

Additional Statements related to Occupational Therapy Services obtained from Interviews:

In addition to the information obtained, specifically related to service delivery, statements were obtained related to the Occupational Therapy profession as a whole. These include:

- The lack of a unified approach used by all OT services.
- The delivery of joint projects related to intervention provided by OT in collaboration with the educational system. It is felt that OTs will be able to make a bigger statement in facilitating their involvement with the educational system if they do it in a unified manner.
- The value of having standards of practice and a unified approach for OTs working in schools were mentioned. Another service indicated the lack of standards of practice for paediatric service delivery in general. The introduction of minimum standards as a proposal to the OT Association was mentioned.
- The value of a communication network for OTs was suggested to facilitate a more unified approach in terms of service delivery across the state. The OT Association was mentioned as a possible initiator of such a network.
- The value of a more formalised mentoring network for OTs was mentioned.
- The value of having a team-specific strategic plan which links in with the organisation's overall direction. One service emphasised the need for OTs to spend time to plan and not only spend time on clinical service delivery.
- The collection and use of statistical evidence of the impact of financial loss on services when lobbying for more financial resources.
- The importance of persistent lobbying for resources.
- The need to raise community awareness of the need for OT services.
- The need for guidelines in terms of boundaries for multi-skilling of clinical support and support staff. A service articulated a concern in regards to this and that guidelines would provide boundaries for OTs in terms of effective use of their capacity without compromising the profession's identity.
- The different viewpoints of OTs on Early Intervention as priority in service delivery, compared to services to school aged children, was mentioned.
- One service mentioned that it was a valuable experience to develop strong links and working relationships with the manager of special education services at the level. The manager of special education is the person who has the power to allocate funds.
- One service had the example of a social planning alliance which had been developed that involves different sectors including health and education.
- One service mentioned that by taking a new project as a trial provides an opportunity to learn through it, without putting additional pressures on staff to achieving outcomes in the initial phases of a new project.
- The limited training available and supervision of new paediatric OTs and the suggestion of more guided post-graduate paediatric-specific educational courses for OTs.

Additional Statements related to Occupational Therapy Services obtained from Interviews:

In addition to the information obtained, specifically related to service delivery, statements were also made by participants which relate to general strategies for the Occupational Therapy profession as a whole. These include:

- The lack of a unified approach used by all OT services.
- The delivery of joint projects related to intervention provided by OTs in collaboration with the educational system. It is felt that OTs will be able to make a bigger statement in facilitating their involvement with the educational system if they do it in a unified manner.
- The value of having standards of practice and a unified approach for OTs working in schools were mentioned. Another service indicated the lack of standards of practice for paediatric service delivery in general. The introduction of minimum standards as a proposal to the OT Association was mentioned.
- The value of a communication network for OTs was suggested to facilitate a more unified approach in terms of service delivery across the state. The OT Association was mentioned as a possible initiator of such a network.
- The value of a more formalised mentoring network for OTs was mentioned.
- The value of having a team specific strategic plan which links in with the organisation's overall direction. One service emphasised the need for OTs to make time to plan and not only spend time on clinical service delivery.
- The collection and use of statistical evidence of the impact of financial cuts on services when lobbying for more financial resources.
- The importance of persistent lobbying for resources.
- The need to raise community awareness of the need for OT services.
- The need for guidelines in terms of boundaries for multi-skilling of other therapists and support staff. A service indicated a concern in regards to this and that guidelines would provide boundaries for OTs in terms of effective use of this strategy without compromising the profession's identity.
- The different viewpoints of OTs on Early Intervention as priority in service delivery compared to services to school aged children, was mentioned.
- One service mentioned that it was a valuable experience to develop strong links and working relationships with the manager of special education services in the area. The manager of special education is the person who has the power to allocate funds.
- One service had the example of a social planning alliance which had been developed that involves different sectors including health and education.
- One service mentioned that by saying a new project is a trial provides the opportunity to learn through it, without putting additional pressures on staff for achieving outcomes in the initial phases of a new project.
- The limited training available and supervision of new paediatric OTs and the suggestion of more guided post-graduate paediatric-specific educational courses for OTs.

Additional Statements related to Best Practice Principles

- The Appendix S Additional Statements related to Best Practice Principles model can be relevant to all communities.
- The importance of using a combination of models and not only concentrate on one to one, direct service delivery.
- The value of evidence based intervention.
- Intervention which is based on outcomes measures.
- The use and quotation of research in order for practice to be grounded.
- Best practice is about being an advocate for families.
- Best practice depends on the type of caseload.
- The provision of regular, consistent practice to children.
- The need for reflective practice.
- That an Occupational Performance model provides legitimacy to OT practice.
- That intervention to school aged children should not be devalued.
- Best practice is about providing a holistic, integrated service.

Section A:	For Office Use
<p>A1 Please indicate the classification of your organisation:</p> <p>Additional Statements related to Best Practice Principles</p> <p>Please tick the appropriate box: (one choice only)</p> <ul style="list-style-type: none"> • That best practice is relevant to individual communities and that no one model can be relevant to all communities. • The importance of using a combination of models and not only concentrate on one to one, direct service delivery. • The value of evidence based intervention. • Intervention which is based on outcomes measures. • The use and quotation of research in order for practice to be grounded. • Best practice is about being an advocate for families. • Best practice depends on the type of caseload. • The provision of regular, consistent practice to children. • The need for reflective practice. • That an Occupational Performance model provides legitimacy to OT practice. • That intervention to school aged children should not be devalued. • Best practice is about providing a holistic, integrated service. 	<p>RP</p>
<p>A2 Please indicate the type of Occupational Therapy Services provided by your department:</p> <p>Please tick the appropriate boxes: (multiple choice available)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remediation <input type="checkbox"/> Rehabilitation <input type="checkbox"/> Health Promotion <input type="checkbox"/> Preventive <input type="checkbox"/> Reintegration <input type="checkbox"/> Other, please specify 	<p>27</p> <p>28</p> <p>29</p> <p>24</p> <p>29</p> <p>20</p> <p>27</p>
<p>Remediation: Focus is on training/retraining of skills by intensive practice. Aim is total or near total recovery. For example, visual perceptual training.</p> <p>Rehabilitation: The process of developing new skills and behaviours, eg. on stroke cases.</p> <p>Rehabilitation: The re-learning or re-development of lost skill or behaviour. Focus is on adjustment to and compensation of temporary or permanent difficulties. Aims are on achieving independence, to restore or enhance optimal functionality, to compensate for disability. This can include client education, the use of aids, prostheses, orthoses and environmental adaptations.</p> <p>[For more examples on next page]</p>	

