



INTERNATIONAL
SOCIETY FOR PROSTHETICS
AND ORTHOTICS



Identifying Interprofessional Rehabilitation Education Opportunities : Comparative Review of Competencies and Standards

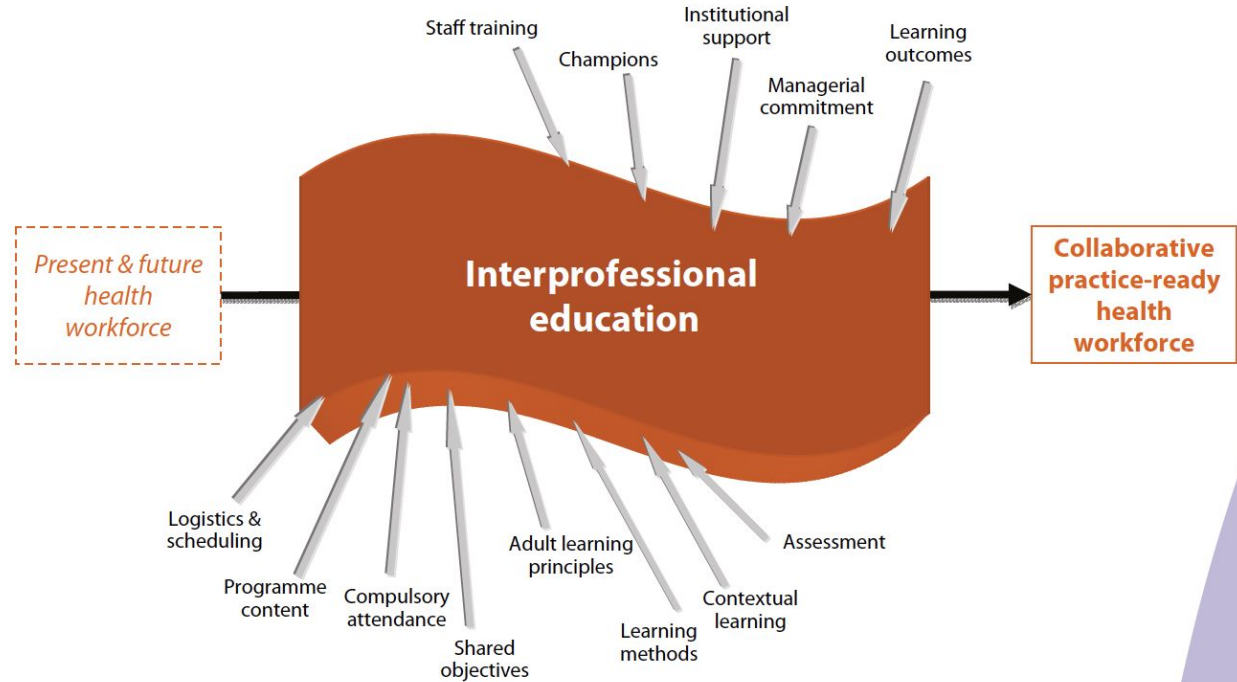
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Interprofessional Education (IPE)

“When two or more professions learn with, about, and from each other to enable effective collaboration and improve health outcomes” (*Gilbert, 2010*)



Barriers to IPE and Education of Rehabilitation Professionals

- Few available training programs
- Limited resources
- Lack of qualified educators
- Variations in competencies and expectations

Professional
Regulation

- Professional Regulation - of the professions and continuing professional development

Institutional
Capacity

- Academic capacity - of education institutions to deliver programs of international standards

Clinical Practice

- Clinical practice - delivery of clinical knowledge and skills development training

