# REFLECTIVE PRACTICE ACTIVITIES

If the pre-recorded NDIS Foundation modules are being used as a training resource rather than face-to-face delivery, a follow-up reflective practice workshop to cement knowledge is recommended. Ideally you should provide staff a set time to watch the pre-recordings (e.g. 2 weeks) and then run a follow-up 2 hour reflective practice workshop that includes the activities in the following links.

## Introduction (5 mins)

### Acknowledgement to country

### Housing keeping

## Icebreaker Activity (10 mins)

### Ask attendees to provide 2 tips that they would tell a new staff member about how to navigate the NDIS

## Module 1: Being an NDIS Expert  (45 mins)

**Reminder - what was in Module 1?**

### Key features of the NDIS, responsibilities, health and disability related health supports

### NDIS pathway - access, planning, implementation and plan reviews

## Activity 1: Reflective Practice - Access  (20 mins)

Reflective Practice question:  What is your local process for access?  Is it consistent across teams/streams? What has worked, what could be improved? Think about your writing for access, what has worked, what could be improved?

Follow-up questions:

### Tell us about examples of access requests that didn’t meet eligibility (were you given a reason?)

### Do you reapply or request a review when access requests are rejected?

### Would you do anything differently now based on the information presented? How would you rewrite?

### Tell us a success story about a tricky access request case scenario.

### Do you use the psychosocial disability evidence form?

## Case study  for Discussion

A 46-year-old with Guillain-Barré syndrome. MDT attempted to apply with Guillain- Barre as primary impairment - was rejected. Team contacted NDIS who informed them it was due to disability not being permanent. Re-applied, changing the primary impairment to ‘permanent nerve damage’ included a letter from the medical team to confirm permanency and described impact on function/mobility. Was accepted.

## Activity 2: Verbal Learning check Module 1 (10 mins)

**Elicit answers to the following questions:**

|  |  |  |
| --- | --- | --- |
|  | Question | Answer |
| 1. | What are the 3 criteria for NDIS eligibility? | 1. Under 65 2. Citizen/permanent resident 3. Permanent and significant disability |
| 2. | Can you name 3 reasonable and necessary criteria that need to be  met to be provided NDIS support? | Any 3 of:   * Must be related to a participant’s disability * Must not include day-to-day living costs not related to your disability support needs, such as groceries * Should represent value for money * Must be likely to be effective and work for the participant * Should take into account support given to you by other government services, your family, carers, networks and the community |
| 3. | What are 3 different funded support categories within an NDIS plan (and give examples of what kind of supports you can get in each) | * Core * Capacity * Capital |
| 4. | Name 2 NDIS interim housing funding options | * STAA * MTA |
| 5. | Provide 2 examples of a ‘change of circumstance’ that could lead to an unscheduled plan review. | Any 2 of:   * Changes to disability needs * Significant changes in care or support provided by family or friends * Changes to your living arrangements such as where you live, if you live with new people, if you move overseas or into an aged care or residential facility * Changes to your job or that you’re looking for a job * If you receive or claim compensation for an accident or illness related to your disability |

## Activity 3: Written Learning check 2 Module 1 (5 mins)

Quiz  - print and provide to attendees

1. If clinically involved,  at what stage of the NDIS pathway should a health professional provide assistance?
2. Access
3. Planning
4. Implementation
5. Plan review
6. All of the above
7. When should you start access?
8. When a person has reached a level of functional maintenance
9. When a person is ready for discharge from your health service
10. As early as possible if likely to meet the eligibility criteria
11. When should you provide details to the NDIS regarding the complexities of a person’s situation?
12. In an access request cover letter
13. In the pre-planning document
14. When you are implementing the NDIS support plan
15. What is the quickest way to start an access request?
16. Fill in an access request form (ARF)
17. Make a verbal access request (VAR)
18. Go into the local area coordinator office
19. What is a key reason for an access request being denied?
20. Diagnosis does not meet NDIS eligibility
21. Lack of clarification of disability meeting the permanent and significant criteria
22. Supporting evidence being provided too late

