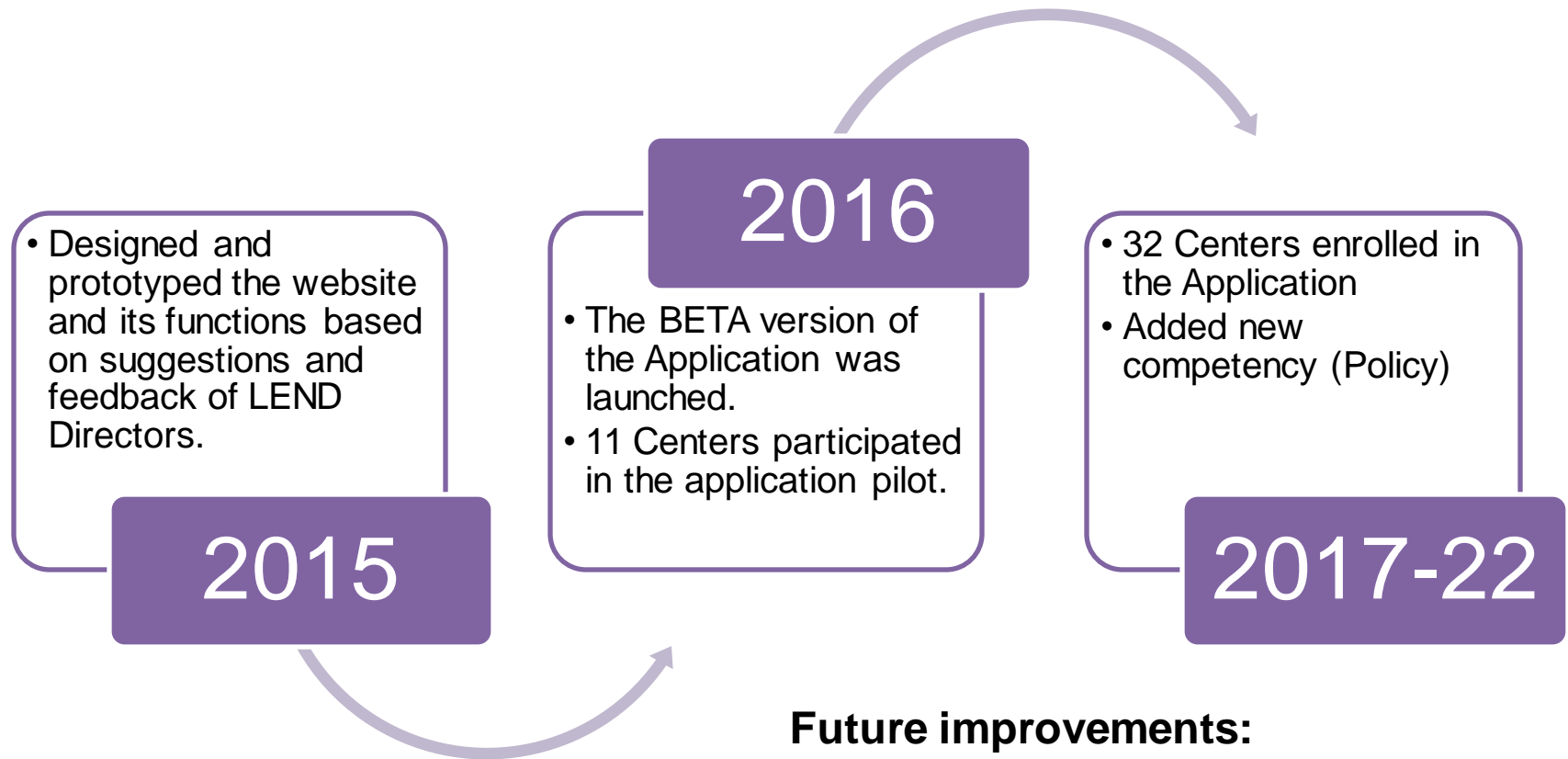**Figure 1: Percent Change in Trainee and Faculty Scores by Competency Domain**
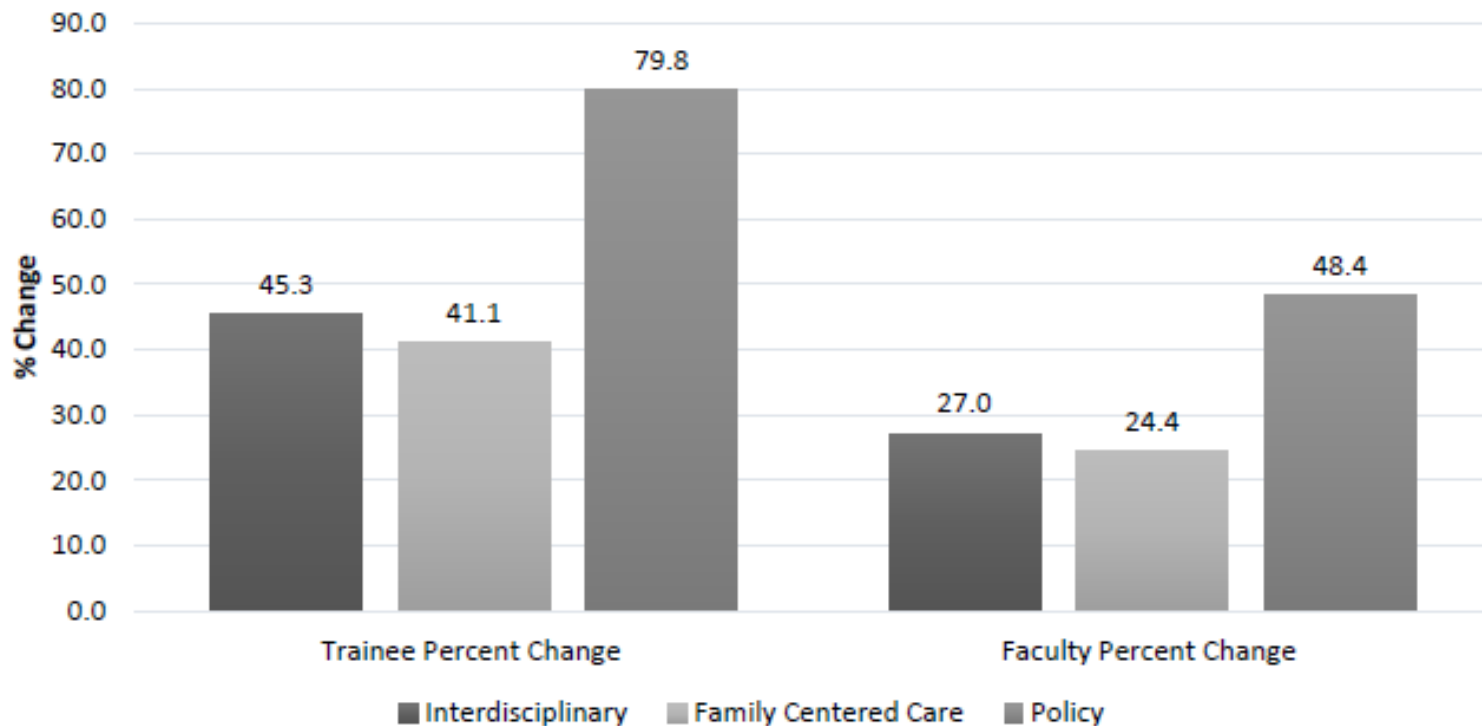
LPQI History & Dashboard Orientation

