

Learning, Acting, and Building for Rehabilitation in Health Systems

Strengthening Rehabilitation in Uganda Using the International Rehabilitation Education Training Toolkit

Herbert Omoding, Victor Alochi, Margaret Namatovu, Calvin Kisembo,
Amon Nuwahereza, Shala Cunningham



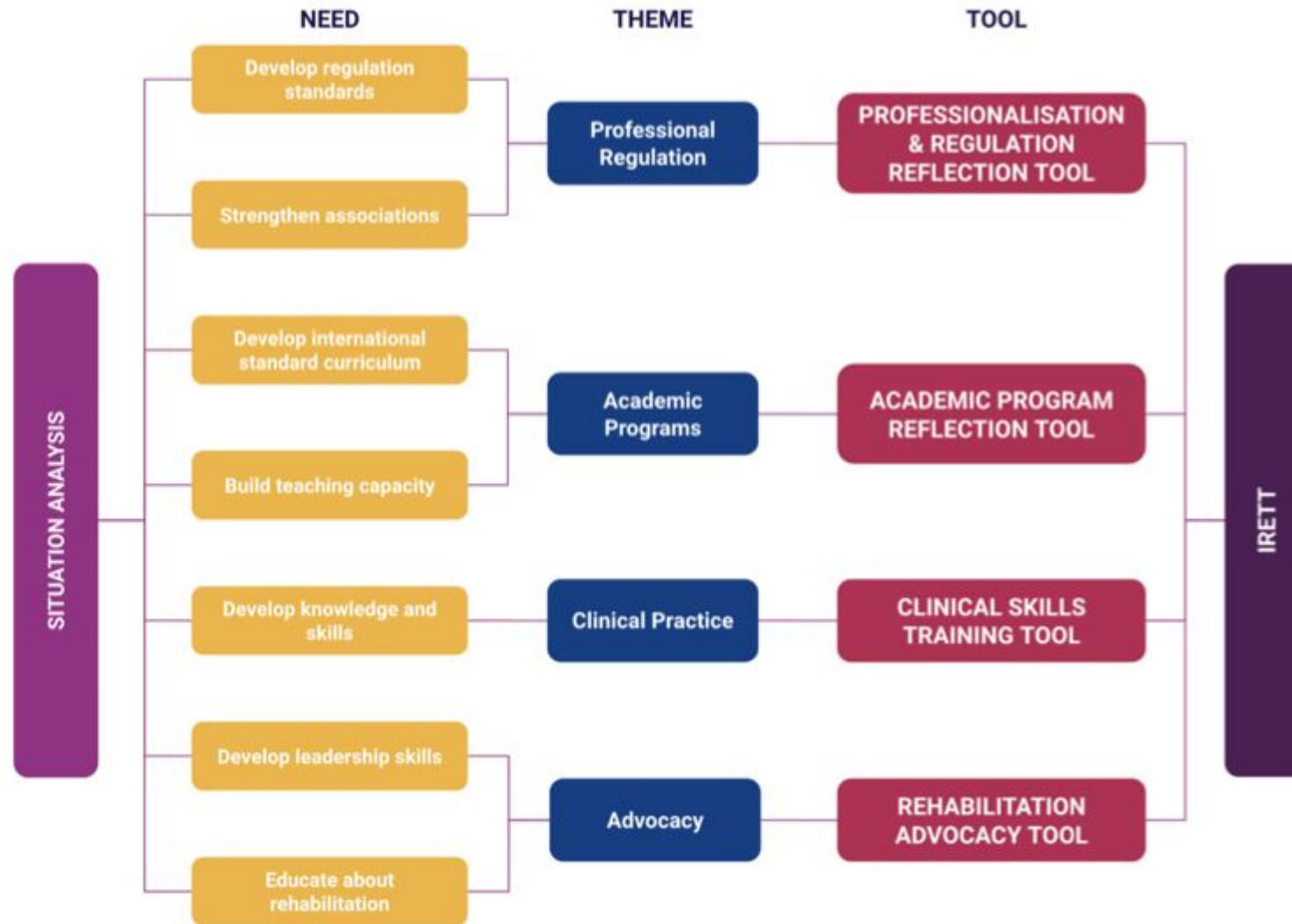
Background

- An International Rehabilitation Education and Training Toolkit (IRETT) is being developed and will be available to rehabilitation stakeholders to support workforce development
 - Rehabilitation education programs
 - Continuing professional development (CPD)
 - Professional regulation
 - Advocacy



USAID
FROM THE AMERICAN PEOPLE







International Rehabilitation Education and Training Toolkit (IRETT)

A set of resources that can be integrated into any region's current professionalisation, regulation, educational, training or advocacy related activities order to build workforce capacity and improve the quality of rehabilitation care.

