

**ISWP TRAINING WORKING GROUP MEETING**

*September 8, 2015*

*Novotel Budapest Congress Center, Budapest, Hungary*

The ISWP Training Working Group (WG) met on Tuesday, September 8, 2015 from 8:30 a.m. to 4:00 p.m. Hungarian Time at the Novotel Budapest Congress Center, Budapest, Hungary. A participants' list follows.

Tamsin Langford, Training Working Group chair, presented meeting objectives and expected outcomes, as well as reminding everyone of the aim of the TWG (*More people in need of wheelchairs are provided with properly fitted wheelchairs, through competent training and delivery*) and providing update of progress to date of the TWG to ensure everyone was on the same page during the meeting. Highlights of update are:

- Membership:
  - o 19 core members of TWG
  - o 4 additional members in SCs
  - o 2 ISWP interns supporting
  - o Representing 12 countries
- ToT process
  - o Core group agreed; content map complete;
  - o Aiming for review of 'alpha draft; Oct 22- Nov 4; second review: Nov 25 Dec 4; package ready for end of Dec; pilot early 2016
- Integration
  - o Survey drafted and circulated
  - o Over 150 responses from a range of institutions
  - o Headline results
    - Half (79) of all respondents came from OT training courses. About a quarter of respondents were from US based institutions.
    - 63% know about the WSTP courses.
    - Most commonly known course is the WSTP-B.
    - 73% currently have some form of wheelchair service delivery training - 80% of those courses developed their own training material.
    - The amount of time allocated to wheelchair service delivery training is low - some courses as low as 1 hour.
    - Of those who have not already integrated the WSTP - the vast majority are interested in doing so (92%) - but most (70%) have not been working towards integration.
    - Of those who have integrated the WSTP packages: more institutions have introduced basic than intermediate, and; there is a fairly even split, however slightly more have integrated the entire package.



- Testing
  - Basic Test: 164 test-takers to date with a pass rate of 68%. The average score is 71%. The top 3 countries represented are India, Kenya, and USA. Feedback for the test is being collated as it is received.
  - Intermediate Test Update. 185 questions have been drafted. There is a need for more questions to be submitted and reviewed. The second draft of the skills assessment evaluation rubric is drafted for discussion.
- Hybrid
  - Group formed
  - Raised key questions for discussion
  - Developed learning objectives and draft outline
  - Identified funding opportunity
  - Internet connectively review

Jon Pearlman, Director of ISWP, presented an overview of ISWP (see link below for presentation).



ISWP- Slideshow  
TWG face to face pre

Following this presentation the group asked the following questions:

Q: ISWP focus: developing or developed world context?

A: Jon outlined that ISWP is a global society but they are currently more focused on developing countries.

Q: How to the working groups engage and share (across groups)

A: Currently informally as well as at Advisory Board meetings (as all chairs are members of Advisory Board)

Q: Who decides on groups/membership and do you feel there is global representation in all groups

A: Chair decides on membership based on recommendations. Currently many groups donot have global representation and this remains a challenge (language and technical issues) Sandra Sexton commented that learning from ISPO is the need for user engagement and ensuring that the user can engage at the strategic level in such societies. She urged ISWP to take this on also.

Jon commented that a key gap in coordination of activities and this is a key remit of ISWP

Prior to breaking into subcommittee groups – Competency Testing, Hybrid Course and Integration – the full group had the opportunity to raise issues/thoughts for the sub committee members to discuss in break out sessions. These included:

Testing

- Practical/skills test
  - Is practical testing feasible?
  - Think about skills assessment for basic : how to assess practical competencies vs knowledge based competencies – people passing online basic does not necessarily translate into practical competency
- Process
  - What will the cost of the test be?
  - Who will access the results?
  - How will it be translated?

- What is the timeline, process and frequency of reviewing the test
- Testing should include an approach for remediation
- Beta testing: during this process can we develop criteria to safely allow someone to move on, even if fail?
- Criteria for attending WHO WTSPi needs to be clarified – do people need to pass Basic test?
- Average score 71% - is this kept at high level and if so are we not allowing larger group to complete WHO WSTPb
- Why take the test?
  - What are the repercussions for failing the test? What are the benefits of passing?
  - Basic and intermediate tests should be the threshold, organisations offering training should be encouraging people to achieve these
- Communicate ISWP testing guidelines to MSH
- Membership of SC: do we have enough members?

