

Topic guide for focus groups with practitioners

Introduction to study (7 mins)

- Brief introduction: with slide or visual aid
- Purpose of session
- Consent to audio
- Consent forms

Plan for the session and group rules (3 mins)

What informs decision-making re the management of a case (20 mins)

- **Break into small groups (3-4 people) around where they are sitting.**
- **TASK: What influences or informs your decision-making about the management of a case?**
 - **Rank the following in order of how much influence your decision-making.**
 - **5 minutes to agree.**
 - child's presenting clinical/functional needs
 - your clinical experiences of managing similar children
 - the child and family's characteristics and resources
 - the time / resources you have available to you
 - research evidence on the effectiveness or 'dose' of therapy interventions
 - professional body or clinical guidance
 - your professional training

[Factors presented on strips of card: different colours blue-tack onto mounting board]

- **Whole group together**
 - Each small group presents – top two and bottom two, and if not in either: where research came
 - Brief reflection / observation from facilitator
- **Whole group discussion: exploring issues related to research informing practice**
 - What sorts of research evidence do they use, or might they use if it was available?
 - What are the barriers to research evidence playing a greater role in decision-making?
 - Is it a problem / concern that research evidence doesn't appear higher / isn't top?

Research priorities (15 minutes)

- **Individual exercise:**
- **Task: complete the following (3-4 minutes)**
 - In order to improve outcomes for children with ND, what research needs to be done?
 - Research about interventions
 - Research about the way therapy is organised and delivered
- **Whole group feedback:**
 - Ask people to share topics and write up on flip chart.
 - Ask for comments / reflections

Outcomes: is 'participation' a meaningful construct? (10 minutes)

- **Introduce:** a question for NIHR – therapy – participation: meaningful and appropriate outcome? They define 'participation' as being able to take part in the activities, opportunities and experiences that children of their age have access to: across all domains of life: learning and applying knowledge; general tasks and demands; communication; mobility; self-care; domestic life; interpersonal interactions and relationships; major life areas; community, social and civic life
- **Whole group discussion:**
 - Is this the right sort of outcome to measure if we are wanting to assess or evaluate the impact of therapy interventions?
 - If not, why not?
 - What would be other / better outcomes to measure?

Close

- Review discussion
- Thanks
- Next steps
- Vouchers

THINC PROJECT – PRACTITIONER FOCUS GROUPS

PARTICIPANT DETAILS

1. How long have you been qualified as a therapist? _____

2. What grade is your post? _____

3. What NHS Trust you currently based in? _____

4. Is your post hospital or community based? _____

5. What diagnostic groups of children with ND do you typically work with?

5. Have you had any involvement in research? *(please tick all that apply)*

No

Yes, an investigator

Yes, as a therapist delivering the intervention under investigation

Yes, other: _____

Professionals' focus group:

Ranking exercise: materials


professional body or clinical guidance
your clinical experiences of managing similar children
your professional training
the child's presenting clinical/functional needs
the child's and family's characteristics and resources
research evidence on the effectiveness or 'dose' of therapy interventions
the time/resources you have available to you

Professionals' focus group:

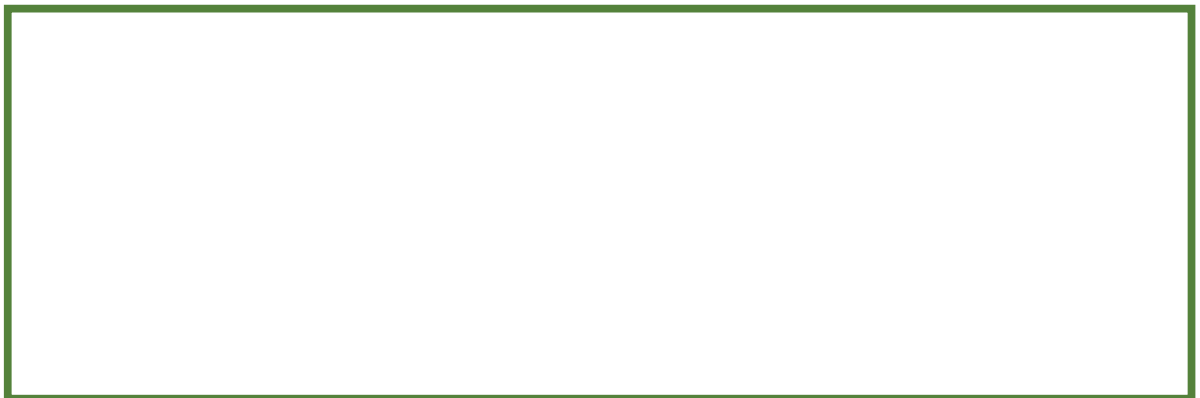
Research prioritisation: materials

**RESEARCH PRIORITIES: IN ORDER TO IMPROVE OUTCOMES FOR CHILDREN
WITH ND, WHAT RESEARCH NEEDS TO BE DONE?**

Research about specific interventions



Research about particular groups of children (eg. diagnosis, need, age....)



Research about the way therapy is organised and delivered



THINC project topic guide: focus groups with parents

Introducing me and the project (5 mins) (visual aid)

- Thank you and my name
- Purpose of meeting with group:
 - main health research funder - research priorities for children with ND; the result – therapy interventions.
 - We don't know much – what therapies work best and for which child.
 - Before making any decisions about what research, NIHR : further consultation with key stakeholders: therapists, other professionals involved in care of children with ND, parents and children.
 - This is one of four groups we're working with on this project
- Basically have about an hour – a number of issues to discuss with you...
 - Check re recording & recorder on
 - Will secure consent over lunch ...for now... *"Does the group..."*
- Notify re thank you voucher and expenses: deal with over lunch

Round group introductions (5 mins) (visual aid)

- Name and these details about child: name, age, condition, type of school, therapies currently receiving NHS, your involvement in delivering therapies or arranged yourselves

Views on child's therapy provision (10 mins) (visual aid)

- Adequacy in terms of amount: use 1 – 10 scale
- What are the gaps
- Are they addressing these themselves in any way?

20 minutes

Objectives of therapy, participation priorities (20 mins) (visual aid)

- Talk through a 'child & ball' visual aid:
 - Therapies – work on body structure or function (or provide equipment to support)that work means the child can do (or do more easily) an activityand that in turn, potentially, means
- Does this picture reflect their understanding of what therapies are doing?
 - Is this made explicit to them and to their child?
- In terms of the participation end: what are their/their child's broad priorities etc..?

40 minutes

Measuring outcomes (15 mins)

- Where on the continuum should we be measuring the impact or outcomes of therapy?
 - How far along the continuum should we go?
 - What other things might be impacting on this process
 - Probe: parental input, school, access to equipment, child's impairments....
- Can the impact of therapy be measured?
 - How? Why / why not?



55 minutes

Research priorities (5 mins) (visual aid)

- What would priorities be for research into therapies in terms of improving your child's functioning /quality of life / well-being
 - Why?

ROUND UP, THANKS AND CLOSE (visual aid)