Advocacy

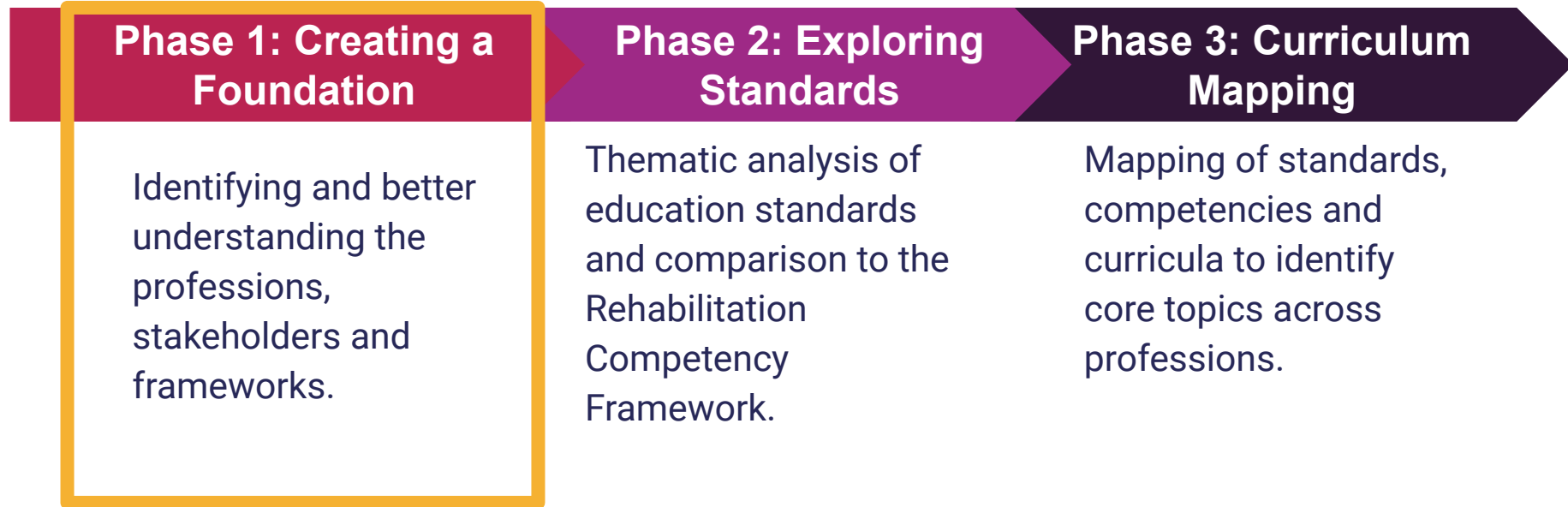
- Advocacy - to raise awareness and understanding or rehabilitation

International Rehabilitation Education and Training Toolkit (IRETT)

Features a set of “core” courses that can be used interprofessionally to supplement existing resources and entry-level training programs.



IRETT : Identifying the “core” interdisciplinary courses



Phase 1: Creating a Foundation

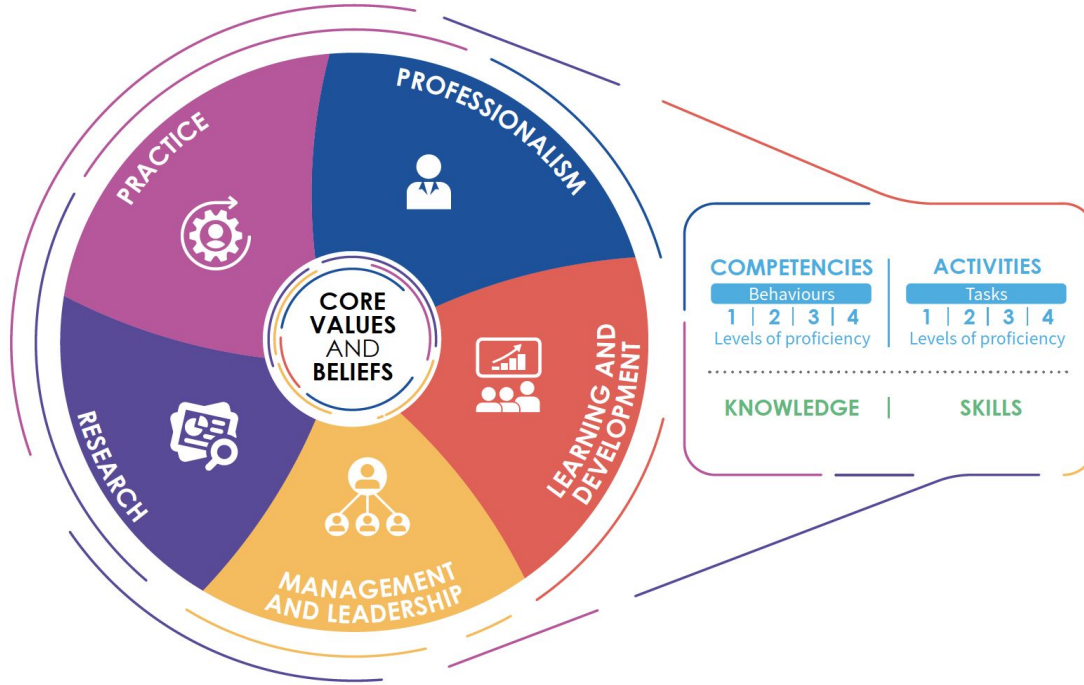
Rehabilitation professions:

- Occupational Therapy
- Physiotherapy
- Speech Language Pathology
- Prosthetics Orthotics

Key stakeholder groups:

- Academic Institutions
- Professional associations
- Service providers

Rehabilitation Competency Framework (RCF)



The RCF allows comparison of benchmarks, competencies and standards of practice across the professions.