Oksana Klimova

Director of Web Services, AUCD

LPQI Application Development Timeline

2016

2015

- Designed and prototyped the website and its functions based on suggestions and feedback of LEND Directors.

- The BETA version of the Application was launched.
- 11 Centers participated in the application pilot.

2017-22

- 32 Centers enrolled in the Application
- Added new competency (Policy)

Future improvements:

- Develop interphase to support the Center's data integration with other systems
- Introduction of new measures

Insights from Participating Programs

Jen Smith
Director, Cincinnati LEND

Toni Whitaker
Director, UTHSC LEND

Kristie Ford
Training Coordinator, UAB LEND

Why Participate in LPQI?

#1 Improve LEND Training

Allows programs to measure outcomes compared to national benchmarks

(Raises bar for entire network!)

I-FOR helps all faculty better understand the core concepts/goals of LEND

#3 Trainee Expectations

Sharing I-FOR with trainees makes it clear what they are supposed to learn

#4 Are Our Assessment Tools Working?

Are we sure that trainees have achieved LEND core competencies?

- Family-professional partnerships
- Interdisc/Interprof Teaming
- Policy/Leadership

#5 Are Our LEND Activities OK?

Are we sure that our clinics/research/policy efforts are consistent with LEND core concepts?

- Family-professional partnerships

- Interdisc/Interprof Teaming

- Policy/Leadership

#6 Best of All

Monthly LPQI meetings are FUN! (and short)

(Second Tuesdays of each Month at 11 AM ET)

Questions?

Thank you for joining us!

iTAC

Please provide feedback:
https://www.surveymonkey.com/r/LPQINetwork

Or Scan the QR Code