

PACE Framework Planning Tool

Questions for consideration

Which **PACE domain(s)** most align with your telehealth program?

- P**opulation and Health Outcomes
- A**ccess for All Clients
- C**ost and Cost Effectiveness
- E**xperiences of Clients and Occupational Therapy Practitioners

Which **Population and Health Outcomes** sub-domains, if any, most align with your telehealth program?

- Care coordination
- Health promotion
- Occupational Performance
- Participation
- Prevention
- Quality of Life
- Role competence
- Self-advocacy
- Well-being

Which **Access for All Clients** sub-domains, if any, most align with your telehealth program?

- Diversity, equity, and inclusion
- Access to technology and internet
- Availability and usability of translators
- Availability of specialists
- Digital health literacy
- Integration and use of clients' everyday materials
- Organizational digital health literacy
- Technology Usability
- Scheduling ease and convenience

Which **Cost and Cost Effectiveness** sub-domains, if any, most align with your telehealth program?

- Client costs and cost savings
- Practitioner costs and cost savings
- Relation of service utilization to long term outcomes
- Service provision and utilization

Which **Experiences of Clients and Occupational Therapy Practitioners** sub-domains, if any, most align with your telehealth program?

- Care in authentic contexts
- Caregiver/Trusted supporter acceptability and satisfaction
- Client acceptability and satisfaction
- Inclusion of care supporters
- Practitioner acceptability and satisfaction

PACE Framework Checklist for Research/Program Evaluation

	<u>Population and Health Outcomes</u>
<p>Care coordination</p> <p><input type="checkbox"/> Sub-domain applicable to research/program evaluation</p> <p><input type="checkbox"/> Sub-domain not applicable to research/program evaluation</p>	<p>Care coordination: Policies and practices that create coherent and timely client-centered care both within and across care settings and over time.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Communication between team members • Timing and support of transition between care (e.g., acute care to in-patient rehab; early intervention to early childhood) • Link to community resources <p>Potential outcome measures for <u>care coordination</u> (check all that align with research/program)</p> <p><input type="checkbox"/> Assessment of Interprofessional Team Collaboration Scale (Orchard et al., 2012)</p> <p><input type="checkbox"/> Interprofessionalism Assessment (Frost et al., 2019)</p> <p><input type="checkbox"/> Interdisciplinary Team Process and Performance Survey (Temkin-Greener et al., 2004)</p> <p><input type="checkbox"/> Length of time for transition care</p> <p><input type="checkbox"/> Survey of client perceptions of quality and timeliness of care coordination</p> <p><input type="checkbox"/> Other:</p>
<p>Health promotion</p> <p><input type="checkbox"/> Sub-domain applicable to research/program evaluation</p> <p><input type="checkbox"/> Sub-domain not applicable to research/program evaluation</p>	<p>Health promotion: “Process of enabling people to increase control over, and to improve, their health. To reach a state of complete physical, mental, and social well-being, an individual or group must be able to identify and realize aspirations, to satisfy needs, and to change or cope with the environment” (World Health Organization, 1986).</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Population health promotion, focused on communities and factors that influence their health • Group health promotion, focused on health and engagement (e.g., engagement in leisure among older adults, reduction in bullying at schools) • Individual health promotion <p>Potential outcome measures for <u>health promotion</u> (check all that align with research/program)</p> <p><i>Groups & Populations</i></p> <p><input type="checkbox"/> Healthy People 2030 Leading Health Indicators (U.S. Department of Health and Human Services, n.d.)</p> <p><input type="checkbox"/> Population measurement: Patient-Reported Outcomes Measurement Information System PROMIS®, www.nihpromis.org (Northwestern University, 2021a)</p> <p><input type="checkbox"/> Reduction in health disparities</p> <p><input type="checkbox"/> Promotion of healthy living practices</p> <p><input type="checkbox"/> Other:</p> <p><i>Individuals</i></p> <p><input type="checkbox"/> Healthcare utilization</p>