### Integration

- Should we say what is right for ‘us’ rather than what is right?
- How about other health professionals/programmes who provide services to people who need wheelchairs?
- Does ISWP plan to contact and create a network with national associates?
- Any plan to have content development for graduate and post-graduate course to the integration in curriculum?
- Endorsement of curriculum by national and international bodies prior to consideration of integration wheelchair training
- As local organisations (ie university or NGOs) evolve the content to meet their needs, how faithful to the ISWP content will they be? Need they be?
- Distinguish between curriculum integration and continuous education
- Think about how the Hybrid package can serve as a tool for integration
- Awareness of current USAID RFA that has a PT integration component

### Hybrid

- Process
  - Who would be responsible for mentoring the online participants?
  - Will there be entry criteria for who can take the course?
- Integration
  - Integrating WHO WSTPb and WHO WSTPi into curriculum could create interesting and positive ‘hybrids’ Suggest allow creativit in pre-professional training
  - Integration group interested in teaching method: blended vs online vs face to face
  - Think about how Hybrid package can serve as a tool for integration
  - Short course online can be useful for continuous professional development
- Methodology
  - Complete digitalization of WHO WSTPb

The full Working Group also discussed the Training of Trainers (ToT) initiative. Issues flagged were

1. Master trainers
  - What is the criteria for identification of a master trainer?
  - What is the step by step process to become a trainer?

- Can I be a master trainer in basic or intermediate?
- 2. Process
  - What documentation will be provided for co-training?
  - How many co-trainers are needed?
  - Can a co-trainer give feedback to lead trainer?
- 3. Mentoring
  - Where does mentoring come in?
- 4. Grandfathering process
  - If ToT is integrated into other health courses that have programme evaluations – do we need to access separately?

Issues 1 & 2 will be shared with MSH and issues 3-4 will be incorporated into TWG workplan (as outside remit of MSH and will fall to ISWP as part of roll out of ToT)

Below are links to sub-committee discussions, together comments/questions from wider training group during plenary with feedback (after break out sessions):

**Integration**



ISWP\_IntegrationSubcommitteeMtg\_0908

**Testing**



TWG Testing Subcommittee Meeting

**Hybrid**



Meeting #3 Minutes Sept 8, 2015 - official

Below is a consolidated summary of next steps and timeframes.

**Year Two Objectives/Timeline**

Subcommittee members had productive discussions and developed timelines for the Hybrid Course and Integration. A timeline for the ToT initiative is included.

2015	2016		
Sept. – Dec.	Jan. – March	April – June	July – Sept.
<b>HYBRID COURSE</b>			
1. Review proposed material and revise as necessary. Target: Same as WHO	1. Pilot two Hybrid Basic courses.	1. Review pilot test results and revise course materials as necessary.	1. Pilot one or two more Hybrid Basic courses/analyze results.

2. Identify tools for selecting pilot sites.	Apply lessons learned from Hybrid Basic Course pilot testing and research to plan for Hybrid Intermediate Course.		

2015	2016		
Sept. – Dec.	Jan. – March	April – June	July – Sept.
<b>INTEGRATION</b>			
1. Follow up with 39 individuals who responded to recent ISWP survey regarding their interest in integration.	1. Hold higher-level strategic meeting with stakeholders, Integration Subcommittee members, ISWP and WHO. (Chapal Khasnabis offered to host at WHO offices in Geneva.)	1. Receive commitments from a target number of schools to integrate WSTP into their programs.	Develop integration tools.
2. Hold pre-discussion with senior representatives at ISPRM, ISPO, WCPT, WFOT and WHO to engage them and discuss integration opportunities			
<b>TRAINING OF TRAINERS</b>			
1. Alpha draft of ToT materials reviewed Oct. 22 – Nov. 4.	1. Pilot ToT.	1. Establish mentoring process.	
2. Second review of ToT materials, Nov. 25 – Dec. 4.	2. M/S Trainer criteria/identification.		
3. Finalize ToT materials, December.			

