



ISWP Integration Subcommittee Wednesday, April 8, 2020 Meeting Recap

The ISWP Integration Subcommittee met by conference call on Wednesday, April 8, 2020 from 7:00 a.m. to 8:00 a.m. U. S. Eastern Time. This provides a recap.

Link to Meeting Recording: <https://iswp.adobeconnect.com/pec0as723k5x/>

Next Meeting: Wednesday, May 13, 2020, 7:00 a.m. U.S. Eastern Daylight Saving Time/11:00 UTC.

Discussion:

1. **Agenda Approval:** Agenda was approved.
2. **Approval of Previous Meeting Minutes:** Approved
3. **Educators' Package:** Paula presented proposed content for the Educators' Package. There are five stages, in addition to Core Knowledge: 1) Advocacy; 2) Planning; 3) Course Development; 4) First-time Implementation; and 5) Improvement.

Group feedback:

- Add WHO before "WSTP" to note that the reference is to the WHO Wheelchair Service Training Packages.
- Group agreed **Advocacy** should be included; participants of our previous survey and qualitative interview studies included it as an important component. Other points:
 - Need clear examples. If it is too specific, it is not usable because it needs to consider the contextual aspect. Include case studies and SMART Toolkit snapshots, as well as current examples in the data.
 - Since there will be overlap with other sections in the package, plan to have a tools appendix. Describe and explain first instance of tool, then refer to the initial reference in subsequent sections.
 - Consider standards as a separate section -- such as APTA and level of education. Some students and instructors may need an abbreviated version; others could do the full package. Instructors would like the option to provide students with a variety of learning experiences (e.g.,



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one class or one semester).

- Consider how to gradually expand the curriculum available; perhaps they can only advocate for a small amount of coursework initially. Explain how to build argument about increasing the amount of material taught over time. Relates to time and schools which are able to access product or other resources. Explain what you can do with limited resources and increase over time.
- Consider who should be included in advocacy efforts. If it is very early stage, need to reach out to Ministry of Health and Education, as well as different professional bodies and relevant leaders in the professional institution. Make sure you get the right stakeholders on board from the outset. If possible, provide sample letters, templates and other resources.
- Systematic review may not be necessary; rather, build on existing materials.
- **Planning** was considered to be one of the most important sections from survey participants:
 - Consider the content to be included depending on how much time is available and the context, which will drive the systematic review. For example, if there are only a couple of hours, what is the most important information to teach.
 - Recommend Integration of online learning materials which students can use asynchronously has been helpful for many programs, so class time is used for hands-on skills. Online materials are easy to incorporate and do not take up class time. Materials could include: Online, interactive modules for students to work through with a post-test at the end of each module. Students are tasked with completing the modules and getting the certification to indicate successful completion before the in-person class. Spend in-person class time with case studies, discussion or hands-on skills. Is a flipped classroom approach.
 - Acknowledge that access to internet is a concern for low-resourced settings. Assuming they do have some access, at what depth are instructors able to teach online and minimum required for in-person labs, specific to wheelchair provision learning.
 - Brainstorm on what has been written on topic and how we can apply specifically to wheelchair content. Maybe it is a scoping review instead of systematic review. Cast a broader net to see what exists, particularly

in other areas of practice. Consider conducting a survey or having a future project to explore pedagogical study to provide more case studies. We have not dug into the pedagogical and evaluation approaches.

If it is a scoping review (health science or rehab focus), students could conduct. The budget includes two students. Group agreed a scoping review would be perfect.

- Identify student learning outcomes to determine what is in the package and how to deliver the content.
- Consider other areas in terms of planning and how to integrate which are relevant for low-income countries but may not apply to higher-income countries; e.g., what can they do with the resources and build into their contexts. Risk it if we only look at scientific papers in the scoping review; ensure we will search information in places such as Hyperion Network which is focused on community-based and local strategies. Can provide information for instructors who are working with limited resources. Also look at conference proceedings.
- Conduct interviews with instructors in various settings to build more case studies based on their experience. Could also do this during the pilot stage. Would help instructors know where to put it in the curriculum.

Next step: **Paula Rushton** and **Krithika Kandavel** will post a document on a shared drive folder for Integration Subcommittee's further input/comments.