	<input type="checkbox"/> Measures of health status <input type="checkbox"/> Changes in modifiable health risk factors <input type="checkbox"/> Frequency of participation in health promotion activities <input type="checkbox"/> Other:
<p>Occupational performance</p> <p><input type="checkbox"/> Sub-domain applicable to research/program evaluation</p> <p><input type="checkbox"/> Sub-domain not applicable to research/program evaluation</p>	<p>Occupational performance: “Accomplishment of the selected occupation resulting from the dynamic transaction among the client, their contexts, and the occupation” (AOTA, 2020d, p. 8).</p> <p>Examples include: Occupational performance (Activities of daily living (ADLs), Instrumental activities of daily living (IADLs), Health management, Rest and sleep, Education, Work, Play & leisure, Social participation, Performance patterns, Performance skills, Client factors</p> <p>Potential outcome measures for <u>occupational performance</u> (check all that align with research/program)</p> <p><input type="checkbox"/> Canadian Occupational Performance Measure (Law et al., 1990)</p> <p><input type="checkbox"/> Montreal Cognitive Assessment (Nasreddine et al., 2005)</p> <p><input type="checkbox"/> NIH Toolbox for Assessment of Neurological and Behavioral Function (Northwestern University, 2021b)</p> <p><input type="checkbox"/> Occupational Circumstances Assessment Interview and Rating Scale (Forsyth et al., 2005)</p> <p><input type="checkbox"/> Occupational Performance History Interview (Kielhofner et al., 2001)</p> <p><input type="checkbox"/> Occupational Self-Assessment (Baron et al., 2002)</p> <p><input type="checkbox"/> Pediatric Evaluation of Disability Inventory – Computer Adaptive Testing (Dumas et al., 2015)</p> <p><input type="checkbox"/> Sensory Processing Measure (Parham et al., 2007)</p> <p><input type="checkbox"/> Sensory Profile-2 (SP-2; Dunn, 2014)</p> <p><input type="checkbox"/> Other:</p>
<p>Participation</p> <p><input type="checkbox"/> Sub-domain applicable to research/program evaluation</p> <p><input type="checkbox"/> Sub-domain not applicable to research/program evaluation</p>	<p>Participation: “Involvement in a life situation” (World Health Organization, 2001, p. 10).</p> <p>Potential outcome measures for <u>participation</u> (check all that align with research/program)</p> <p><input type="checkbox"/> Client satisfaction, enjoyment, and/or frequency of engagement in meaningful occupations and everyday activities</p> <p><input type="checkbox"/> Assessment of Preschool Children’s Participation (Law et al., 2012)</p> <p><input type="checkbox"/> Canadian Occupational Performance Measure (Law et al., 1990)</p> <p><input type="checkbox"/> Community Participation Indicators (Heinemann, 2010)</p> <p><input type="checkbox"/> Goal Attainment Scaling (Kiresuk & Sherman, 1968)</p> <p><input type="checkbox"/> School Function Assessment (Coster et al., 1998)</p> <p><input type="checkbox"/> The Child and Adolescent Scale of Participation (Bedell, 2011)</p> <p><input type="checkbox"/> Other:</p>
<p>Prevention</p> <p><input type="checkbox"/> Sub-domain applicable to research/program evaluation</p>	<p>Prevention: “Education or health promotion efforts designed to identify, reduce, or prevent the onset and decrease the incidence of unhealthy conditions, risk factors, diseases, or injuries” (American Occupational Therapy Association, 2020d, p. 81).</p> <p>Potential outcome measures for <u>prevention</u> (check all that align with research/program)</p> <p><input type="checkbox"/> Considerations of how occupational therapy delivered through telehealth influences health and developmental outcomes, possibly decreasing need for more intensive care later in life</p> <p><input type="checkbox"/> Prevention-focused program process measure</p>