Section A:	For Office Use
<p>QA1 Please indicate the classification of your organisation:</p> <p style="text-align: right; margin-right: 100px;">Please tick the appropriate box: (one choice only)</p> <p>Government <input type="checkbox"/>₁</p> <p>Non – government <input type="checkbox"/>₂</p> <p>Private <input type="checkbox"/>₃</p> <p>Other, please specify <input type="checkbox"/>₄</p> <p>_____</p> <p>_____</p>	<p>R#</p> <p>1.1</p> <p>1.2</p> <p>1.3</p> <p>1.4</p>
<p>QA2 Please indicate the type of Occupational Therapy services provided by your department:</p> <p>PLEASE SEE DEFINITIONS BELOW</p> <p style="text-align: right; margin-right: 100px;">Please tick the appropriate box/es: (multiple choices available)</p> <p>Remediation <input type="checkbox"/>₁</p> <p>Habilitation <input type="checkbox"/>₂</p> <p>Rehabilitation <input type="checkbox"/>₃</p> <p>Health Promotion <input type="checkbox"/>₄</p> <p>Preventative <input type="checkbox"/>₅</p> <p>Social Integration <input type="checkbox"/>₆</p> <p>Other, please specify <input type="checkbox"/>₇</p> <p>_____</p> <p>_____</p>	<p>2.1</p> <p>2.2</p> <p>2.3</p> <p>2.4</p> <p>2.5</p> <p>2.6</p> <p>2.7</p>
<p>Remediation: Focus is on training/retraining of skills by intensive practice. Aim is total or near total recovery of skills. For example, visual perceptual training.</p> <p>Habilitation: The process of developing new skills and behaviours, eg. tie shoe laces.</p> <p>Rehabilitation: The re-learning or re-development of lost skill or behaviour. Focus is on adjustment to and compensation of temporary or permanent difficulties. Aims are on achieving independence, to restore or maintain optimal functionality, to compensate for disability. This can include client education, the use of aids, appliances, orthoses and environmental adaptations.</p> <p>(Definitions continues on next page)</p>	

Section A: (continues)	For Office Use
<p>Health Promotion: Aims at enabling clients to increase control over their own health and to improve it. Focuses on client education and the influences of political, economic, social, cultural, environmental, behavioural and biological factors on health.</p> <p>Preventative: Focus is on the prevention of diseases and health related problems by means of patient education, early detection and intervention.</p> <p>Social Integration: Focus is on the facilitation of social inclusion of the client in settings, which can include schools, leisure settings and employment.</p>	
<p>QA3 Please provide your organisation's mission statement or describe its mission/overall goal:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>3</p>
<p>QA4 Please indicate your department's main area of practice:</p> <p style="text-align: right;">Please tick the appropriate box/es: (multiple choices available)</p> <p>Physical impairment <input type="checkbox"/> 1</p> <p>Cognitive / intellectual impairment <input type="checkbox"/> 2</p> <p>Psychiatric impairment <input type="checkbox"/> 3</p> <p>Development delays and scholastic difficulties <input type="checkbox"/> 4</p> <p>Neurological impairment <input type="checkbox"/> 5</p> <p>Medical / Surgical <input type="checkbox"/> 6</p> <p>Medico-Legal <input type="checkbox"/> 7</p> <p>Other, please specify <input type="checkbox"/> 8</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4.1</p> <p>4.2</p> <p>4.3</p> <p>4.4</p> <p>4.5</p> <p>4.6</p> <p>4.7</p> <p>4.8</p>

Section A: (continues)	For Office Use
<p>QA5 Please indicate which Occupational Therapy approaches / models are currently used by your department:</p> <p>PLEASE SEE DEFINITIONS BELOW</p> <p>Please tick the appropriate box/es: (multiple choices available)</p> <p>Biomechanical Approach <input type="checkbox"/> 1</p> <p>Sensory Integration <input type="checkbox"/> 2</p> <p>Neuro-developmental Approach <input type="checkbox"/> 3</p> <p>Family centered approach <input type="checkbox"/> 4</p> <p>Cognitive-perceptual Approach <input type="checkbox"/> 5</p> <p>Behaviour modification <input type="checkbox"/> 6</p> <p>Groupwork <input type="checkbox"/> 7</p> <p>Canadian Occupational Performance Model <input type="checkbox"/> 8</p> <p>Cognitive Disability Model <input type="checkbox"/> 9</p> <p>Rehabilitative Approach <input type="checkbox"/> 10</p> <p>Activity Therapy <input type="checkbox"/> 11</p> <p>Assistive Technology <input type="checkbox"/> 12</p> <p>Client Centered Approach <input type="checkbox"/> 13</p> <p>Community Based Approach <input type="checkbox"/> 14</p> <p>Others, please specify <input type="checkbox"/> 15</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>5.1</p> <p>5.2</p> <p>5.3</p> <p>5.4</p> <p>5.5</p> <p>5.6</p> <p>5.7</p> <p>5.8</p> <p>5.9</p> <p>5.10</p> <p>5.11</p> <p>5.12</p> <p>5.13</p> <p>5.14</p> <p>5.15</p>
<p>Biomechanical approach: Based on the mechanical principles of kinetics, kinematics and the geometry of motion. Focuses on the restoration of dysfunction through muscle strengthening, improved range of motion, improvement of coordination and increased endurance.</p> <p>Sensory Integration: Focus is on how the brain processes sensation and organises responses. Attention is given to sensory development and organisation. Includes the approaches of King and Ayers.</p> <p>Neuro-developmental approach: Based on the principles of motor control, neuromuscular facilitation and sensory integration. It has a strong developmental base. Examples: Bobath, Brunnstrom and Rod.</p>	

