Providing Counselling to Parents of Children who Stutter: An example of client-centredness and reflective practice evolving clinical practice

Aoife McGuire, Practice Tutor, University of Limerick and HSE (Mid-West) Ireland

aoife.mcguire@ul.ie and aoife.mcguire@hse.ie

INTRODUCTION

Providing counselling in a group context to parents of CWS is a relatively new initiative in the West Region of the HSE in Ireland. It developed from a gap in service provision, which was highlighted following participation with ECFS (Meersman, 2008; Eggers, 2008). This poster aims to account how this service evolved using an EBP framework, specifically client and clinician contributions: the action research based feedback of clients and the reflective practice of the clinician. While highlighted as a pillar of Evidence Based Practice (Dollaghan, 2007), client preferences and clinician experience may be neglected elements of documented practice (McCurtin, 2012). This service evolution was underpinned by utilising these two pillars of EBP, resulting in the successful identification of influences and constraints on the initiative and resulting in both ‘refinement of [the service] and new understandings’ (Fish and Twinn, 1997). This poster is formatted to depict the anticipatory, contemporaneous and retrospective reflections (IASLT, 2009) identified against the backdrop of a ‘spiral process’ (Kolb, 1984) exhibiting the reality of the progression of practice.

Method: Parents of CWS on the SLT caseload were invited to attend evening group sessions focusing on both education and support. 3 group sessions were held. A process of continual elicited parent feedback was instituted which was thematically analysed and fed into service changes. On-going reflective practice by the clinician functioned similarly, enabling clinician growth and meaningful service progression.

PRE-IMPLEMENTATION:

EBP involves ‘progress not perfection’ (Kent, 2006)

‘Research evidence can be seen as a facilitator enabling the profession to grow...but demands each clinician brings thinking to the process’ (McCurtin, 2012)

REFLECTING ON REFLECTING

The Refinement, New Understanding and Evolution

• Heterogenous group: experiencing a group outweighs
  the need for homogeneity (Kent, 2003)
• Ensure continued group small group facilitation and engagement with parents already experienced with
  stuttering therapy (parent feedback)
• Developed pre, primary and secondary school training
  (Hayhow et al, 2002; anecdotal from clients and ISA self-help groups)
• Parents to be collaboratively referred by local SLT with
  clear clinical indicators (Cooper, 2003; Hill, 2003)
• Developed updated information for referral agents
• All resources and initiatives to be regional rather than
  local
• Initiative to be offered three times a year

Reflective Practice and Clinical Practice

• Increased faith in self (Clouder, 2000)
• Integration of new insights and understanding (Westberg and Jason, 2001)
• Supports decision-making (Kawashina, 2000)
• Allowed awareness of complex situations (Iaslt, 2009)
• CPD at its best... Self-directed learning (Knowles, 1976)
• Evolved clinical practice (Clouder, 2000)

REFLECTING ON PARENT FEEDBACK

How to meet needs of older children?

Led within group rapport, query style was didactic?

Do heterogeneous groups work?

How to make more practical?

How to better consider school/preschool environment?

What could I have done better?

Do I need more practical?

How to elicit more narratives?

LINICIAN REFLECTIONS: In response to parent feedback

Themes

Gained Support

Change in behaviour

Education

Request for further groups

Requests for more **

“...I new understand there is no particular cause and as a parent I am not at fault”

“The questions asked by other parents were very informative”

“It was great to hear the experiences from other parents”

“It brought aspects to the forefront that I wouldn’t have thought of”

“Let him finish his sentences, let him talk freely”

“It was so positive going forward and are not embarrassed or negative about Lorna’s stammering”

“Let me finish his sentences, let him talk freely”

References


Westberg and Jason, 2001; Oanh and Nichols, 2000; Yaruss & Quesal, 2002) In Frazer, J Stuttering Therapy Stuttering Foundation, Foundation, Tennessee