<input type="checkbox"/> Sub-domain not applicable to research/program evaluation	<input type="checkbox"/> Safe at Home Checklist (AOTA, n.d.-c) <input type="checkbox"/> # of injuries, rate of absenteeism related to injury <input type="checkbox"/> # of falls post implementation of fall prevention programming <input type="checkbox"/> # of hospitalizations post prevention-focused occupational therapy intervention <input type="checkbox"/> Developmental and academic outcomes among children <input type="checkbox"/> Home safety and accessibility for fall prevention among older adults <input type="checkbox"/> Other:
<p>Quality of life</p> <input type="checkbox"/> Sub-domain applicable to research/program evaluation	<p>Quality of life: “Dynamic appraisal of the client’s life satisfaction (perceptions of progress toward goals), hope (real or perceived belief that one can move toward a goal through selected pathways), self-concept (composite of beliefs and feelings about oneself), health and functioning (e.g., health status, self-care capabilities), and socioeconomic factors (e.g., vocation, education, income; adapted from Radomski, 1995)” (AOTA, 2020d, p. 66).</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Nutrition • Stress • Quality of education • Economic conditions • Social engagement • Leisure/recreation participation <p>Potential outcome measures for <u>quality of life</u> (check all that align with research/program)</p> <input type="checkbox"/> Global Quality of Life Scale (Hyland & Sodergren, 1996) <input type="checkbox"/> Health-Related Quality of Life Questionnaire (CDC, 2000) <input type="checkbox"/> McGill Quality of Life Questionnaire — Expanded (Cohen et al., 2019) <input type="checkbox"/> Health-related QOL PedsQL (Varni et al., 1999) <input type="checkbox"/> Short Form 36 Questionnaire (Rand, n.d.) <input type="checkbox"/> The Quality of Life Scale (Flanagan, 1978) <input type="checkbox"/> World Health Organization Quality of Life Instrument (WHO, 2004) <input type="checkbox"/> Other:
<p>Role competence</p> <input type="checkbox"/> Sub-domain applicable to research/program evaluation	<p>Role competence: “Ability to effectively meet the demands of the roles in which one engages” (AOTA, 2020d, p. 67).</p> <p>Potential outcome measures for <u>role competence</u> (check all that align with research/program)</p> <input type="checkbox"/> Self-efficacy, satisfaction, prioritization, and motivation related to life roles <input type="checkbox"/> Parenting Sense of Competence Scale (Ohan et al., 2000) <input type="checkbox"/> Perceived Maternal Parenting Self-Efficacy Scale (Barnes & Adamson-Macedo, 2007) <input type="checkbox"/> Role Checklist V3 (Scott, 2019) <input type="checkbox"/> Self-Management Self-Test (Wehmeyer et al., 2019) <input type="checkbox"/> Other:

<p>Self-advocacy</p> <p><input type="checkbox"/> Sub-domain applicable to research/program evaluation</p> <p><input type="checkbox"/> Sub-domain not applicable to research/program evaluation</p>	<p>Self-advocacy: “Advocacy for oneself, including making one’s own decisions about life, learning how to obtain information to gain an understanding about issues of personal interest or importance, developing a network of support, knowing one’s rights and responsibilities, reaching out to others when in need of assistance, and learning about self-determination” (AOTA, 2020d, p.83).</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Behavioral autonomy • Self-regulated behavior • Psychological empowerment • Self-realization <p>Potential outcome measures for <u>self-advocacy</u> (check all that align with research/program)</p> <p><input type="checkbox"/> Daily Living Self-Efficacy Scale (Maujean et al., 2014)</p> <p><input type="checkbox"/> General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995)</p> <p><input type="checkbox"/> Falls Self-Efficacy Scale (Tinetti et al., 1990)</p> <p><input type="checkbox"/> Patient Activation Measure (Hibbard et al., 2004)</p> <p><input type="checkbox"/> The Arc’s Self-Determination Scale (Wehmeyer, 1999)</p> <p><input type="checkbox"/> The Arc’s Self-Determination Scale-Adolescent Version (Wehmeyer & Kelchner, 1995)</p> <p><input type="checkbox"/> Other:</p>
<p>Well-being</p> <p><input type="checkbox"/> Sub-domain applicable to research/program evaluation</p> <p><input type="checkbox"/> Sub-domain not applicable to research/program evaluation</p>	<p>Well-being: “Contentment with one’s health, self-esteem, sense of belonging, security, and opportunities for self-determination, meaning, roles, and helping others” (AOTA, 2020d, p. 67). “A general term encompassing the total universe of human life domains, including physical, mental, and social aspects, that make up what can be called a ‘good life’” (World Health Organization, 2006, p. 211).</p> <p>Examples include: Sense of self-efficacy, satisfaction, stress, and burden associated with caregiving</p> <p>Potential outcome measures for <u>well-being</u> (check all that align with research/program)</p> <p><i>Caregiver</i></p> <p><input type="checkbox"/> Life Balance Inventory (Matuska, 2012)</p> <p><input type="checkbox"/> WHO-Five Well-Being Index (WHO-5), WHO-Ten Well-Being Index (WHO-10) (World Health Organization, 1998)</p> <p><input type="checkbox"/> Zarit Burden Interview (Zarit et al., 1980)</p> <p><input type="checkbox"/> Other:</p> <p><i>Client</i></p> <p><input type="checkbox"/> Life Balance Inventory (Matuska, 2012)</p> <p><input type="checkbox"/> OECD Guidelines on Measuring Subjective Well-being</p> <p><input type="checkbox"/> Student Life Satisfaction Scale (Huebner, 1991)</p> <p><input type="checkbox"/> NIH Toolbox® (Northwestern University, 2021b)</p> <p><input type="checkbox"/> Subjective well-being measures</p> <p><input type="checkbox"/> Other:</p>

