# ISWP Integration Subcommittee

# Wednesday, October 14, 2020, 2020 Meeting Recap

The ISWP Integration Subcommittee met by conference call on Wednesday, October 14, 2020 from 7:00 a.m. to 8:00 a.m. U. S. Eastern Daylight Saving Time/11:00 a.m. to 12:00 p.m. GMT. This provides a recap.

**Link to Meeting Recording**: [link](https://pitt.zoom.us/rec/share/2MuPM6JowgHPm7w3I16NvP1IPIwJW6ztYA3mSbJf3vZ3jrgRtMiZRa8KtYPwZhdQ.9UiXWY-A0P7d80wy).

**Next Meeting**: The next meeting will be rescheduled from Wednesday, November 11 to Wednesday, November 18, 7:00 a.m. U.S. Eastern Standard Time/12:00 p.m. GMT due to the November 11 Canadian holiday. **Nancy Augustine** to notify Subcommittee and send updated meeting invitation.

# Discussion:

1. **Approval of Previous Meeting Minutes**: Revised recap for September 9, 2020 meeting was approved.
2. **Integration Subcommittee Survey Results and Brainstorming**: Five Integration Subcommittee members responded to a survey regarding upcoming Subcommittee activities.   
     
   All respondents were interested in continuing on the Subcommittee. All also felt that updating the wheelchair service training packages is an appropriate next activity for the Subcommittee. Amira proposed a goal of publishing the new material in July 2021.

Subcommittee comments regarding the proposed activity:

* Consider whether this is happening just within the Subcommittee or whether other committee members or ISWP members be invited to participate. It is a large project to tackle with existing Subcommittee resources.
* Consider that there are other, similar initiatives in the planning stages or under way which complement or compete with what the Integration Subcommittee will be doing; namely, the Educators’ Package, a Canadian Institute of Health

Research (CIHR) grant being submitted, and the WHO Wheelchair Standards initiative. There also may be overlap with the Assessment Tools Committee whose work might be brought into the Integration Subcommittee. Develop the work plan considering these other activities.

* Be purposeful in the activities which result in an updated course but be realistic that this is not additionally resourced like the CIHR project would be. Paula outlined the CIHR Grant components: 1) adapt the rehab competency framework to be a wheelchair competency framework; 2) conduct scoping reviews for WHO Steps 2-8 to obtain new evidence; 3) conduct a Delphi survey to obtain feedback from experts on essential content across settings and professions; and 4) update and pilot the package based on steps 1-3.
* Frame the project as making a “quick update” to existing materials. Identify what would be added to the existing core materials, what could be added as supplemental materials and what could be moved from core to supplemental.
* Address one component of the proposed approach which could be accomplished by the Subcommittee to determine the process, time and resources required. Working on one component also could help with the resubmission of other grants.
* Use the Articulate Storyline software to make comments directly, which enables a reviewer to see the material from the user’s standpoint and is an efficient way to capture feedback on current and proposed materials to be included. Storyline can accommodate multiple reviewers. The review also could help to inform the CIHR grant scoping review.
* Keep in mind that the online modules can be grouped into Core Knowledge and Service steps. The content presented in the Core Knowledge modules is needed for the Service Steps. For example, the Core Knowledge modules on Wheelchair Users, Sitting upright, and Pressure ulcers are the basis for the content of the Assessment module.
* Review only the online ISWP Basic Course.
* Review the content itself, not the teaching format (e.g. online, in-person).
* Review the Basic test domains and sub-domains which resulted from the summer 2020 Basic test review and map the current content to the test questions. It would help to ensure updated evidence matches the assessment.

Next steps:

1. **Amira** to review the Core Knowledge modules and consider what could be considered as a group exercise for the next Subcommittee call.
2. **Mary** to provide the list of domains and sub-domains for the proposed revised Basic test.
3. **Amira** to send an e-mail to Subcommittee members:
   1. For those who have not responded to the survey yet, request they indicate: a)  their interest in continuing on the subcommittee; and b) their interest in working on a particular step or steps in the online modules.
   2. For all members, explain the proposed approach and invite them to review a module and be prepared to discuss/review on the next Subcommittee call.

**Next meeting**: Wednesday, November 18, 2020, 7:00 a.m. U.S. Eastern Standard Time/ 12:00 p.m. GMT.

**Participants** *(check mark indicates participation on call)*

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| --- | --- |
| √ | Paula Rushton, University of Montreal |
|  | 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 |
|  | Sudakhar Govindasamy |
|  | Michelle Hollier, UCPRUK |
|  | Praveen Khumar, Motivation |
| √ | 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 |
|  | Traci Swartz, Emory University |
|  | Catherine Sykes |
| √ | Amira Tawashy, Dalhousie University (Chair) |
|  | 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 Anhue Burrola Mendez, University of Pittsburgh |
| √ | Nancy Augustine, University of Pittsburgh |

Prepared by: Maria Toro Hernandez and Nancy Augustine

Reviewed by: Amira Tawashy