



Let's talk about...

Framework for a case study

Brief background information

This is the data-gathering section. Provides information and usually includes the reason the child, young person requires hospital play specialist (HPS) involvement. This information is likely to include objective information i.e., age, sex, ethnic origin, family composition and the family dynamics, reason for admission/referral, diagnosis and subjective information, feelings or concerns reported by the child, young person or family. These facts should be reflected and put into context throughout the information you provide.

Assessment

Demonstrates that a range of information about the child/young person and/or family has been sought for assessment purposes. Triangulation of data is a process by which you collect evidence from three different sources. To use only one source of information can distort/inhibit/restrict your data and analysis of a case. You should demonstrate your clinical thinking.

Document sources of information used in the HPS assessment and planning: A discussion with the child or young person, observations of the child, young person in different contexts within the hospital, unstructured interview with parent, discussion with other professionals, clinical notes, MDT meetings, the child or young person's education setting, other services.

Identifies and discusses the developmental, social, environmental and cultural factors that may influence or impact upon the actions and responses of the child/young person/family. A child's development includes communication, large and fine motor skills, adaptive, social and cognition skills.

Identify any likely stress points for this child/ young person/family: Provide examples of how the child, young person's current emotional state presents? What understanding does the parent/child, young person have of the situation? How is the child, young person coping? Do they have concerns? Consider how you will elicit concerns from the child, young person, parent/family. How will the condition impact on the child, young person? Did you have to clarify any misconceptions from either the child, young person or parent?

Consider health care variables, past or present admission for the child, young person and family.

Are there likely stressors within the healthcare team that you may need to consider in the plan of care you will make? Identify any stressors that you may need to consider in the plan of care e.g., new learnings for yourself, working within a team where common knowledge of your role, knowledge and skills may still be developing.



Developing the plan of care

A plan of care provides direction for individualised care for the patient from within the HPS Services. This shows your clinical reasoning and communicates to the healthcare teams understanding of the professional work of HPS. The plan of care includes the objectives, interventions, and time frame for accomplishment and evaluation, it flows from each patient's unique diagnosis and developmental level and should be organized by the individual's specific needs. What does the child, young person and family want to happen? What goals do members of the MDT have? Consider how you can support these goals within the plan of care you develop.

Consider the clinical reasoning behind your decision making. How has the analysis of your assessment influenced your decision around your plan of care? What is the intention within the plan? What is your goal? What gains do you anticipate the child, young person and family will make? How do you integrate your subjective and objective information? Have you been objective and used evidence-based theory? Or has subjective information prejudiced your plan? Can you assimilate the objective and subjective information and articulate it into a comprehensive plan of care?

Intervention (what is your plan)

Document HPS Service intervention(s) that link to the assessment and plan of care. Provide information on the purpose of the intervention(s) and any identified change in behaviours, expected and unexpected outcomes. Outline the involvement of the child, young person and family members within the interventions. What understanding or coping strategies were observed. What or how did you share information with the child, young person and their family?

Identifies play/recreation opportunities: What activities and resources did you use to support the child, young person? And why? What techniques will you introduce into play/ recreation to support the child, young person? Why? Are there any modifications you need to make in the environment or resources so the child /young person can access play/recreation opportunities? What is your plan? Have you used clinical resources?

Outlines the involvement/action of others: were educational/NGO/other professionals involved in actions or decision making? Was there any MDT collaboration? Did the child, young person or family take an active role in making the plan and the interventions provided?

Reflective evaluation

Critically evaluate the HPS intervention/s provided, and the outcomes observed. The focus should be on your own role and practice. What was the result/ change in behaviours observed because of the intervention? Consider if the interventions provided achieved the expected outcomes from the plan of care. How effective was the plan of care? How did you measure the result? Would you do something different next time? Were there any unexpected positive/negative outcomes?

Discuss implications for future practice in relation to self/ child/young person/family/other professionals where appropriate. Is there an area you wish to strengthen in your practice? How might you plan for this? Did you support/organise post referrals for counselling/assessment? Did it open opportunities for you to provide PD to other professionals? Was there any crossover from other disciplines?

Record evidence of feedback from others (child/young person/family voice) Peer assessment? Video? Were other discipline's goals for the child/family met because of your intervention? Consider areas to strengthen within the HPS Service or the models of care within the hospital/healthcare facility.