Section A: (continues)	For Office Use
<p>Family centered approach: Clients are viewed within the context of their environment and the context of their families. Emphasis is on the relationships between family members and the influence of these on a client. Family members and other professionals are involved in assessment and intervention.</p> <p>Cognitive-perceptual approach: Concerned with perceptual deficits. Can be either diagnostic, remedial or compensatory.</p> <p>Behaviour modification: Desirable behaviour is taught or undesirable behaviour removed.</p> <p>Group work: Concerns the dynamics of group interactions and processes, as well as their effects on the behaviour and reactions of group members.</p> <p>Canadian Occupational Performance Model: Emphasises a holistic view of a person; the worth of individuals; role expectations; developmental age; environment and experiences. It focuses on client education and is client centered.</p> <p>Cognitive Disability Model: A compensatory approach, which seeks to maximise residual function through task adaptation and environmental adaptation rather than expecting the individual to change.</p> <p>Rehabilitative Approach: A compensatory approach for patients who live with a disability on a temporary or permanent basis. It focuses on the use of a person's remaining strengths to achieve the highest level of independence. This approach uses adapted techniques and equipment.</p> <p>Activity Therapy: This approach is based on concepts of therapeutic community or milieu therapy and group dynamics.</p> <p>Assistive Technology: Focus is on the use of different types of technology to promote functional independence. It includes augmentative communication, switches and powered mobility.</p> <p>Client Centered Approach: This approach encourages the clients to direct their own therapy as far as possible; to accept personal responsibility and to be actively involved in making decisions.</p> <p>Community Based Approach: Active involvement of community or key stakeholders of a project or programme; responsibility for and implementation of the programme lies with both the therapist and the community. Acceptance and sustainability of intervention and education of the community are emphasised.</p>	
<p>QA6 Please indicate the geographical area served by your department's service:</p> <p style="color: grey; font-size: small;">Other, please specify</p>	
<p>Please tick the appropriate box/es: (multiple choices available)</p>	
<p>Metropolitan (population greater than 100 000) <input type="checkbox"/>₁</p>	6.1
<p>Non Metropolitan:</p> <p>Urban centres (population greater than 1000) <input type="checkbox"/>₂</p>	6.2
<p>Rural areas (population of 200 to 999 people) <input type="checkbox"/>₃</p>	6.3
<p>Rural areas including remote areas (low population density and geographically isolated) <input type="checkbox"/>₄</p>	6.4

Section A: (continues)	For Office Use
<p>QA7 Please indicate the approximate range in kilometres covered by your department's service:</p> <p style="text-align: right; margin-right: 100px;">Please tick the appropriate box: (one choice only)</p> <p>Between 5 and 15 kilometers <input type="checkbox"/> 1</p> <p>Between 15 – 30 kilometres <input type="checkbox"/> 2</p> <p>Between 30 – 50 kilometres <input type="checkbox"/> 3</p> <p>Between 50 - 100kilometres <input type="checkbox"/> 4</p> <p>More than 100 kilometres <input type="checkbox"/> 5</p>	<p>7.1</p> <p>7.2</p> <p>7.3</p> <p>7.4</p> <p>7.5</p>
<p>QA8 Please indicate the number of personnel currently part of your department:</p> <p>Occupational Therapists1</p> <p>Occupational Therapy Assistants2</p> <p>Administrative Personnel3</p> <p>Technical Instructors4</p> <p>Other, please specify5</p> <p>_____</p> <p>_____</p>	<p>8.1</p> <p>8.2</p> <p>8.3</p> <p>8.4</p> <p>8.5</p>
<p>QA9 Please indicate the number of Occupational Therapists at each level of seniority:</p> <p>OT Manager (Chief Occupational Therapist/ Senior Therapist / Therapist in charge)1</p> <p>Intermediate level therapists2</p> <p>Base level / entry level therapists (less than two years' experience)3</p>	<p>9.1</p> <p>9.2</p> <p>9.3</p>

Section A: (continues)	For Office Use
<p>QA10 Please indicate the number of Occupational Therapists in the following positions:</p> <p style="font-size: small; margin-left: 20px;"> Typing: _____ Length of training in (days): _____ Days: _____ </p> <p>Full time, permanent1</p> <p>Full time, temporary(contract or casual)2</p> <p>Part time, permanent3</p> <p>Part time, temporary(contract or casual)4</p> <p>Contract / hourly paid5</p>	<p>10.1</p> <p>10.2</p> <p>10.3</p> <p>10.4</p> <p>10.5</p>
<p>QA11 Please indicate the average client – therapist ratio in your department:</p> <p style="font-size: small; margin-left: 20px;"> Indicate the approximate percentage of services provided by: e.g. Organisation's home base 70%, Clients' homes 30%. Please make sure that the total percentage equals 100%. </p> <p style="text-align: right; font-weight: bold; font-size: small;">Please tick the appropriate box: (one choice only)</p> <p>Less than 12 clients per 1 therapist <input type="checkbox"/> ₁</p> <p>Between 12 and 25 clients per therapist <input type="checkbox"/> ₂</p> <p>More than 25 clients per therapist <input type="checkbox"/> ₃</p>	<p>11.1</p> <p>11.2</p> <p>11.3</p>
<p>QA12 As Manager of Occupational Therapy services of your organisation, have you had any training to assist you in your managerial duties?</p> <p style="font-size: small; margin-left: 20px;"> Educational facility as is appropriate to client group Residential facility as is appropriate to client group Other, please specify: _____ </p> <p style="text-align: center; font-weight: bold; font-size: small;">Yes / No</p> <p style="text-align: center;"> <input type="checkbox"/> ₁ <input type="checkbox"/> ₂ </p> <p>⓪ If yes, go to QA13</p> <p>⓪ If no, go to QA14+B157</p>	<p>12.1</p> <p>12.2</p>

Section A: (continues)	For Office Use
<p>QA13 If yes, please provide the 5 most recent training sessions:</p> <p>Type/topic of training: Length of training in days:</p> <p>PLEASE SEE DEFINITIONS BELOW</p> <p>.....Days 1</p> <p>-----</p> <p>Therapy assistantsDays 2</p> <p>-----</p> <p>Personal substitutionDays 3</p> <p>-----</p> <p>Multi-skilling of support staffDays 4</p> <p>-----</p> <p>Multi-skilling of therapistsDays 5</p> <p>-----</p>	<p>13.1</p> <p>13.2</p> <p>13.3</p> <p>13.4</p> <p>13.5</p>
<p>QA14 Please indicate the main venues of service delivery of your department:</p> <p>Indicate the approximate percentage of services provided at each location, e.g. Organisation's home base 70%, Clients' homes 30% and please make sure that the total percentage equals 100%.</p> <p>Organisation's home base% 1</p> <p>Organisation's satellite facilities% 2</p> <p>Clients' homes% 3</p> <p>Community facilities eg. Library, Swimming Pool% 4</p> <p>Educational facility as is appropriate to client group% 5</p> <p>Residential facility as is appropriate to client group% 6</p> <p>Other, please specify% 7</p> <p style="text-align: center;">100%</p> <p>-----</p> <p>-----</p>	<p>14.1</p> <p>14.2</p> <p>14.3</p> <p>14.4</p> <p>14.5</p> <p>14.6</p> <p>14.7</p>