IRETT : Identifying the “core” interdisciplinary courses

Phase 1: Creating a Foundation

Identifying and better understanding the professions, stakeholders and frameworks.

Phase 2: Exploring Standards

Thematic analysis of education standards and comparison to the Rehabilitation Competency Framework.

Phase 3: Curriculum Mapping

Mapping of standards, competencies and curricula to identify core topics across professions.

Phase 2: Exploring Standards

ISPO EDUCATION
STANDARDS for
PROSTHETIC/ORTHOTIC
OCCUPATIONS



Themes in educational standards across the professions:

- Clinical knowledge & skills
- Communication & collaboration
- Professional reasoning and behaviours
- Interdisciplinary teamwork

IRETT : Identifying the “core” interdisciplinary courses

Phase 1: Creating a Foundation

Identifying and better understanding the professions, stakeholders and frameworks.

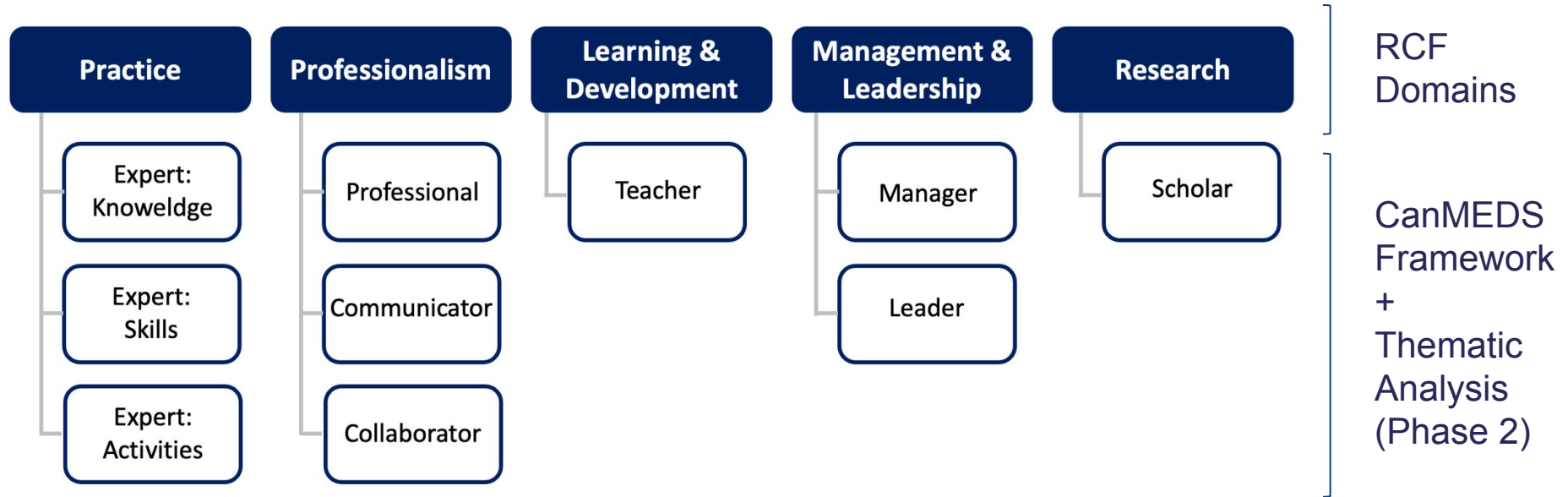
Phase 2: Exploring Standards

Thematic analysis of education standards and comparison to the Rehabilitation Competency Framework.

Phase 3: Curriculum Mapping

Mapping of standards, competencies and curricula to identify core topics across professions.

