

The University of Manchester

Goal-setting enhances:

- Patient confidence and motivation
- Engagement with rehabilitation

**BUT** little is known about how goal-setting is used in practice

## What did I do?

Group discussions with clinicians asking about:

- Definitions of goals and goal-setting
- Experiences and views of how goal-setting is carried out
- How goal-setting is integrated with other rehabilitation processes and documentation
- What is needed for successful goal-setting
- How goal-setting is supported, especially for less experienced staff.

### Who was involved?

- 11 Clinicians (physiotherapists, occupational therapists, speech and language therapists, nurses) attended 3 meetings
- Discussions were also held with larger groups of clinicians at three different NHS sites, with a total of 40 clinicians attending 3 separate meetings.



Discussions also held with 24 stroke survivors and 4 carers, asking questions about their experiences of goal-setting whilst an inpatient.

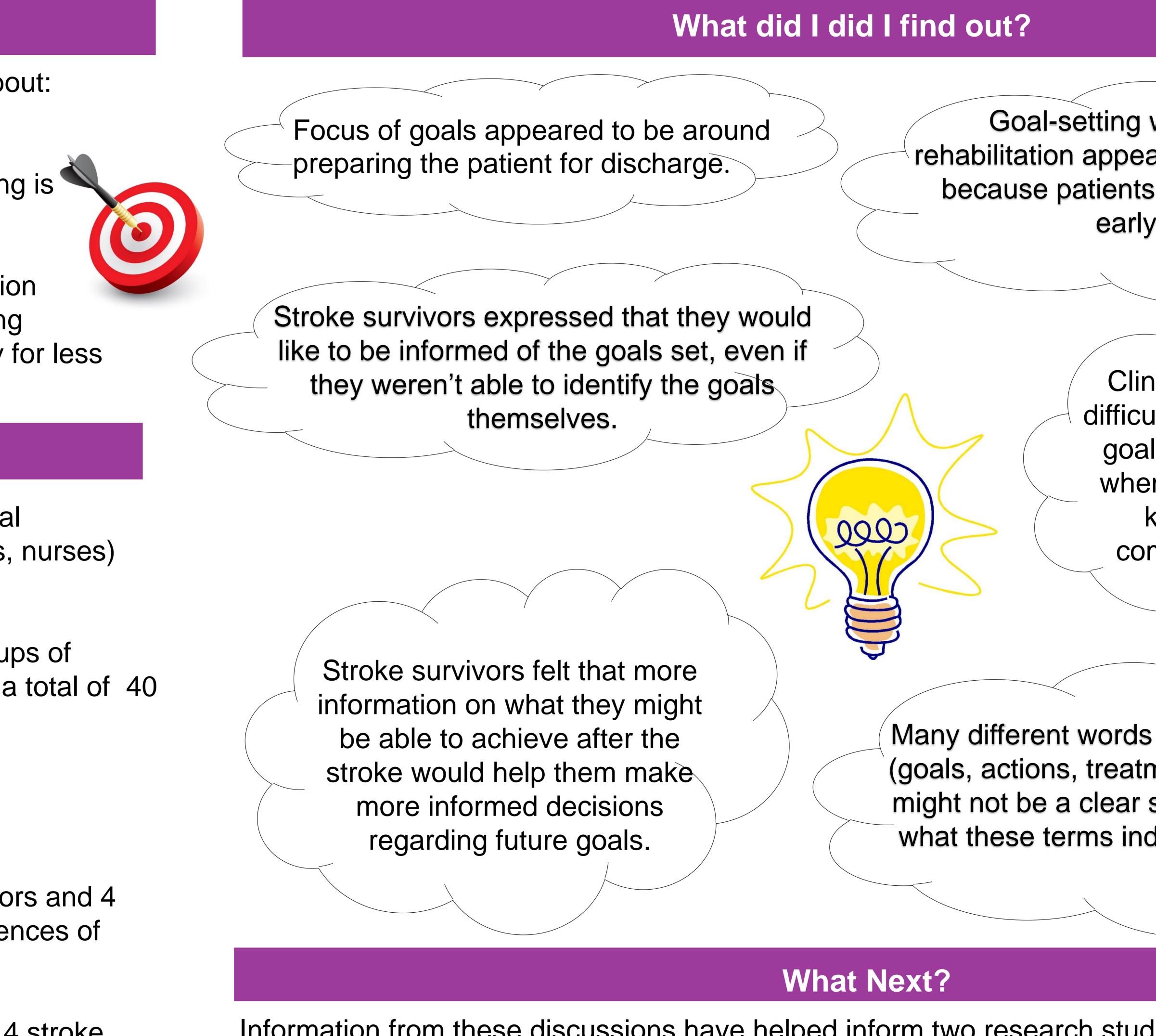
An additional discussion group made up of 4 stroke survivors and 1 carer who expressed a specific interest in goal-setting Funded by a Stroke Association Postdoctoral Fellowship

# **A Scoping Exercise to Inform Future Goal-setting Research**

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# Why is goal-setting important?

- Satisfaction with rehabilitation
- Team performance, communication and cohesion



Disclaimer: The funders take no responsibility for the views presented in this poster

To inform future research questions and methods regarding goal-setting, pre-research work was completed, consulting with key stakeholders to ensure future work would incorporate their perspectives.

Information from these discussions have helped inform two research studies. These studies will aim to fully investigate the perceptions of clinicians and stroke survivors of the goal-setting process.





Goal-setting within inpatient stroke rehabilitation appears to be therapist led, often because patients struggle to identify goals early after stroke.

> Clinicians sometimes have difficulty identifying and setting goals early after admission, when they are still getting to know the patient and completing assessments.

Many different words are used in goal-setting (goals, actions, treatment planning) and there might not be a clear shared understanding of what these terms indicate in this population.