<p>QA18 What is the average waiting time for an assessment?</p> <p>Please indicate number of days:</p> <p>..... days</p>	<p>14.8</p>
<p>QA19 What is the average waiting time for intervention/treatment?</p> <p>Please indicate number of days:</p> <p>..... days</p>	<p>14.9</p>

Section A: (continues)	For Office Use																									
<p>QA15 Please indicate whether your department currently employs any of the following strategies:</p> <p>PLEASE SEE DEFINITIONS BELOW</p> <table border="0" style="width: 100%;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th style="text-align: center;">Unsure</th> <th></th> </tr> </thead> <tbody> <tr> <td>Therapy assistants</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td style="text-align: center;"><input type="checkbox"/>₃</td> <td style="text-align: center;">15.1</td> </tr> <tr> <td>Personnel substitution</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td style="text-align: center;"><input type="checkbox"/>₃</td> <td style="text-align: center;">15.2</td> </tr> <tr> <td>Multi-skilling of support staff</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td style="text-align: center;"><input type="checkbox"/>₃</td> <td style="text-align: center;">15.3</td> </tr> <tr> <td>Multi-skilling of therapists</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td style="text-align: center;"><input type="checkbox"/>₄</td> <td style="text-align: center;">15.4</td> </tr> </tbody> </table>		Yes	No	Unsure		Therapy assistants	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	15.1	Personnel substitution	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	15.2	Multi-skilling of support staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	15.3	Multi-skilling of therapists	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₄	15.4	
	Yes	No	Unsure																							
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Multi-skilling of therapists	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₄	15.4																						
<p>Therapy assistants: The traditional use of therapy assistants to perform tasks that do not require the specialised skills of the Occupational Therapist, e.g. to assist in group work; for craft related instruction and assistance with administrative duties.</p> <p>Personnel substitution: The use of other service providers to do the work usually done by Occupational Therapists. Examples are where certain tasks, usually performed by an Occupational Therapist, are delegated to assistants; classroom assistants, support workers, nurse practitioners.</p> <p>Multi-skilling of support staff: The cross-training of support staff to perform procedures and functions in two or more disciplines. An example would be the use of a therapy assistant by both Physiotherapists and Occupational Therapists.</p> <p>Multi-skilling of therapists: Cross training of a therapist to gain knowledge of other disciplines. Therapists keep other disciplines' goals in mind during intervention, but maintains own profession's boundaries.</p>																										
<p>QA16 Does your department currently have a waiting list for Occupational Therapy services?</p> <p style="text-align: center;">Yes / No</p> <p><input type="radio"/> If yes, go to QA17 <input type="checkbox"/>₁ <input type="checkbox"/>₂</p> <p><input type="radio"/> If no, go to QA18</p>	<p style="text-align: center;">16.1</p> <p style="text-align: center;">16.2</p>																									
<p>QA17 Does your department provide a service to these clients while they are on the waiting list, e.g. home programmes?</p> <p style="text-align: center;">Yes / No</p> <p style="text-align: center;"><input type="checkbox"/>₁ <input type="checkbox"/>₂</p>	<p style="text-align: center;">17.1</p> <p style="text-align: center;">17.2</p>																									
<p>QA18 What is the average waiting time for an assessment?</p> <p>Please indicate number of days:</p> <p style="text-align: right;">.....days</p>	<p style="text-align: center;">18</p>																									
<p>QA19 What is the average waiting time for intervention/treatment?</p> <p>Please indicate number of days:</p> <p style="text-align: right;">.....days</p>	<p style="text-align: center;">19</p>																									

Section A: (continues)	For Office Use
QA20 Please indicate which of the following Service Delivery Models your department employs: PLEASE SEE DEFINITIONS ON NEXT PAGE	
Consultation <input type="checkbox"/>₁	20.1
Monitoring <input type="checkbox"/>₁	20.2
Direct, 1:1 <input type="checkbox"/>₁	20.3
Direct, group <input type="checkbox"/>₁	20.4
Multi-disciplinary <input type="checkbox"/>₁	20.5
Interdisciplinary <input type="checkbox"/>₁	20.6
Transdisciplinary <input type="checkbox"/>₁	20.7
Case management <input type="checkbox"/>₁	20.8
Other, please specify: <input type="checkbox"/>₁ _____ _____ _____	20.9
<p>Consultation: A collaborative interactive process between therapist and client / other service provider. Therapist is not directly involved in the implementation of treatment principles. Therapist is still primarily responsible for the outcomes of intervention.</p> <p>Monitoring: This implies the monitoring of an intervention programme, as administered by other service providers.</p> <p>Direct 1:1 The use of specialised techniques and approaches with one client. Therapist as regular contact with clients.</p> <p>Direct, group: The use of specialised techniques and approaches with a small group of clients. Therapist has regular contact with clients.</p> <p>Multi-disciplinary: Each professional provides an initial assessment of the client. Results are interpreted according to each disciplinary perspective and problems are remediated by individual professionals. Interventions tend to occur in isolation of other disciplines. Disciplines mostly "co-exist". Other professionals may be available for consultation.</p> <p>Interdisciplinary: Assessment can occur independently or in a team. Formal communication between professionals occur and a case manager may be assigned. Intervention can reflect other disciplines' input. Group decision making and some interaction between professionals occur.</p> <p>(Definitions continues on next page)</p>	