Access for All Clients	
<p>Diversity, equity, and inclusion</p> <p><input type="checkbox"/> Sub-domain applicable to research/program evaluation</p> <p><input type="checkbox"/> Sub-domain not applicable to research/program evaluation</p>	<p>Diversity, equity and inclusion [This topic merits extensive content, which is beyond the scope of this article and must be fully addressed in future work.]</p> <p>In accord with AOTA's commitment to diversity, equity, and inclusion (AOTA, 2020b) and the AOTA Vision 2025 (AOTA, n.d.-a), telehealth research, practice, and policy should reflect diversity in race, ethnicity, gender, age, socio-economic status, geography, and other demographics; promote occupational justice; and be client-centered.</p> <p>Potential outcome measures for <u>Diversity, Equity, and Inclusion</u> can be extracted from the following guides (check all that align with research/program):</p> <p><input type="checkbox"/> AOTA's Guide to Acknowledging the Impact of Discrimination, Stigma, and Implicit Bias on Provision of Services (AOTA, 2020a)</p> <p><input type="checkbox"/> Diversity, Equity and Inclusion in Occupational Therapy, Resources and the DEI Tool Kit (AOTA, n.d.-b)</p> <p><input type="checkbox"/> Equity & Inclusion Lens Guide (Non-Profit Association of Oregon, 2018)</p> <p><input type="checkbox"/> Ford Foundation Disability Inclusion Toolkit (Ford Foundation, n.d.)</p> <p><input type="checkbox"/> Other:</p>
<p>Access to technology and internet</p> <p><input type="checkbox"/> Sub-domain applicable to research/program evaluation</p> <p><input type="checkbox"/> Sub-domain not applicable to research/program evaluation</p>	<p>Access to technology and internet: The extent to which technology and available internet data is sufficiently available and affordable to individuals and communities.</p> <p>Potential outcome measures for <u>access to technology and internet</u> (check all that align with research/program)</p> <p><input type="checkbox"/> Broadband availability and speed in communities</p> <p><input type="checkbox"/> Individuals' access or ownership of smartphones, tablets, laptops or desktop computers.</p> <p><input type="checkbox"/> Cost of access (i.e., laptops, smartphone, internet, data)</p> <p><input type="checkbox"/> Amount of high-speed data available per month, per individual or family</p> <p><input type="checkbox"/> County average cellular and fixed wireless download speeds (see www.NACO.org)</p> <p><input type="checkbox"/> Number of internet subscribers in a community or neighborhood (see www.Brookings.edu)</p> <p><input type="checkbox"/> Number of devices per household</p> <p><input type="checkbox"/> Point of access for internet use (e.g., home, community, school)</p> <p><input type="checkbox"/> Other:</p>
<p>Availability and usability of translators</p> <p><input type="checkbox"/> Sub-domain applicable to research/program evaluation</p> <p><input type="checkbox"/> Sub-domain not applicable to</p>	<p>Availability and usability of translators: The ways in which an organization supports the availability and quality of translation services for clients to access services.</p> <p>Potential outcome measures for <u>availability and usability of translators</u> (check all that align with research/program)</p> <p><input type="checkbox"/> The range and number of translation services offered at various entry points into occupational therapy treatment as well as client reported satisfaction and acceptability of translation services.</p> <p><input type="checkbox"/> Satisfaction surveys with ways for clients to express ways to improve language services</p> <p><input type="checkbox"/> The percent of clients/patients who have been screened for their preferred spoken language</p> <p><input type="checkbox"/> The percent of clients receiving initial assessment and intervention sessions from assessed and trained interpreters or from bilingual providers assessed for language proficiency (see Regenstein, 2007).</p>