- Information sheets
- Presentations
- Workbook & worksheets
- Online courses
- Implementation guidance
- Case studies

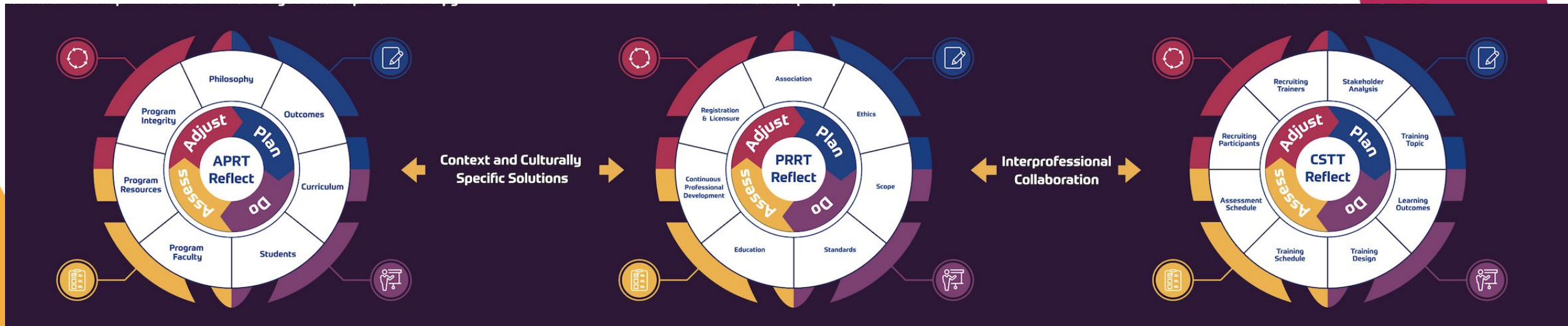
IRETT

IRETT

Academic Program Reflection Tool

Professionalism and Regulation Reflection Tool

Clinical Skills Training Tool



USAID
FROM THE AMERICAN PEOPLE



Adjust

The adjusting phase the results from the assessment are used to inform how the process needs to be adjusted to strengthen the standards. This is a continuous process of planning, doing, assessing, and adjusting and will take time to achieve the desired outcomes.



Assess

The assessment phase, stakeholders reflect on the developed standards by determining the effectiveness of the new strategies. In this phase, the question is asked, "Is the plan leading the profession in the desired direction?"



Plan

The planning phase identifies challenges, gaps, and opportunities to develop or strengthen standards. This is a time to gather information about the profession, including resources that can inform its future direction. Once existing resources are reviewed, a priority list of action items is developed to create a plan to develop or strengthen standards.



