

PACE Framework

<u>Access for All Clients</u>		
<p>Diversity, equity and inclusion [This topic deserves much more extensive content, that is beyond the scope of this paper.]</p>	<p>In accord with AOTA’s commitment to diversity, equity, and inclusion (AOTA, 2020b) and the AOTA (n.d.-a) Vision 2025, 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>Outcome measures can be extracted from the following guides:</p> <ul style="list-style-type: none"> • Diversity, Equity and Inclusion in Occupational Therapy, Resources and the DEI Tool Kit (AOTA, n.d.-b) • Equity & Inclusion Lens Guide (Non-Profit Association of Oregon, 2018) • Ford Foundation Disability Inclusion Toolkit (Ford Foundation, n.d.) • AOTA’s Guide to Acknowledging the Impact of Discrimination, Stigma, and Implicit Bias on Provision of Services (AOTA, 2020a)
<p>Access to technology and internet</p>	<p>The extent to which technology and available internet data is sufficiently available and affordable to individuals and communities.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Broadband availability and speed in communities • Individuals' access or ownership of smartphones, tablets, laptops or desktop computers. • Cost of access (i.e., laptops, smartphone, internet, data) 	<ul style="list-style-type: none"> • Amount of high-speed data available per month, per family or individual • County average cellular and fixed wireless download speeds (see www.NACO.org) • Number of internet subscribers in a community or neighborhood (see www.Brookings.edu) • Number of devices per household • Point of access for internet use (e.g., home, community, school)
<p>Availability and usability of translators</p>	<p>The extent to which an organization supports translation services for clients to access services.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • The range and number of translation services offered at various entry points into occupational therapy treatment as well as 	<ul style="list-style-type: none"> • Satisfaction surveys with ways for clients to express ways to improve language services • The percent of clients/patients who have been screened for their preferred spoken language • 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). • Volume of interpreter encounters within an institution, agency, or school

PACE Framework

	<p>client reported satisfaction and acceptability of translation services.</p>	<ul style="list-style-type: none"> • Wait times for interpreter availability
<p>Availability of specialists</p>	<p>The extent to which telehealth extends the availability of providers with specializations and/or certifications.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Number, availability, and collaboration among OT practitioners with specializations and/or certifications 	<ul style="list-style-type: none"> • Client wait times to access providers with specialty certifications • Number of sessions with specialty providers • Number of sessions with collaboration between specialty providers and client’s original practitioner • Percent of telehealth providers with specialty certifications within an agency, hospital, or school
<p>Digital health literacy</p>	<p>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>Examples include:</p> <ul style="list-style-type: none"> • Finding and consuming digital content • Creating digital content • Communicating and/or sharing digital content • Evaluating quality and relevance of digital content 	<ul style="list-style-type: none"> • <i>Digital Health Literacy Instrument</i> (van der Vaart & Drossaert, 2017) • <i>eHealth Literacy Assessment Toolkit</i> (Karnoe et al., 2018) • <i>eHealth Literacy Questionnaire</i> (eHLQ; Kayser et al., 2018) • <i>eHealth Literacy Scale</i> (eHEALS; Norman & Skinner, 2006) • Tracking the level of support that individuals, including children, require to log on and navigate telehealth sessions
<p>Integration and use of clients’ everyday materials</p>	<p>The ways in which assessment and intervention sessions use clients’ readily available materials in their natural contexts.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Using clients’ and families’ materials for assessment and intervention • Any specialized materials and/or equipment that clients / families are asked to purchase to engage in assessment / intervention 	<ul style="list-style-type: none"> • Any documentation to prepare clients and/or families about expectations regarding upcoming sessions • Documentation about what materials / intervention activities in which clients and families engaged • Documentation that would reflect any “specialized” materials and/or materials that clients/families would have to purchase to complete the intervention session

PACE Framework

<p>Organizational digital health literacy</p>	<p>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>Examples include:</p> <ul style="list-style-type: none"> Organizational structure, policy, and leadership supports for telehealth software that supports clear client-OT practitioner communication, and is easily navigated by OT practitioners and clients. 	<ul style="list-style-type: none"> Availability of available and validated assessment measures that are compatible with numerous telehealth platforms Ease of integration of assessment measures, documentation, and client communication within telehealth software Leadership support for practitioner and client training to access telehealth
<p>Technology usability</p>	<p>The extent to which available technology is appropriate for telehealth access, including evaluation and intervention sessions.</p> <p>Examples include:</p> <ul style="list-style-type: none"> Effectiveness, efficacy, and satisfaction with the device and internet quality of accessing telehealth sessions. 	<ul style="list-style-type: none"> Amount of time to log on to telehealth sessions Computer Proficiency Questionnaire (Boot et al., 2015) Mobile Device Proficiency Questionnaire (Roque & Boot, 2018) Number of internet disruptions / slow internet miscommunications during a session The amount of client assistance needed to schedule and log on to a session The extent to which the device / internet speed allows for effective communication between the client and practitioner
<p>Scheduling ease and convenience</p>	<p>Client reports of scheduling ease as convenient and fitting into their daily lives.</p> <p>Examples include:</p> <ul style="list-style-type: none"> Client reported ease and satisfaction with setting up and attending telehealth sessions. 	<ul style="list-style-type: none"> Availability of OT practitioners on evenings and weekends to match clients' schedules Client satisfaction survey with questions about scheduling convenience and availability of appointments

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