<p>research/program evaluation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Volume of interpreter encounters within an institution, agency, or school <input type="checkbox"/> Wait times for interpreter availability <input type="checkbox"/> Other:
<p>Availability of specialists</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sub-domain applicable to research/program evaluation <input type="checkbox"/> Sub-domain not applicable to research/program evaluation 	<p>Availability of specialists: The extent to which telehealth extends the availability of providers with specializations and/or certifications.</p> <p>Potential outcome measures for <u>availability of specialists</u> (check all that align with research/program)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Number, availability, and collaboration among occupational therapy practitioners with specializations and/or certifications <input type="checkbox"/> Client wait times to access providers with specialty certifications <input type="checkbox"/> Number of sessions with specialty providers <input type="checkbox"/> Number of sessions with collaboration between specialty providers and client's original provider <input type="checkbox"/> Percent of telehealth providers with specialty certifications within an agency, hospital, or school <input type="checkbox"/> Other:
<p>Digital health literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sub-domain applicable to research/program evaluation <input type="checkbox"/> Sub-domain not applicable to research/program evaluation 	<p>Digital health literacy: The degree to which individuals have the ability to find, understand, and use information and services to inform health-related decisions and actions for themselves and others.</p> <p>Potential outcome measures for <u>digital health literacy</u> (check all that align with research/program)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Finding and consuming digital content <input type="checkbox"/> Creating digital content <input type="checkbox"/> Communicating and/or sharing digital content <input type="checkbox"/> Evaluating quality and relevance of digital content <input type="checkbox"/> Digital Health Literacy Instrument (van der Vaart & Drossaert, 2017) <input type="checkbox"/> eHealth Literacy Assessment Toolkit (Karnoe et al., 2018) <input type="checkbox"/> eHealth Literacy Questionnaire (eHLQ; Kayser et al., 2018) <input type="checkbox"/> eHealth Literacy Scale (eHEALS; Norman & Skinner, 2006) <input type="checkbox"/> Tracking the level of support that individuals, including children, require to log on and navigate telehealth sessions <input type="checkbox"/> Other:
<p>Integration and use of clients' everyday materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sub-domain applicable to research/program evaluation <input type="checkbox"/> Sub-domain not applicable to 	<p>Integration and use of clients' everyday materials: The ways in which assessment and intervention sessions use clients' readily available materials in their natural contexts.</p> <p>Potential outcome measures for <u>integration and use of clients' everyday materials</u> (check all that align with research/program)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using clients' and families' materials for assessment and intervention <input type="checkbox"/> Any specialized materials and/or equipment that clients/families are asked to purchase to engage in the occupational therapy evaluation and/or intervention <input type="checkbox"/> Any documentation to prepare clients and/or families about expectations regarding upcoming sessions <input type="checkbox"/> Documentation about what materials/intervention activities in which clients and families engaged