## Activity 4: Q and A Module 1 (10 mins)

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| **Additional Reflective Practice Questions for Module 1**   * What were your key learnings from Module 1? * What was new? * What surprised you? * What consolidated your existing knowledge? * What are 2 things you would tell a new staff member about the NDIS   **BACK UP ICEBREAKER ACTIVITIES**  **One word (10 mins)**  **What:** Can you take a moment to think about one word or a short phrase that describes how you feel about working in the health and NDIS interface?   **How:** Presenters to start with their “describing word” - then ask attendees one by one  to take themselves off mute to give their word.   **Follow-up questions/comments**   * Choose 2 staff with different views (e.g. positive and negative) to speak about why they picked that word.   **Raise of hands (5-10 mins)**  **What:** How would you rate yourself on a scale of 1-10 on your experience and knowledge of navigating the NDIS pathway?  **How:** Ask all staff to put their hands up to start with. Explain that we will count from 1-10 and when you hear the number that relates to how you rate yourself, put your hand down.  **Follow-up questions/comments:**   * Question - What do you need to do to make you rate yourself higher e.g. 4 to a 7? * Comment - Some people have rated themselves a (e.g. 8) while others have rated themselves  a (e.g. 4). It is important that those people who rate themselves a (e.g. 4) use the people  with more experience and knowledge (e.g. a level 8) to assist them. Try to build NDIS  capacity within your service/team through sharing of knowledge and experience. |

## Module 2 Getting the Language Right (45 mins)

**Reminder - what was in Module 2?**

### Using NDIS language

### Writing for access and pre-planning

### Reasonable and necessary/clinical justification

## Activity 5: Learning check Module 2  (10 mins)

Elicit answers to the following questions:

|  |  |  |
| --- | --- | --- |
|  | **Question** | **Answer** |
| 1. | What 3 tips would you give to a colleague just about to write for the NDIS for the first time? | * Describe the participant under all circumstances/situations - so all appropriate support can be considered * Use NDIS terminology - to avoid misunderstandings and ensure reports have strong, clear language * Avoid discipline-specific language - NDIA staff read information from a wide variety of professionals and sectors * Focus on the impact of the disability |
| 2. | Give examples of words or phrases you would use if writing to evidence for permanency | * Sam’s physical impairments are permanent * All treatment has been exhausted * Rehabilitation won’t change the permanency of the impairment |
| 3. | How does the NDIS Act (Section 24 Disability requirements) describe the impact of the impairments? | * Substantially reduced functional capacity in one or more of the following activities * Affecting the person's social and economic participation |

## Activity 6: Reflective Practice  Pre-planning (35 mins)

**When:** Pre-planning section of “Getting the Language Right”

**What:** Identification of goals and writing clinical justification for support

**Time allocated:** 20 minutes

**Resources required:**

### Worksheet NDIS pre-planning sheet (Link) <https://drive.google.com/drive/u/0/folders/1R_SoaCRY6lKtDeydaYihCMgN-diDUsbt>

### Access to latest NDIS Support Catalogue if possible

### Summer Foundation pre-planning template (Link)

**Instructions:**

### Consider a current patient you are working with and complete the worksheet titled ‘Worksheet-NDIS pre-planning’

### If attendees don't have a case study can use Clare case study

**Worksheet activity**

1. Write down 2-3 goals for your case study or for Clare case study
2. State the Support Category (can be either under Core, Capital or Capacity) e.g. Core - assistance with daily life. Prompt - open up latest NDIS Support Catalogue and show examples, support categories and support items)
3. State the goal linked to that support category (repeat one from above)
4. Description of ONE support item *e.g.* *assistance with self care* ***Due to time constraints just pick one support - most support categories have more than 1 support listed***

**NB** This is where you give specific information of the level of support required by a support worker if applicable (e.g. assistance of 1 support worker to assist with morning personal care routine). Total daily 1: 1 support = 8 hours day/5 days week

1. Complete the clinical justification for that **ONE** support item chosen

**Follow up questions**

### Ask staff to put on an NDIA planner hat:

* If asking for a support worker - is it clear what type of support you are asking for? How many hours, type of support (assistance versus standing next to the person versus in another room)?
* Did you meet the R & N requirements?
* Does the NDIA planner have all the information to approve the support?