Curricular Mapping Framework



Phase 3: Curriculum Mapping

1. Comprehensive course list

- Curriculums
- Standards of Practice
- Competencies
- Standards of Education

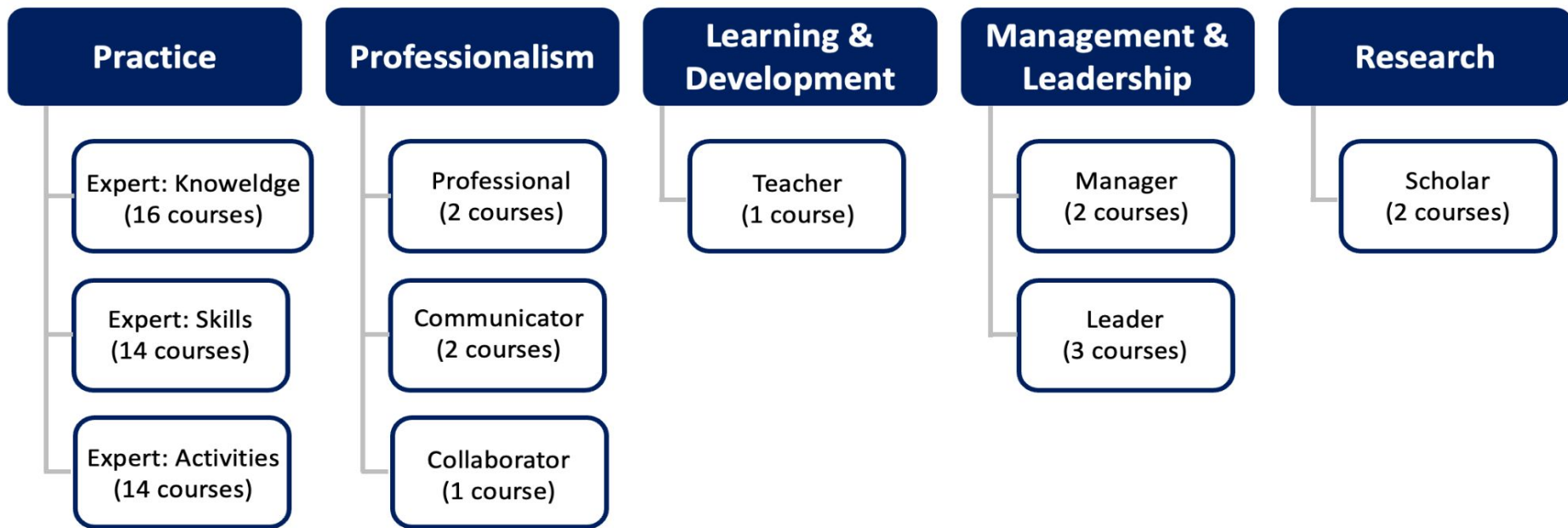
22 document sources

2. Comparison of curricula

- Four professions (OT, PT, SLP and PO)
- All World Bank income groups
- Range of geographical regions

63 Rehabilitation programs

Mapped courses



Ten core interdisciplinary courses

1. Clinical Reasoning
2. Screening, Examination, and Evaluation
3. Assistive/Adaptive Technology- Adaptive Equipment and Devices
4. Clinical Education
5. Applied EBP
6. Documentation and Digital Literacy
7. Communication (professional)
8. Inter-professional Practice and Teamwork
9. Professional Behaviours
10. Business and Practice Management

IRETT & Core Courses : Developments and Opportunities

- Align with international Standards
- Accessible on and offline
- Available in multiple languages
- Adaptable to different cultures

Resources and support will be available to facilitate integration into new and existing programs.

Benefits for Prosthetics / Orthotics and other professions

- More efficient use of resources
- Greater flexibility in delivery of education
- Improved awareness of professional roles and responsibilities
- Effective communication and collaboration on complex cases
- Less duplication of services
- More frequent referrals
- Improved continuity and coordination of care
- Improved retention of health workers

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ReLAB team

- Physical Therapists: Cheryl Footer, PT, PhD; Larisa Hoffman, PT, PhD; Tarina Van Der Stockt, PT; Shala Cunningham, PT, PhD, Liliane Kirenga, PT
- Occupational Therapists: Yara Peterko, OT, Angela Patterson, OT
- Prosthetist / Orthotist: Martina Lukin, CPO

PLUS teams: learning architects, tech team, translation team

ReLAB-HS (Learning, Acting and Building Rehabilitation in Health Systems)

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Questions?

Come and see us on the **Physiopedia** stand in the exhibition hall.

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References

ReLAB-HS

www.relabhs.org

Physiopedia

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