<p>research/program evaluation</p>	<p><input type="checkbox"/> Documentation that would reflect any “specialized” materials and/or materials that clients/families would have to purchase to complete the intervention session</p> <p><input type="checkbox"/> Other:</p>
<p>Organizational digital health literacy</p> <p><input type="checkbox"/> Sub-domain applicable to research/program evaluation</p> <p><input type="checkbox"/> Sub-domain not applicable to research/program evaluation</p>	<p>Organizational digital health literacy: The degree to which organizations equitably enable individuals to find, understand, and use information and services to inform health-related decisions and actions for themselves and others (CDC, 2021).</p> <p>Potential outcome measures for <u>organizational digital health literacy</u> (check all that align with research/program)</p> <p><input type="checkbox"/> Organizational structure, policy, and leadership supports for telehealth software that supports clear client- occupational therapy practitioner communication, and is easily navigated by occupational therapy practitioners and clients</p> <p><input type="checkbox"/> Availability of validated assessment measures that are compatible with numerous telehealth platforms</p> <p><input type="checkbox"/> Ease of integration of assessment measures, documentation, and client communication within telehealth software</p> <p><input type="checkbox"/> Leadership support for practitioner and client training to access telehealth</p> <p><input type="checkbox"/> Other:</p>
<p>Technology usability</p> <p><input type="checkbox"/> Sub-domain applicable to research/program evaluation</p> <p><input type="checkbox"/> Sub-domain not applicable to research/program evaluation</p>	<p>Technology usability: The extent to which available technology is appropriate for telehealth access, including evaluation and intervention sessions.</p> <p>Potential outcome measures for <u>technology usability</u> (check all that align with research/program)</p> <p><input type="checkbox"/> Effectiveness, efficacy, and satisfaction with the device and internet quality of accessing telehealth sessions</p> <p><input type="checkbox"/> Amount of time to log on to telehealth sessions</p> <p><input type="checkbox"/> Computer Proficiency Questionnaire (Boot et al., 2015)</p> <p><input type="checkbox"/> Mobile Device Proficiency Questionnaire (Roque & Boot, 2018)</p> <p><input type="checkbox"/> Number of internet disruptions / slow internet miscommunications during a session</p> <p><input type="checkbox"/> The amount of client assistance needed to schedule and log on to a session</p> <p><input type="checkbox"/> The extent to which the device / internet speed allows for effective communication between the client and practitioner</p> <p><input type="checkbox"/> Other:</p>
<p>Scheduling ease and convenience</p> <p><input type="checkbox"/> Sub-domain applicable to research/program evaluation</p> <p><input type="checkbox"/> Sub-domain not applicable to research/program evaluation</p>	<p>Scheduling ease and convenience: Client reports of scheduling ease as convenient and fitting into daily life.</p> <p>Potential outcome measures for <u>scheduling ease and convenience</u> (check all that align with research/program)</p> <p><input type="checkbox"/> Client reported ease and satisfaction with setting up and attending telehealth sessions</p> <p><input type="checkbox"/> Availability of occupational therapy practitioners on evenings and weekends to match clients’ schedules</p> <p><input type="checkbox"/> Client satisfaction survey with questions about scheduling convenience and availability of appointments</p> <p><input type="checkbox"/> Other:</p>

Cost and Cost Effectiveness	
<p>Client costs and cost savings</p> <p><input type="checkbox"/> Sub-domain applicable to research/program evaluation</p> <p><input type="checkbox"/> Sub-domain not applicable to research/program evaluation</p>	<p>Client costs and cost savings: The costs and cost savings associated with accessing and attending telehealth sessions; clients may save expenses due to convenience of telehealth and/or incur costs if any additional technology or data is necessary to access telehealth sessions.</p> <p>Examples include: Travel considerations related to time and distance may be dependent on community setting (e.g., rural vs. urban) and client reported method of transportation</p> <p>Potential outcome measures for <u>client costs and cost savings</u> (check all that align with research/program)</p> <p><i>Costs</i></p> <p><input type="checkbox"/> Costs incurred by clients, including sufficient internet connectivity and technology devices to access appointments</p> <p><i>Savings</i></p> <p><input type="checkbox"/> Cost savings related to client burden reduction including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> travel expenses (gas, food) <input type="checkbox"/> time off work for travel to appointments <input type="checkbox"/> missed work or school days <input type="checkbox"/> childcare expenses associated with appointment <input type="checkbox"/> public transportation costs <input type="checkbox"/> fuel costs and costs associated with parking personal vehicle, if applicable <input type="checkbox"/> attendance at community support activities <p><input type="checkbox"/> Calculated mileage/travel distance (Note: Distance may be appropriate to measure for suburban and/or rural samples, while for urban samples, measurement strategies may be based in time, where public transportation or traffic are considered.)</p> <p><input type="checkbox"/> Clients' report of travel distance and time with their specific method of transportation (e.g., car travel may be faster than public transit travel)</p> <p><input type="checkbox"/> Other:</p>
<p>Practitioner costs and cost savings</p> <p><input type="checkbox"/> Sub-domain applicable to research/program evaluation</p> <p><input type="checkbox"/> Sub-domain not applicable to research/program evaluation</p>	<p>Practitioner costs and cost savings: The costs and cost savings among practitioners that result from telehealth.</p> <p>Potential outcome measures for <u>practitioner costs and cost savings</u> (check all that align with research/program)</p> <p><input type="checkbox"/> Saved expenses due travel time and costs, and/or incurred costs if software, technology, or additional data is necessary to conduct telehealth sessions</p> <p><input type="checkbox"/> Costs associated with telehealth software, multiple state licenses, internet and technology (e.g., hardware, software, peripherals)</p> <p><input type="checkbox"/> Miles from home to clinic or hospital setting</p> <p><input type="checkbox"/> Travel distance /time for therapy practitioner(s) to travel (between home, hospital, clinic(s), school(s), clients' homes)</p> <p><input type="checkbox"/> Other:</p>

