Integration Snapshot
Hebrew University
Last Updated on July 17, 2019

CONTEXT SETTING
Country: Israel
Resource Setting: High

PREMISE OF WHEELCHAIR-SPECIFIC TOPIC
Instructor: Lori Rosenberg
Contact: lori66@gmail.com
Program: Bsc-MSc Occupational Therapy
Language: Hebrew
Approach: - lectures, workshops - online modules
- project with a partner - client model group work
Type: Mandatory in BSc, Optional in MSc
Credit: 2 credits - 28 hours (BSc, MSc)
Schedule: BSc - 2 hours/class & full day at rehab hospital
MSc - 4 consecutive days, then 2 other days

Historical Context: It is evolving. Last year WST workshop was added, this year, driving adaptations was added as well as mental health in assistive technology cases (wheelchairs are taught as part of assistive technology)

Learning Objectives: Understand the psychological effects of wheelchair provision as well as research on the positive and negative effects, understand the models behind wheelchair provision and adaptations, understand the ergonomics of healthy sitting and biomechanics of seating, practice using a seating evaluation, have a basic understanding of the principles of seating and the effects of wheelchairs and Postural Seating Devices on seating, understand how to choose an appropriate wheelchair best suited to a client’s physical, functional and environmental needs, understand the importance of training after wheelchair provision and practice basic WST, learn about pressure ulcers and the different pressure relief cushions, understand the importance of powered mobility and the effects of different configurations, powered wheelchair assessments, understand safe transport of people in wheelchairs

INTEGRATION PROCESS for HEBREW UNIVERSITY
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 *.

2009
- Advocacy
- Planning
- Course Development & Delivery
- First-Time Implementation

2015
- Improvement

2019
- Current State

The department was open to the needs raised in concern (such as WST) and open to ideas to implementation of wheelchair education.

The course has been running for over 10 years.

Challenge 1: Planning hands-on learning in classes usually held in the university with few wheelchairs.
Solution: Having a full day at a rehabilitation hospital, including lectures and workshops on wheelchairs & self-study projects

Challenge 2: Wheelchair course happens before the students’ 1st clinical rotation, so it is hard for them to fully understand clients. Solution: Students get to observe a real seating & mobility assessment at the local hospital.

Student Evaluations: Mostly a multiple choice test at the end of semester with case studies, but there also is a reflections project on how they felt using a wheelchair at the rehabilitation hospital and they submit a seating and wheelchair evaluation (where they are seated in wheelchairs that were poorly set up).

Additional hands-on learning incorporated; the day in the rehabilitation hospital is now from 8:15 to 17:15 enhanced with labs and trials.

[Up until 2015], a wheelchair user came to the students and told his story. This was replaced with small groups watching a live wheelchair and seating assessment in 2016. The WST workshop* was added 2018. Adaptive driving added 2019 (when the course was given more hours).