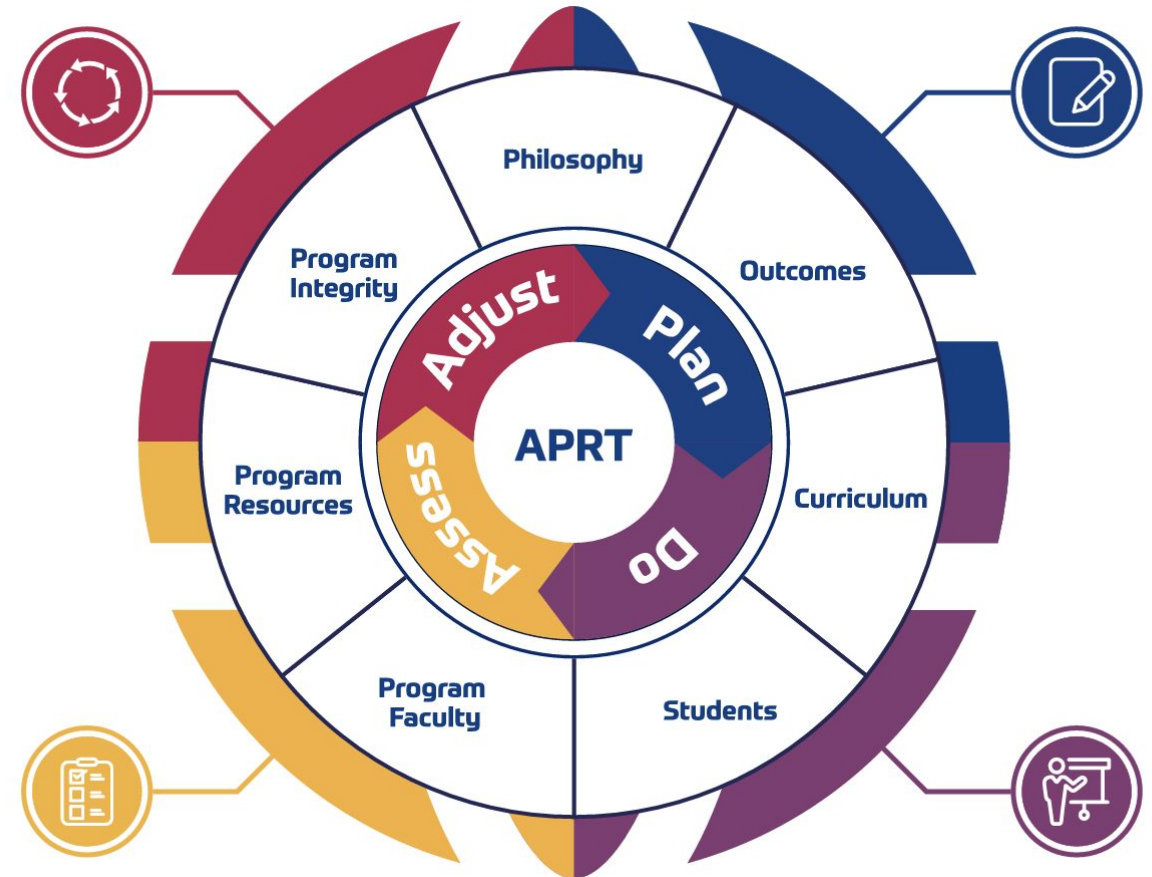
Do

The doing phase, the plan is implemented using a methodical approach with mentorship, meetings, workshops, ongoing discussions, and collaboration amongst all stakeholders.



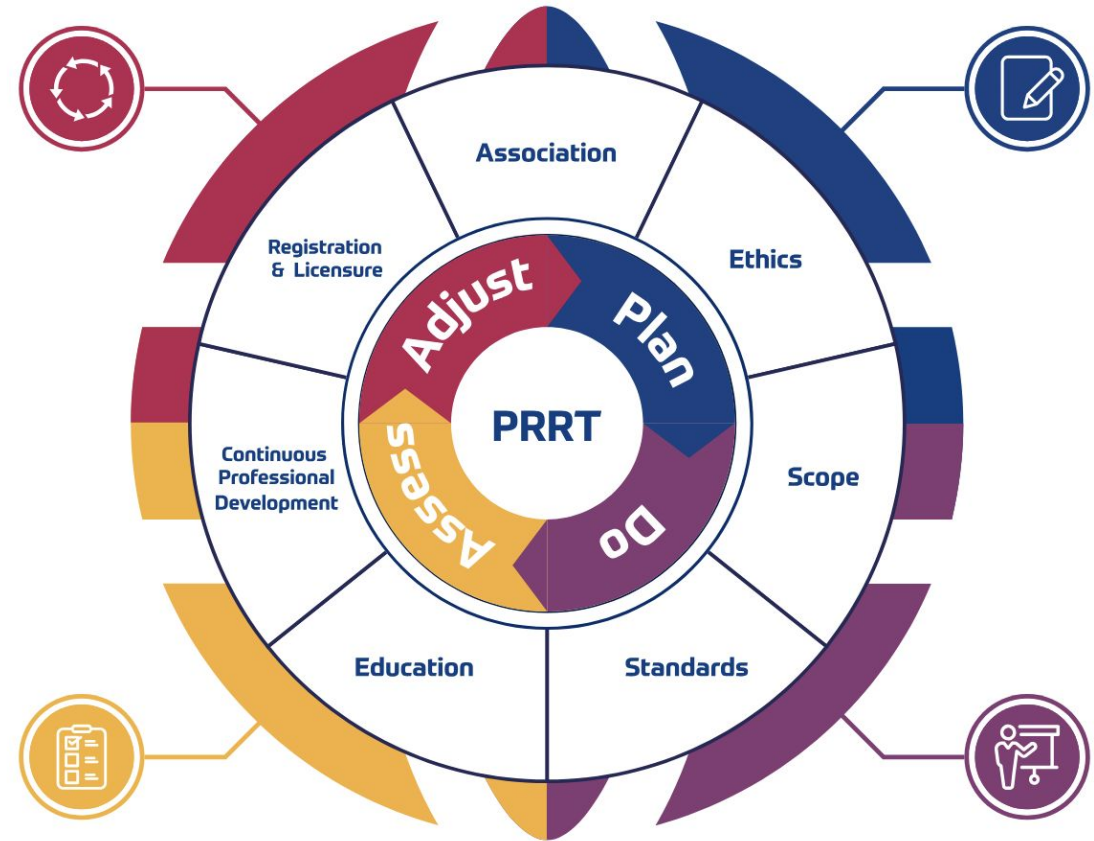
Academic Program Reflection Tool (APRT)