<p>Relation of service utilization to long term outcomes</p> <p><input type="checkbox"/> Sub-domain applicable to research/program evaluation</p> <p><input type="checkbox"/> Sub-domain not applicable to research/program evaluation</p>	<p>Relation of service utilization to long term outcomes: The degree to which costs of occupational therapy delivered through telehealth are associated with long term health and/or developmental outcomes across clients and settings.</p> <p>Examples include: Expenses that would likely have occurred if service was not provided (e.g., re-hospitalization, development of pressure ulcer)</p> <p>Potential outcome measures for <u>relation of service utilization to long term outcomes</u> (check all that align with research/program)</p> <p><input type="checkbox"/> Analyses using an incremental cost-effectiveness ratio (ICER) to determine if clients' functional gains over time differ by service delivery model (e.g., in-person, hybrid, telehealth)</p> <p><input type="checkbox"/> Analyses that compare groups' outcomes among those that receive occupational therapy by different service delivery models (e.g., in-person, hybrid, telehealth)</p> <p><input type="checkbox"/> Emergency department (ED) visit avoidance in real time and/or future</p> <p><input type="checkbox"/> Healthcare utilization, compare to a normative database</p> <p><input type="checkbox"/> Comparison of adopters to non-adopters to long term health outcomes (e.g., cohort design)</p> <p><input type="checkbox"/> Other:</p>
<p>Service provision and utilization</p> <p><input type="checkbox"/> Sub-domain applicable to research/program evaluation</p> <p><input type="checkbox"/> Sub-domain not applicable to research/program evaluation</p>	<p>Service provision and utilization: The extent to which occupational therapy services are offered, available, and attended by clients across settings and communities.</p> <p>Potential outcome measures for <u>service provision and utilization</u> (check all that align with research/program)</p> <p><input type="checkbox"/> Rate of attendance, which includes number of cancelled appointments and/or no shows</p> <p><input type="checkbox"/> The number, frequency, and length of sessions that were used to achieve a specific goal or gain in function</p> <p><input type="checkbox"/> The ratio of number, frequency, and length of sessions that are attended by clients</p> <p><input type="checkbox"/> Total number, frequency, and length of time of recommended services</p> <p><input type="checkbox"/> Other:</p>
<p>Experiences of Clients and Occupational Therapy Practitioners</p>	
<p>Authentic contexts</p> <p><input type="checkbox"/> Sub-domain applicable to research/program evaluation</p> <p><input type="checkbox"/> Sub-domain not applicable to research/program evaluation</p>	<p>Authentic contexts: The extent to which telehealth sessions occur within clients' authentic contexts and address clients' everyday activities.</p> <p>Potential outcome measures for <u>authentic contexts</u> (check all that align with research/program)</p> <p><input type="checkbox"/> Assessment results that reflect clients' performance in their everyday environments</p> <p><input type="checkbox"/> Documentation about how everyday routines look for clients in their natural context</p> <p><input type="checkbox"/> Documentation of locations in which sessions occur</p> <p><input type="checkbox"/> Documentation of locations of both clients and occupational therapy practitioner</p> <p><input type="checkbox"/> Evidence of ecological validity of assessment approaches</p> <p><input type="checkbox"/> Potential measures of generalization of how clients/caregivers can use intervention strategies used in everyday environments</p> <p><input type="checkbox"/> Other:</p>