Section A: (continues)	For Office Use
<p>Transdisciplinary: Collaboration between team members occur during assessment, planning and intervention. After the initial assessment, a comprehensive individual assessment plan is drawn up and implemented by 1/2 appointed professionals. The appointed program facilitator implements the program designed by all team members. Consultation and direct assistance is provided by other team members. Crossing of disciplinary borders, professions and incorporation of these skills into one's own practice, occur.</p> <p>Case management: A case manager coordinates the services provided to a client, ensures effective and efficient service delivery. Client centered; focuses on continuity of services; on making services accessible and promotes accountability and independence.</p>	
<p>QA21 Does your department function according to a strategic and/or business plan?</p> <p>Yes No Unsure</p> <p><input type="checkbox"/>₁ <input type="checkbox"/>₂ <input type="checkbox"/>₃</p>	<p>21.1</p> <p>21.2</p> <p>21.3</p>
<p>QA22 Has your department employed a strategic analysis in the past, eg a SWOT analysis?</p> <p>Yes No Unsure</p> <p><input type="checkbox"/>₁ <input type="checkbox"/>₂ <input type="checkbox"/>₃</p> <p>SWOT analysis: As part of an organisation's strategic planning, a SWOT analysis is done, which includes an organisation's strengths, weaknesses, opportunities and threats.</p>	<p>22.1</p> <p>22.2</p> <p>22.3</p>
<p>QA23 Does your department operate according to a mission and goals?</p> <p>Yes No Unsure</p> <p><input type="checkbox"/>₁ <input type="checkbox"/>₂ <input type="checkbox"/>₃</p>	<p>23.1</p> <p>23.2</p> <p>23.3</p>
<p>QA24 Does your department regularly assess the effectiveness of its service delivery?</p> <p>Yes / No</p> <p><input type="checkbox"/>₁ <input type="checkbox"/>₂</p> <p>☺ If yes, go to QA25</p> <p>☺ If no, go to QA26</p>	<p>24.1</p> <p>24.2</p>

Section A: (continues)	For Office Use
<p>QA25 If yes, please indicate whether your department includes the following persons' input in assessment and development of services:</p> <p>Indicate the percentage of time spent for each activity, e.g. Administration 70%, Research 30% and please make sure that the total percentage equals 100% to indicate a full week.</p> <p style="text-align: center;">Yes</p> <p>Clients/clients <input type="checkbox"/> 1</p> <p>Personnel <input type="checkbox"/> 1</p> <p>Referring agencies(e.g. schools and other services) <input type="checkbox"/> 1</p>	<p>25.1</p> <p>25.2</p> <p>25.3</p>
<p>QA26 How much time per week do you spend on the following MANAGEMENT tasks?</p> <p>Indicate the approximate percentage of time spent on each activity, e.g. Planning 70%, Organising 30% and please make sure that the total percentage equals 100% to indicate a full week.</p> <p>PLEASE SEE DEFINITIONS BELOW</p> <p>Planning% 1</p> <p>Organising% 2</p> <p>Leading% 3</p> <p>Controlling% 4</p> <p>Human resource management% 5</p> <p>External Relations% 6</p> <p>Monitoring the environment% 7</p> <p style="text-align: right;">100%</p>	<p>26.1</p> <p>26.2</p> <p>26.3</p> <p>26.4</p> <p>26.5</p> <p>26.6</p> <p>26.7</p>
<p>Planning: Setting performance objectives and identifying the actions needed to accomplish them. Includes policy formation, planning objectives, setting priorities and planning strategies.</p> <p>Organising: Dividing the work that needs to be done, coordinating the results to achieve a desired purpose, management of resources.</p> <p>Leading: Directing the work efforts of other people to successfully accomplish their assigned tasks.</p> <p>Controlling: Monitoring performance, comparing actual results to objectives and taking corrective action as necessary.</p> <p>Human resource management: Personnel related tasks concerning the relationship between the organisation and its staff, includes recruitment, training, career development and promotions.</p> <p>External Relations: Includes networking, public relations, contact with referring agencies and suppliers.</p> <p>Monitoring the environment: Includes environment scanning and assessment.</p>	

Section A: (continues)	For Office Use
<p>QA27 Please indicate your formal time division:</p> <p style="font-size: small;">Indicate the percentage of time spent for each activity, e.g. Administration 70%, Research 30% and please make sure that the total percentage equals 100% to indicate a full week.</p>	
<p>Tasks related to general administration:% 1</p>	27.1
<p>Tasks related to clinical work:% 2</p>	27.2
<p>Tasks related to research:% 3</p>	27.3
<p>Others, please specify:% 4</p> <p style="text-align: center;">100%</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	27.4
<p>QA28 Please describe your departments service delivery model:</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	28

Organizing	X-----X	2.2
Leading	X-----X	2.3
Controlling	X-----X	2.4
Human Resource Management	X-----X	2.5
External Relations	X-----X	2.6
Monitoring the environment	X-----X	2.7

Section B: (continue)	For Office Use
<p>QB1 How would you describe your own MANAGEMENT style? Circle the number on the scale to describe the degree to which you identify with each of the following:</p> <p style="margin-left: 40px;"> 1 - Strong identification with statement. 2 - Moderate identification with statement 3- Do not identify with statement at all. </p>	
<p>Predicting problems and developing strategies to prevent the problems from occurring. 1-----2-----3</p>	1.1
<p>Tendency to mostly react on and address problems that have occurred. 1-----2-----3</p>	1.2
<p>Tendency of manager to make most decisions on management level; close supervision of personnel. 1-----2-----3</p>	1.3
<p>Tendency to involve personnel in decision making processes; provides more freedom to personnel 1-----2-----3</p>	1.4
<p>Focus on external changes and trends that influence services of the department; has a network of external contacts 1-----2-----3</p>	1.5
<p>Focus on internal trends and changes in the department 1-----2-----3</p>	1.6
<p>QB2 How important do you consider each of the following MANAGEMENT tasks Please use the scale to indicate their rank of importance:</p> <p>DEFINITIONS ON NEXT PAGE</p> <p style="margin-left: 100px;">Not important at all Very important</p>	
<p>Planning(including strategic planning (e.g. schools and other services) X-----X</p>	2.1
<p>Organising X-----X</p>	2.2
<p>Leading X-----X</p>	2.3
<p>Controlling X-----X</p>	2.4
<p>Human Resource Management X-----X</p>	2.5
<p>External Relations X-----X</p>	2.6
<p>Monitoring the environment X-----X</p>	2.7

