



Integration Snapshot

University of Jordan

Last Updated on May 10, 2019

CONTEXT SETTING





Country: Jordan
Resource Setting: Middle





PREMISE OF WHEELCHAIR-SPECIFIC TOPIC



Instructor: **Dr. Hassan Sarsak** Contact: **h.sarsak@ju.edu.jo**

Program: 4 yr BSc in Occupational Therapy (OT)

Language: English

Approach: Lecture and labs

Type: Mandatory

Credit: 5 credits - 40 hours

Schedule: 4h class/week for 10 weeks

Historical Context: Prior to 2018, the wheelchair content included in the University of Jordan occupational therapy bachelor program was insufficient (1 x 3h class per week for 2 weeks) and integrated in one mandatory course in the curriculum.

Learning Objectives: To develop students' knowledge and hands-on skills in the process of identifying and providing wheeled mobility and seating assessments and interventions to people of all ages and disability types.

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 University of Jordan

At every state of wheelchair (WC) 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 2017

After assessing the students' knowledge and needs, the Wheelchair Training Program was proposed at Rehabilitation Departmental meeting and to Academic Affairs Committee. The program was approved and integrated into the academic curriculum of the OT program as part of two mandatory courses.

In 3rd, & 4th year of the OT program: WC topics selected based on the local WC users current needs and the availability of trainers and labs educational resources: Seating biomechanics | Postural supports | Manual WCs | Powered mobility and seat functions | WC functional outcomes | Clinical Implications | Role of OT in WHO 8-Step Model* | Accessibility for WC users

Planning

Course
Development
& Delivery

We used WHO Wheelchair Service Training Packages* (Basic & Intermediate levels) plus other educational resources. A variety of teaching methods and learning strategies were applied: inquiry-based learning | problem-based learning | project-based learning | evidence-based practice, case-study approach | clinical scenarios | experiential and blended learning.

Lectures and labs provided by an ISWP Certified* Wheelchair Service Provider.

First-Time Implementation 2018

An in-house pre-post test was conducted to assess the impact of the WC training program on increasing students' and enhancing clinical performance skills in a safe practice environment. Student satisfaction survey distributed for feedback improvement purposes. Certificate of Competency and Participation awarded to students upon successful completion.

Current

& Planned

Wheelchair

Education

Barriers/Facilitators

WHEELCHAIR SERVICE

PROVISION EDUCATION

INTEGRATION

Governance

Barriers/Facilitators

Wheelchair Service Provision Education Integration Process Model

Improvement 2019

We are launching an outreach campaign to raise local awareness about quality WC services and the availability of the WC training program. We will be targeting clinical and educational institutions in Jordan (i.e., hospitals, rehabilitation centers, & universities). We are expanding to include WC users to better understand and meet their needs, and more students from other rehabilitation programs (i.e., physical therapy, orthotics & prosthetic). We hope that would have a positive significant impact on WC users who are the first benefactors and the real motivation behind all of this effort.