<p>Caregiver/Care partner acceptability and satisfaction</p> <p><input type="checkbox"/> Sub-domain applicable to research/program evaluation</p> <p><input type="checkbox"/> Sub-domain not applicable to research/program evaluation</p>	<p>Caregiver/Care partner acceptability and satisfaction: The acceptability and perceived quality of the service delivery mechanism from the perspective of the caregiver for younger clients and/or trusted supporter for older clients.</p> <p>Potential outcome measures for <u>caregiver/care partner acceptability and satisfaction</u> (check all that align with research/program)</p> <p><input type="checkbox"/> Canadian Occupational Performance Measure (Law et al., 1990)</p> <p><input type="checkbox"/> Telehealth Acceptability and Satisfaction Questionnaire (e.g., Little et al., 2018; Vismara et al., 2012)</p> <p><input type="checkbox"/> Washing Co. Family Caregiver Satisfaction Survey (Washington Co. Family Caregiver Support Program, n.d.)</p> <p><input type="checkbox"/> Other:</p>
<p>Client acceptability and satisfaction</p> <p><input type="checkbox"/> Sub-domain applicable to research/program evaluation</p> <p><input type="checkbox"/> Sub-domain not applicable to research/program evaluation</p>	<p>Client acceptability and satisfaction: The perceived acceptability, value, and client attributed outcomes of telehealth delivered occupational therapy services.</p> <p>Potential outcome measures for <u>client acceptability and satisfaction</u> (check all that align with research/program)</p> <p><input type="checkbox"/> Canadian Occupational Performance Measure (COPM; Law et al., 1990)</p> <p><input type="checkbox"/> Telehealth Acceptability and Satisfaction Questionnaire (adapted for clients' self-report) (e.g., Little et al., 2018; Vismara et al., 2012)</p> <p><input type="checkbox"/> Client satisfaction influenced by perceived benefits of telehealth (e.g., saved workdays or school days, reduced travel, time, and costs associated with receiving care through telehealth)</p> <p><input type="checkbox"/> Surveys that incorporate clients' reports of functional gain as a result of telehealth</p> <p><input type="checkbox"/> Other:</p>
<p>Inclusion of care partners</p> <p><input type="checkbox"/> Sub-domain applicable to research/program evaluation</p> <p><input type="checkbox"/> Sub-domain not applicable to research/program evaluation</p>	<p>Inclusion of care partners (caregiver/family/other): The extent to which clients' care supporters actively participate in and are included in the occupational therapy process (i.e., assessment, intervention, re-evaluation).</p> <p>Potential outcome measures for <u>inclusion of care partners (caregiver/family/other)</u> (check all that align with research/program)</p> <p><input type="checkbox"/> Documentation of care supporter's engagement in the session</p> <p><input type="checkbox"/> The % of time the care supporter participated in the session</p> <p><input type="checkbox"/> The % of time the practitioner engaged with the care supporter</p> <p><input type="checkbox"/> Other:</p>

<p>Practitioner acceptability and satisfaction</p> <p><input type="checkbox"/> Sub-domain applicable to research/program evaluation</p> <p><input type="checkbox"/> Sub-domain not applicable to research/program evaluation</p>	<p>Practitioner acceptability and satisfaction: The extent to which occupational therapy practitioners perceive that telehealth promotes wellness, reduces burnout, and is an effective mechanism to deliver assessments and interventions that meet clients' needs and achieve evidence-based practice standards.</p> <p>Potential outcome measures for <u>practitioner acceptability and satisfaction</u> (check all that align with research/program)</p> <p><input type="checkbox"/> Maslach Burnout Inventory (Maslach & Jackson, 1981)</p> <p><input type="checkbox"/> Oldenburg Burnout Inventory (Demerouti et al., 2001)</p> <p><input type="checkbox"/> Professional Quality of Life Measure (Stamm, 2009)</p> <p><input type="checkbox"/> Stanford Professional Fulfillment Index (Troedel et al., 2018)</p> <p><input type="checkbox"/> <i>Telehealth Acceptability and Satisfaction Questionnaire</i> (adapted for practitioners' responses) (e.g., Little et al., 2018; Vismara et al., 2012)</p> <p><input type="checkbox"/> <i>WHO-5 Well-Being Index</i> (WHO, 1998)</p> <p><input type="checkbox"/> Other:</p>
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