- Entry level program for a Bachelor's degree in occupational therapy
- Entry level program for a Bachelor's degree in orthopedic technology



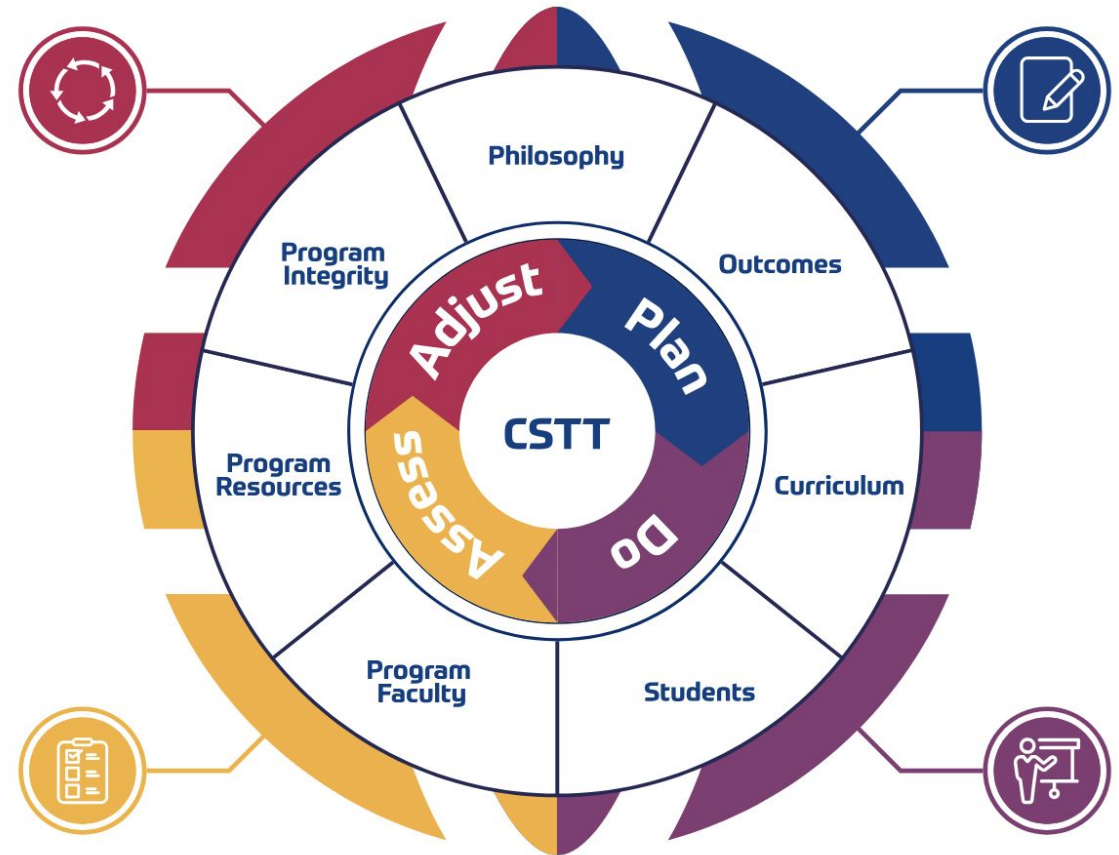
Professionalism and Regulation Reflection Tool (PRRT)

- Individual scopes of practice
- Shared vision and positions for education standards



Clinical Skills Training Tool (CSTT)

- Easy to follow guide for planning and implementing CPD
- The tool is easily accessible. Training design is also intended to be accessible.
- Promotes context specific CPD
- Hybrid training program with mentorship (international or local)
- Focus on building practical and actionable clinical skills



Implications

- Advancement of entry-level education
- New CPD opportunities, that are easily accessible and adapted to context
- Support the regulation of rehabilitation professions

Implementation activities guided by the IRETT are centered on collaboration and coordination with relevant stakeholders to share knowledge, practices, and resources.

The ability of the IRETT to adapt to culture, context, and healthcare infrastructure allows for the customization of workforce development activities to meet the needs of the community.



USAID
FROM THE AMERICAN PEOPLE



Thank you

ReLAB-HS is made possible by the generous support of the American people through the United States Agency for International Development (USAID) and is implemented under cooperative agreement number 7200AA20CA00033.

The consortium is managed by prime recipient, Johns Hopkins Bloomberg School of Public Health.