Section B: (continues)	For Office Use																												
<p>Planning: Setting performance objectives and identifying the actions needed to accomplish them. Includes policy formation, planning objectives, setting priorities and planning strategies.</p> <p>Organising: Dividing the work that needs to be done, coordinating the results to achieve a desired purpose, management of resources.</p> <p>Leading: Directing the work efforts of other people to successfully accomplish their assigned tasks.</p> <p>Controlling: Monitoring performance, comparing actual results to objectives and taking corrective action as necessary.</p> <p>Human resource management: Personnel related tasks concerning the relationship between the organisation and its staff, includes recruitment, training, career development and promotions.</p> <p>External Relations: Includes networking, public relations, contact with referring agencies and suppliers. Monitoring the environment: Includes environment scanning and assessment.</p>																													
<p>QB3 How important do you consider each of the following to be in terms of their involvement in the assessment and development of services in general (does not need to be a reflection of current practice).</p> <p>Please use the scale to indicate their rank of importance:</p> <p style="text-align: center;">1- Definitely unimportant 2- Probably unimportant 3- Probably important 4- Definitely important</p> <p>Please tick the appropriate box:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 10%; text-align: center;">1</th> <th style="width: 10%; text-align: center;">2</th> <th style="width: 10%; text-align: center;">3</th> <th style="width: 10%; text-align: center;">4</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>Clients</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td></td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td></td> <td style="text-align: center;">3.1</td> </tr> <tr> <td>Personnel</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td></td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td></td> <td style="text-align: center;">3.2</td> </tr> <tr> <td>Referring agencies (e.g. schools and other services)</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td></td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td></td> <td style="text-align: center;">3.3</td> </tr> </tbody> </table>		1	2	3	4		Clients	<input type="checkbox"/> ₁		<input type="checkbox"/> ₂		3.1	Personnel	<input type="checkbox"/> ₁		<input type="checkbox"/> ₂		3.2	Referring agencies (e.g. schools and other services)	<input type="checkbox"/> ₁		<input type="checkbox"/> ₂		3.3					
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Referring agencies (e.g. schools and other services)	<input type="checkbox"/> ₁		<input type="checkbox"/> ₂		3.3																								
<p>QB4 Do you see a need for further training for yourself in management?</p> <p style="text-align: center;">Yes No Unsure</p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%;"></td> <td style="width: 10%; text-align: center;"><input type="checkbox"/>₁</td> <td></td> <td style="width: 10%; text-align: center;"><input type="checkbox"/>₂</td> <td></td> <td style="width: 10%; text-align: center;"><input type="checkbox"/>₃</td> <td style="width: 10%;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">4.1</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">4.2</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">4.3</td> <td></td> </tr> </tbody> </table>		<input type="checkbox"/> ₁		<input type="checkbox"/> ₂		<input type="checkbox"/> ₃							4.1							4.2							4.3		
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Section B: (continues)	For Office Use																																																														
<p>QB5 Please indicate on the scale your level of comfort in dealing with each of the following managerial tasks:</p> <p>PLEASE SEE DEFINITIONS BELOW</p> <p>Please use the scale to indicate their rank of importance:</p> <p style="text-align: center;"> 1- Not comfortable 2- Somewhat comfortable 3- Comfortable 4- Unsure </p> <p>Please tick the appropriate box:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 45%;"></th> <th style="width: 10%; text-align: center;">1</th> <th style="width: 10%; text-align: center;">2</th> <th style="width: 10%; text-align: center;">3</th> <th style="width: 10%; text-align: center;">4</th> <th style="width: 15%;"></th> </tr> </thead> <tbody> <tr> <td>Conflict management</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td></td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td></td> <td style="text-align: center;"><input type="checkbox"/>₃ <input type="checkbox"/>₄</td> <td style="text-align: center; vertical-align: middle;">5.1</td> </tr> <tr> <td>Negotiating</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td></td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td></td> <td style="text-align: center;"><input type="checkbox"/>₃ <input type="checkbox"/>₄</td> <td style="text-align: center; vertical-align: middle;">5.2</td> </tr> <tr> <td>Financial planning</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td></td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td></td> <td style="text-align: center;"><input type="checkbox"/>₃ <input type="checkbox"/>₄</td> <td style="text-align: center; vertical-align: middle;">5.3</td> </tr> <tr> <td>Strategic planning</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td></td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td></td> <td style="text-align: center;"><input type="checkbox"/>₃ <input type="checkbox"/>₄</td> <td style="text-align: center; vertical-align: middle;">5.4</td> </tr> <tr> <td>Facilitating change</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td></td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td></td> <td style="text-align: center;"><input type="checkbox"/>₃ <input type="checkbox"/>₄</td> <td style="text-align: center; vertical-align: middle;">5.5</td> </tr> <tr> <td>Delegating work</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td></td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td></td> <td style="text-align: center;"><input type="checkbox"/>₃ <input type="checkbox"/>₄</td> <td style="text-align: center; vertical-align: middle;">5.6</td> </tr> <tr> <td>Being innovative</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td></td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td></td> <td style="text-align: center;"><input type="checkbox"/>₃ <input type="checkbox"/>₄</td> <td style="text-align: center; vertical-align: middle;">5.7</td> </tr> <tr> <td>Involvement in higher levels of management of your organisation</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td></td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td></td> <td style="text-align: center;"><input type="checkbox"/>₃ <input type="checkbox"/>₄</td> <td style="text-align: center; vertical-align: middle;">5.8</td> </tr> </tbody> </table>		1	2	3	4		Conflict management	<input type="checkbox"/> ₁		<input type="checkbox"/> ₂		<input type="checkbox"/> ₃ <input type="checkbox"/> ₄	5.1	Negotiating	<input type="checkbox"/> ₁		<input type="checkbox"/> ₂		<input type="checkbox"/> ₃ <input type="checkbox"/> ₄	5.2	Financial planning	<input type="checkbox"/> ₁		<input type="checkbox"/> ₂		<input type="checkbox"/> ₃ <input type="checkbox"/> ₄	5.3	Strategic planning	<input type="checkbox"/> ₁		<input type="checkbox"/> ₂		<input type="checkbox"/> ₃ <input type="checkbox"/> ₄	5.4	Facilitating change	<input type="checkbox"/> ₁		<input type="checkbox"/> ₂		<input type="checkbox"/> ₃ <input type="checkbox"/> ₄	5.5	Delegating work	<input type="checkbox"/> ₁		<input type="checkbox"/> ₂		<input type="checkbox"/> ₃ <input type="checkbox"/> ₄	5.6	Being innovative	<input type="checkbox"/> ₁		<input type="checkbox"/> ₂		<input type="checkbox"/> ₃ <input type="checkbox"/> ₄	5.7	Involvement in higher levels of management of your organisation	<input type="checkbox"/> ₁		<input type="checkbox"/> ₂		<input type="checkbox"/> ₃ <input type="checkbox"/> ₄	5.8	
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<p>Conflict management: The ability to manage conflict in relationships at upper management, management and employee levels.</p> <p>Negotiating: To bring about a decision by discussion and settlement of terms. Includes the ability to foresee difficulties in obtaining the ideal decision and to be able to negotiate for a desirable outcome.</p> <p>Financial planning: To plan service delivery according to allocated budget.</p> <p>Strategic planning: To analyse factors impacting service delivery, to be able to anticipate problems, plan appropriate strategies and alternatives.</p> <p>Facilitating change: To initiate change at any level within the department.</p> <p>Delegating work: To identify appropriate tasks to delegate and to entrust tasks to employees.</p> <p>Being innovative: Trying out new initiatives.</p> <p>Involvement in higher levels of management of your organisation: To participate in higher management levels in discussions, decision making, etc.</p>																																																															