## Case Study Clare:

Clare is a 53-year-old lady who has suffered an acquired brain injury as a result of a stroke. She is currently in a sub-acute rehabilitation facility. She is married to Roger who works as a carpenter. The couple have 3 children aged 12, 15 and 19. They also have a dog (Bo) and cat (Misty). Clare is a qualified hairdresser and owns her own hairdressing salon. Clare enjoys painting, doing puzzles and has a weekly “girls catch up” with her friends. Clare also likes to go to the theatre and visit art galleries.

Clare has both physical, neurological and cognitive impairments that have resulted in her disability. This includes being unable to use her left arm (her dominant hand) and leg, having changes to her vision and having difficulty doing everyday tasks safely. Clare currently uses a wheelchair to mobilise. She requires assistance from 1 support worker to assist with self care. This includes close supervision when Clare is moving around in her wheelchair, assistance with all transfers including using the toilet. With showering and dressing Clare requires assistance of 1 support worker. Clare is still able to communicate, however she does have some word finding difficulties.

Clare wants to return home to her family but her home is currently not suitable for her needs. Options for discharge include interim home modifications, and use of equipment along with support while Roger is away at work. Roger will need to continue to work full time for financial support but is able to support Clare in her morning routine on weekends.  She is also desperate to return to work.

**Activity 7: Q and A (5 mins)**

## Module 3: Best Practice Discharge Planning (20 mins)

**Reminder - what was in Module 3?**

### Principles effective discharge outcomes

### Safe discharge COVID\_19

### Collaborative Discharge Planning

**Activity 8: Reflective Practice - Best practice discharge in your team (10 mins)**

Discuss:

### What could best practice discharge planning with the NDIS look like in your team?

Follow-up Questions:

### How are you going to do this?

### Do you have process?

### What do you need to make the changes?

**Activity 10: Q and A (5 mins)**

**Activity 11: Building Sustainability - What Next (5 mins)**

Discuss:

### Where to from here for sustainability

### 3 actions  to take away from this session

### How will you build/improve your NDIS Champion network?

## Reflective Practice Workshop Summary Running Sheet

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Duration (mins)** | **Item** | **Notes/Staff Member** |
| **Introduction** | | | |
|  | 5 | Introduction   * Welcome to country * Housekeeping |  |
| **Module 1** | | | |
|  | 5 | Ice breaker   * Please say 1 thing you would tell another staff member about why these recordings are useful  for practice |  |
|  | 10 | Reminder - what was in Module 1?   * Key features of NDIS, roles and responsibilities of health * NDIS pathway - access, planning, implementation & plan reviews   Activity 1: Reflective Practice - access |  |
|  | 20 | Activity 2: Learning check Module 1   * Short answers (5 Qs) |  |
|  |  | Activity 3: Learning check 2 Module 1   * Quiz |  |
|  | 10 | Activity 4: Q&A Module 1 |  |
| **Module 2** | | | |
|  | 10 | Reminder - what was in Module 2?   * Using NDIS language * Writing for access and pre-planning * R & N/linical justification   Activity 5: Learning check -  writing for the NDIS   * Short answers (3 Qs) |  |
|  | 20 | Activity 6: Reflective Practice pre-planning | Share worksheet  Share screen with NDIS Support Catalogue |
|  | 10 | Activity 7: Q&A |  |
| **Module 3** | | | |
|  | 10 | Reminder - what was in Module 3?   * Principles for effective discharge outcomes * Collaborative discharge planning   Activity 9: Reflective Practice –  Best practice discharge |  |
|  | 5 | Activity 10: Q&A | Everyone |
|  | 5 | Building sustainability   * Next steps |  |
|  | 5 | Conclusion:   * Evaluation |  |