4. **Training Resources Webinar:** ISWP is hosting a webinar on April 15 webinar to describe training resources available for online learning and present training tips.
5. **Clinicians Task Force:** Teresa Plummer reported that the Clinicians Task Force (CTF) met with ISWP and RESNA representatives during ISS Vancouver in March. The group discussed starting with OTD programs because students are required to do advanced practice. Teresa has with students who are interested in wheelchair provision; they are connected with a clinic who do WHO training. CTF members would take the WHO training and for individuals willing to accept students in their clinic, would take other levels of courses, which student would take. Students would take specialized courses and spend remaining time in clinic; 540-640 hours of advanced practiced are required for OTD programs; student chooses area of interest and can increase knowledge as a result. Teresa has led this at her university for four years; it has been helpful to clinics and to students. CTF, RESNA and ISWP have identified a couple of universities for a pilot project.

6. **Academic Training Partners:** Twenty (21) partners from 16 countries meet regularly to discuss barriers and facilitators to integrating wheelchair service education into their curricula. ISWP is looking for a partner for the next presentation; University of Costa Rica is a possibility. **Committee members** to provide additional suggestions.
7. **Hybrid:** Most trainings have been postponed due to the pandemic.
8. **ISWP Update:** ISWP's new Forming Committee of ten members from nine organizations represent a cross-section of the sector -- NGOs, manufacturers, academic researchers and sector organizations, including ISPO, WCPT, WFOT and ADEIN/AATA. David Constantine is chairing the committee. A Request for Application (RFA) for a consulting firm to support the initiative was issued in March; applications are due on April 13.

ISWP is pleased to be working with WHO and ISPO to develop new Wheelchair Service Standards akin to the ISPO Standards. WHO is leading the initiative; two calls have been held to date.

9. **Publications:** The SMART manuscript was published: Rushton, P.W., Fung, K., Gauthier, M., Goldberg, M., Toro, M., Seymour, N., Pearlman, J. "Development of a toolkit for educators of the wheelchair service provision process: the Seating and Mobility Academic Resource Toolkit (SMART)", *Human Resources for Health*, <https://doi.org/10.1186/s12960-020-0453-6>.

The University of Montreal student team is finalizing the French Canadian translation manuscript.

10. **Conferences:**
 - a. ESS (June 10-12, 2020, Ireland) abstracts were accepted: a) "The Who, What, When, Where and Why of Wheelchair Education Integration: Introduction of a New Model"; and b) translation of ISWP Basic test into French Canadian.
 - b. RESNA (July 7-10, U.S.) abstract was accepted: "Opportunities and challenges for the professionalization of the global assistive technology sector: lessons from the International Society of Wheelchair Professionals."
 - c. Global Disability Summit (August 24, Japan) abstract was submitted: "International Society of Wheelchair Professionals: A multi-disciplinary global platform."
 - d. FATO (November 24-28) abstract was submitted: "Tools for seating and wheelchair education in rehabilitation programs."

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Participants *(check mark indicates participation on call)*

√	Paula Rushton, University of Montreal (Chair)
	Alia Alghwiri, University of Jordan
	Hasan Alkhawaldeh, University of Jordan
	Gail Freidhoff-Bohman aka Cookie, AT-Retired
	Ilse Caballeros, Free Wheelchair Mission
√	Barbara Crane, Plymouth State University
	Rosy Dorman, Motivation
	Karen Fung, University of Montreal
	Ritu Ghosh, Mobility India
	Michelle Hollier, UCPRUK
√	Lee Kirby, Dalhousie University
	Kylie Mines, Motivation Australia
	Thais Pousada, Universidad de la Coruña
	Uta Prehl, Humanity & Inclusion
√	Teresa Plummer, Belmont University
	Hassan Sarak, University of Jordan
√	Nicky Seymour
√	Samantha Shann, WFOT
√	Sudakhar, Motivation India
	Traci Swartz, Emory University
	Catherine Sykes
	Vanessa Weisner-Luna, Escuela Colombiana de Rehabilitacion
	Hanan, University of Jordan
	Jon Pearlman, University of Pittsburgh
√	Mary Goldberg, University of Pittsburgh
√	Maria Toro Hernandez, University of Pittsburgh
√	Krithika Kandavel, University of Pittsburgh
	Yohali Burrola, University of Pittsburgh
√	Nancy Augustine, University of Pittsburgh

Prepared by: Krithika Kandavel and Nancy Augustine

Reviewed by: Paula Rushton