Section B: (continues)	For Office Use																																													
<p>QB6 Do you feel that the current venue/s used by your organisation are effective and adequate for Occupational Therapy service delivery?</p> <p style="text-align: right; margin-right: 100px;">Yes No Unsure</p> <p> <input type="checkbox"/>₁ <input type="checkbox"/>₂ <input type="checkbox"/>₃ </p> <p>☞ If yes, go to QB8</p> <p>☞ If no, go to QB7</p>	<p style="text-align: center;">6.1</p> <p style="text-align: center;">6.2</p> <p style="text-align: center;">6.3</p>																																													
<p>QB7 If No: Indicate your preference regarding changing the use of venues for your department:</p> <p>Please tick the appropriate box:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%; text-align: center;">More</th> <th style="width: 10%; text-align: center;">The Same</th> <th style="width: 10%; text-align: center;">Less</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>Organisation's home base</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td></td> <td style="text-align: center;">7.1</td> </tr> <tr> <td>Organisation's satellite facilities</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td style="text-align: center;"><input type="checkbox"/>₃</td> <td style="text-align: center;">7.2</td> </tr> <tr> <td>Clients' homes</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td></td> <td style="text-align: center;">7.3</td> </tr> <tr> <td>Community facilities, facilities eg. Library</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td></td> <td style="text-align: center;">7.4</td> </tr> <tr> <td>Educational facility as is appropriate to client, e.g. classroom</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td></td> <td style="text-align: center;">7.5</td> </tr> <tr> <td>Residential facility as is appropriate to client, e.g. Aged care facility</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td></td> <td style="text-align: center;">7.6</td> </tr> <tr> <td>Other, please specify</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td style="text-align: center;"><input type="checkbox"/>₃</td> <td style="text-align: center;">7.7</td> </tr> <tr> <td colspan="5"> _____ _____ _____ </td> </tr> </tbody> </table>		More	The Same	Less		Organisation's home base	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂		7.1	Organisation's satellite facilities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	7.2	Clients' homes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂		7.3	Community facilities, facilities eg. Library	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂		7.4	Educational facility as is appropriate to client, e.g. classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂		7.5	Residential facility as is appropriate to client, e.g. Aged care facility	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂		7.6	Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	7.7	_____ _____ _____					
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<p>QB8 Please indicate whether you would consider the use of any of the following strategies in the future:</p> <p>PLEASE SEE DEFINITIONS BELOW</p> <p>Please tick the appropriate box:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%; text-align: center;">Yes</th> <th style="width: 10%; text-align: center;">No</th> <th style="width: 10%; text-align: center;">Unsure</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>Personnel substitution</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td style="text-align: center;"><input type="checkbox"/>₃</td> <td style="text-align: center;">8.1</td> </tr> <tr> <td>Therapy assistants</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td style="text-align: center;"><input type="checkbox"/>₃</td> <td style="text-align: center;">8.3</td> </tr> <tr> <td>Multi-skilling of support staff</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td style="text-align: center;"><input type="checkbox"/>₃</td> <td style="text-align: center;">8.4</td> </tr> <tr> <td>Multi-skilling of therapists</td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td style="text-align: center;"><input type="checkbox"/>₄</td> <td style="text-align: center;">8.5</td> </tr> </tbody> </table> <p>(Definitions continues on next page)</p>		Yes	No	Unsure		Personnel substitution	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	8.1	Therapy assistants	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	8.3	Multi-skilling of support staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	8.4	Multi-skilling of therapists	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₄	8.5																					
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Multi-skilling of therapists	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₄	8.5																																										

Section B: (continues)	For Office Use
<p>Personnel substitution: The use of other service providers to do the work usually done by providers with specific qualification, credentials or title. Examples are nurse practitioners; occupational therapy assistants; classroom assistants who are trained to perform certain specialised intervention techniques with clients.</p> <p>Therapy assistants: The traditional use of therapy assistants to perform tasks that do not require the specialised skills of the Occupational Therapist, e.g. to assist in group work; for craft related instruction and assistance with administrative duties.</p> <p>Multi-skilling of support staff: The cross-training of support staff to perform procedures and functions in two or more disciplines. An example would be the use of a therapy assistant by both Physiotherapists and Occupational Therapists.</p> <p>Multi-skilling of therapists: Cross training of a therapist to gain knowledge of other disciplines. Therapists keep other disciplines' goals in mind during intervention, but maintains own profession's boundaries.</p>	
<p>QB9 Do you think that services to clients on your department's waiting list is adequate?</p> <p style="text-align: center;">Yes / No</p> <p style="text-align: center;"> <input type="checkbox"/>₁ <input type="checkbox"/>₂ </p> <p>Please explain:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>9.1</p> <p>9.2</p>
<p>QB10 Do you think that the current resources available for your department's service delivery is adequate and effective?</p> <p style="text-align: center;">Yes / No</p> <p style="text-align: center;"> <input type="checkbox"/>₁ <input type="checkbox"/>₂ </p> <p>Please explain:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>10.1</p> <p>10.2</p>
<p>QB11 Do you think that the current Service Delivery Models employed by your department are effective and adequate?</p> <p style="text-align: center;">Yes No Unsure</p> <p> <input type="checkbox"/>₁ <input type="checkbox"/>₂ <input type="checkbox"/>₃ </p> <p>1 If yes, go to QB13</p> <p>1 If no, go to QB12</p>	<p>11.1</p> <p>11.2</p> <p>11.3</p>

