Case Study
Université de Montréal

Last Updated on July 30, 2018

CONTEXT SETTING

Country: Canada
Resource Setting: High

École de réadaptation Faculté de médecine
Université de Montréal

PREMISE OF WHEELCHAIR-SPECIFIC COURSE

Instructor: Dr. Paula Rushton
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Program: 4.5 yr BSc-MSc in Occupational Therapy
Language: French
Approach: Lectures, Labs, Online Modules
Type: Optional course
Credit: 3 credits (45 hours total)
Schedule: 1 class of 3-4 h/wk for 15 wks

INTEGRATION PROCESS for Université de Montréal

At every state of wheelchair service provision education integration were elements from (1) local population needs, (2) governance, (3) wheelchair supply chain & service delivery and current & planned wheelchair education. The timeline below includes resources found in ISWP SMART as denoted by *.

Advocacy 2015
Based on the WHO 8-Step Model for wheelchair service provision education*, an overview of the wheelchair content within the current curriculum helped raise awareness within the Faculty that more wheelchair education was necessary to train the students how to provide complete service to wheelchair users.

Planning
To plan for a comprehensive wheelchair course, the WHO 8-Step Model for wheelchair service provision education was used as the framework.

Course Development
To create a wheelchair-specific course catering to the local population needs and matching the wheelchair service delivery, the following resources were used:
- WHO Wheelchair Service Training Packages*
  - Basic & Intermediate
- Wheelchair Skills Program*
- Wheelchair Maintenance Training Program*

First-Time Implementation 2016
The second time the wheelchair-specific course was offered, there was double the number of students who elected this course as compared to the previous year.

To accommodate all the students, the students were divided into 2 groups and furthermore, online modules* were developed to facilitate the learning experience of every student.

2017
The course evaluations, as measured by changes in the students’ wheelchair skills (Wheelchair Skills Test*), wheelchair confidence (WheelCon*) and attitude (SEATS*) and the student evaluations (i.e., theoretical exams* and practical exams*) from 2016 and 2017 demonstrated that the course needs to reorient the students’ focus to learn how to be a competent trainer rather than a competent wheelchair user.

2018
Despite that some wheelchair content was covered in the previous years within the occupational therapy program, students enrolled in the wheelchair-specific course needed more revision than anticipated in order to build upon their background knowledge.

To ensure the relevancy of the course content to the context setting based on resources used, the expertise of the instructor and that of assisting occupational therapist(s) helped to customize and to enhance the course content to best prepare the students to provide wheelchair service to the local population. For example, Step 2 Assessments and Step 7 User Training were emphasized for this particular course.