**Competency Testing Subcommittee Action Items**

Testing Subcommittee members who attended developed recommended action items to be discussing during a full Subcommittee call on Friday, September 18:

1. Draft a petition for individuals who do not pass the Basic Test, but need to participate in an intermediate training. (Alex, University of Pittsburgh)
2. Draft a template for Intermediate Skills Assessment photo submissions. (Rachel, University of Pittsburgh)
3. Recruit more people into the Testing Subcommittee.
4. Draft more questions for the Intermediate Knowledge Test and choose case studies for the Skills Assessment portion of the test.
5. Review functionality on test.com to see if trainees can get a more detailed analysis of their score (% correct by domain). (Alex, University of Pittsburgh)
6. Seek input from Co-chairs on recommendations and draft workplan

### Integration Subcommittee Action Items

1. Increase number of Subcommittee members
2. Finalise workplan and follow up on survey participants who responded with an interest in integration
3. Submit funding request for high level meeting

### Hybrid Subcommittee Action Items

1. Seek input on discussions from absent members
2. Finalise workplan

### Other Action Items

1. Consider what role TWG will have in coordination efforts

### Participants: (check indicates participation)

	Dave Calver, UCP Wheels, <i>U.S</i>
✓	Barbara Crane, University of Hartford, <i>U.S.</i> (via Skype)
✓	Sue Eitel, USAID
	Eliana Ferretti, Federal University of Sao Paulo (UNIFESP), <i>Brazil</i>
✓	Lauren Flaherty, Motivation Australia, <i>Samoa</i>
✓	Ritu Ghosh, Mobility India, <i>India</i>
✓	Lee Kirby, Dalhousie University, <i>Canada</i>
✓	Tamsin Langford, Motivation UK, <b>Chair</b> , <i>United Kingdom</i>
	Xavier Lemire, HI, <i>Mozambique</i>
	Mtalo Longini, TATCOT, <i>Tanzania</i>
	Rob Mattingly, Consultant, <i>U.K.</i>
	Abdullah Munish, Motivation Africa, <i>Africa</i>
✓	Jamie Noon, Consultant, <i>U.S.</i>
	Elsje Scheffler, DARE Consult, <i>South Africa</i>
✓	Nicky Seymour, Motivation, <i>UK</i>
	Samantha Shan, Northumbria University, <i>England</i>
✓	Catherine Sykes, World Confederation for Physical Therapy, <i>United Kingdom</i>
	Judith van der Veen, CBM, <i>South Africa</i>
	Eric Wunderlich, LDS, <i>U.S.</i>
✓	Tchai Xavier, Consultant, <i>Philippines</i>
✓	Marc Zlot, ICRC, <i>Switzerland</i>
✓	Yohali Burrola, University of Pittsburgh
✓	Mary Goldberg, University of Pittsburgh
✓	Jon Pearlman, University of Pittsburgh
✓	Alexandria Miles, University of Pittsburgh
✓	Nancy Augustine, University of Pittsburgh

A list of Training Working Group members by subcommittee follows.

**Hybrid Subcommittee:**

Dave Calver, UCP Wheels  
Eliana Ferretti, UNIFESP  
Lee Kirby, Dalhousie University (co-chair)  
Xavier Lemire, Handicap International

Rob Mattingly, Consultant  
Eric Wunderlich, LDS Charities  
Tchai Xavier, Consultant (co-chair)  
Yohali Burrola, Pitt (support)

**Competency Testing Subcommittee:**

Ritu Ghosh, Mobility India  
Elsje Scheffler, DARE Consult (chair)  
Jamie Noon, Consultant  
Celia Stubbs, Motivation UK

Abdullah Andrea Munish, Motivation  
Rachel Gartz, Pitt (support)  
Alexandria Miles, Pitt (support)

**Integration Subcommittee:**

Barbara Crane, University of Hartford  
Lauren Flaherty, Motivation Australia  
Longini Mtalo, TATCOT  
Nicky Seymour, Motivation Africa

Catherine Sykes, WCPT  
Samantha Shan, Northumbria University  
Rachel Gartz, Pitt (support)