CONTEXT SETTING

Country: Canada
Resource Setting: High

PREMISE OF WHEELCHAIR-SPECIFIC COURSE

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Program: 4.5 yr BSc-MSc in Occupational Therapy
Language: French
Type: Optional course
Credit: 3 credits (45 hours total)
Schedule: 1 class of 3-4 h/wk for 15 wks

Historical Context: Prior to 2016, the wheelchair content included in the Université de Montréal occupational therapy program was integrated in various mandatory courses throughout the curriculum, mostly at the Bachelor-level.

Learning Objective: To enable students interested in the domain of wheelchair provision to acquire entry-level skills for comprehensive, context-specific wheelchair service provision.

WHEELCHAIR SERVICE PROVISION TOPICS based on WHO 8-Step Model

Step 1 Appointment & Referral
Step 2 Assessment
Step 3 Prescription
Step 4 Funding & Ordering
Step 5 Product (Wheelchair) Preparation
Step 6 Fitting
Step 7 User Training
Step 8 Maintenance & Follow-Up

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
Planning
Course Development & Delivery
First-Time Implementation 2016
Improvement 2017
CURRENT STATE 2018

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.

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

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.

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.

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.

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.

Course Development & Delivery

The WHO 8-Step Model for wheelchair service provision education was used as the framework. The following resources were used:
- WHO Wheelchair Service Training Packages* Basic & Intermediate
- Wheelchair Skills Program*
- Wheelchair Maintenance Training Program*

To create a wheelchair-specific course catering to the local population needs and matching the wheelchair service delivery, the following resources were used:

Wheelchair Service Provision Education Integration Process Model

WHEELCHAIR SERVICE PROVISION EDUCATION INTEGRATION

Governance: Barriers/Facilitators
Current & Planned Wheelchair Education: Barriers/Facilitators
Local Population Needs: Barriers/Facilitators
Wheelchair Supply Chain & Service Delivery: Barriers/Facilitators

INTRODUCTION

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