

ISWP Integration Subcommittee

June 24, 2015 Meeting Recap

The ISWP Integration Subcommittee met by conference call on Wednesday, June 24, 2015 from 1:30 p.m. to 2:15 p.m. U.S. Eastern Time. This provides a recap.

Next Meeting: June 30, 2015 at 9 a.m. EST for members who were unable to make today's meeting.

Discussion:

1. Introductions

Lauren is based in Australia and has 5 years of experience with Motivation. Her organization was involved with the development of the WHO's WSTP and has been using the package since before it was published. She has been involved in basic and intermediate trainings, as well as integrating the WSTP into universities in the Solomon Islands and Fiji.

Barbara is a physical therapist and professor. She is involved with an APTA specialty interest group regarding seating. Her interest is to integrate the WSTP packages into pre-professional (PT, OT, etc.) curriculum and training. She has had more experience with the basic than the intermediate packages.

2. Goals of the Subcommittee

Lauren proposed some possible goals for the Integration Subcommittee, which will be amended with further discussion with subcommittee members.

She indicated that the subcommittee should focus on looking for a "best practice" for integration. This can be done via piloting at a site that is appropriate in terms of population, local services, strength of service provisions, and in a less-resourced area.

Lauren also indicated that the subcommittee should be given more information on the ISWP's budget and time frame for this integration project. She said that providing a budget request by July 19th would not be feasible, but the



subcommittee will be able to submit its intent at that time.

3. American Universities

Barbara indicated that she is interested in looking for better integration strategies and more wide-scale integration. She pointed out that many universities with pre-professional training programs do not have a seating expert on staff, and a pre-designed curriculum would be very helpful.

4. Clients and Student Assessment

Barbara explained that some universities in the United States have practical seating exams, but some spend very little time on assistive technologies and rarely give students any client experience. Barbara currently uses client models in her curriculum for student learning only (i.e. students perform mock assessments, not real evaluations).

Lauren expressed concern over where the clients will come from and who will follow-up with them if students in less-resourced areas are asked to perform assessments.

Barbara indicated that she pays the client models, which is common practice. Barbara expressed the need for guidelines regarding how to access clients in the community and ask them to come in for mock assessments. Barbara suggested that, with guidelines in place, providers could be contacted to recruit clients.

5. How Barbara Uses the WSTP

Barbara indicated that she uses the WSTP-B video clips and assessment material, mostly. She said the principles are transferable, though the equipment may be different in the videos than in practice in the United States. She uses the material for posture assessments and measurements.

Barbara shows students the assessment forms, but does not use them exclusively because some of the terminology is different.

For conversions from body measurements to product measurements, Barbara



teaches the strategy for figuring out conversions but does not use the information in the packet as a standard.

Lauren was interested in having parallel pilot integration programs in highly-resourced and less-resourced areas.

Action Items

The next meeting will be held on June 30th. Action items will be discussed then.

Participants (name, company)

- ✓ Mary Goldberg, University of Pittsburgh
- ✓ Lauren Flaherty, Motivation Australia
- ✓ Barbara Crane, Hartford University
- Marc Zlot, ICRC
- Catherine Sykes, WCPT
- Longini Mtalo, TATCOT
- ✓ Rachel Gartz, University of Pittsburgh

Prepared by: Rachel Gartz, University of Pittsburgh