Section B: (continues)	For Office Use
QB12 If No: Please indicate which model/s you would prefer to use more: PLEASE SEE DEFINITIONS BELOW	
	Yes No Unsure
<ul style="list-style-type: none"> ▪ Consultation <input type="checkbox"/>₁ <input type="checkbox"/>₂ <input type="checkbox"/>₃ ▪ Monitoring <input type="checkbox"/>₁ <input type="checkbox"/>₂ <input type="checkbox"/>₃ ▪ Direct, 1:1 <input type="checkbox"/>₁ <input type="checkbox"/>₂ <input type="checkbox"/>₃ ▪ Direct, group <input type="checkbox"/>₁ <input type="checkbox"/>₂ <input type="checkbox"/>₃ ▪ Multi-disciplinary <input type="checkbox"/>₁ <input type="checkbox"/>₂ <input type="checkbox"/>₃ ▪ Interdisciplinary <input type="checkbox"/>₁ <input type="checkbox"/>₂ <input type="checkbox"/>₃ ▪ Transdisciplinary <input type="checkbox"/>₁ <input type="checkbox"/>₂ <input type="checkbox"/>₃ ▪ Case management <input type="checkbox"/>₁ <input type="checkbox"/>₂ <input type="checkbox"/>₃ ▪ Other, please specify: <input type="checkbox"/>₁ <input type="checkbox"/>₂ <input type="checkbox"/>₃ 	12.1 12.2 12.3 12.4 12.5 12.6 12.7 12.8 12.9
<hr style="border-top: 1px dashed black;"/> <hr style="border-top: 1px dashed black;"/>	

Consultation: A collaborative interactive process between therapist and client / other service provider. Therapist is not directly involved in the implementation of treatment principles. Therapist is still primarily responsible for the outcomes of intervention.

Monitoring: This implies the monitoring of an intervention programme, as administered by other service providers.

Direct 1:1 The use of specialised techniques and approaches with one client. Therapist has regular contact with clients.

Direct, group: The use of specialised techniques and approaches with a small group of clients. Therapist has regular contact with clients.

Multi-disciplinary: Each professional provides an initial assessment of the client. Results are interpreted according to each disciplinary perspective and problems are remediated by individual professionals. Other professionals are available for consultation.

Interdisciplinary: After independent assessment of a client, formal communication between professionals occur and a case manager maybe assigned. Intervention generally occurs within an isolated therapy model. Group decision making and some interaction between professionals occur.

Transdisciplinary: After the initial assessment, a comprehensive individual assessment plan is drawn up and implemented by 1/2 appointed professionals. Consultation and direct assistance is provided by other team members. Crossing of disciplinary borders, professions and incorporation of these skills into one's own practice, occur.

Case management: A case manager coordinates the services provided to a client, ensures effective and efficient service delivery. Client centered; focuses on continuity of services; on making services accessible and promotes accountability and independence.

Unsure

Section B: (continues)		For Office Use																				
QB13 Please state any problematic issues that you perceive in your department's current service delivery: _____ _____ _____ _____	13 13.1 13.2 13.3	13																				
QB14 Do you perceive a need for change in the Service Delivery Models of your department? _____ _____ <table style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;"></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th style="text-align: center;">Unsure</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="padding-left: 20px;"> <input type="radio"/> If yes, go to QB15 </td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td style="text-align: center;"><input type="checkbox"/>₃</td> <td style="text-align: center; vertical-align: bottom;">14.1</td> </tr> <tr> <td style="padding-left: 20px;"> <input type="radio"/> If no, END </td> <td></td> <td></td> <td></td> <td style="text-align: center; vertical-align: bottom;">14.2</td> </tr> <tr> <td style="padding-left: 20px;"> QB15 If yes to QB14, what level of support or training would you require to facilitate change? </td> <td></td> <td></td> <td></td> <td style="text-align: center; vertical-align: bottom;">14.3</td> </tr> </tbody> </table>		Yes	No	Unsure		<input type="radio"/> If yes, go to QB15	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	14.1	<input type="radio"/> If no, END				14.2	QB15 If yes to QB14, what level of support or training would you require to facilitate change?				14.3	14.1 14.2 14.3	14.2
	Yes	No	Unsure																			
<input type="radio"/> If yes, go to QB15	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	14.1																		
<input type="radio"/> If no, END				14.2																		
QB15 If yes to QB14, what level of support or training would you require to facilitate change?				14.3																		
QB15 If yes to QB14: How would you describe the ideal service delivery model for your department? _____ _____ _____ _____ _____ _____	15	15																				
QB16 If yes to QB14, Do you foresee difficulty in facilitating change in your department? _____ _____ <table style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;"></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th style="text-align: center;">Unsure</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="padding-left: 20px;"> <input type="checkbox"/> </td> <td style="text-align: center;"><input type="checkbox"/>₁</td> <td style="text-align: center;"><input type="checkbox"/>₂</td> <td style="text-align: center;"><input type="checkbox"/>₃</td> <td style="text-align: center; vertical-align: bottom;">16.1</td> </tr> <tr> <td style="padding-left: 20px;"> <input type="checkbox"/> </td> <td></td> <td></td> <td></td> <td style="text-align: center; vertical-align: bottom;">16.2</td> </tr> <tr> <td style="padding-left: 20px;"> <input type="checkbox"/> </td> <td></td> <td></td> <td></td> <td style="text-align: center; vertical-align: bottom;">16.3</td> </tr> </tbody> </table>		Yes	No	Unsure		<input type="checkbox"/>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	16.1	<input type="checkbox"/>				16.2	<input type="checkbox"/>				16.3	16.1 16.2 16.3	16.1 16.2 16.3
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<input type="checkbox"/>				16.2																		
<input type="checkbox"/>				16.3																		
QB17 If yes to QB14, please indicate in which areas you foresee difficulties: _____ _____ _____ _____ _____	_____ _____ _____ _____ _____	17.1 17.2 17.3 17.4 17.5																				

