



Rehabilitation COMPETENCY FRAMEWORK

WEBINAR

TRAINING SESSION 2

**Using competency frameworks in the development of
rehabilitation education programmes and curricula**

25 March 2021

13:00 CET

BACKGROUND

Competency frameworks ultimately serve as a mechanism through which the workforce can be aligned with population needs. One of the key points at which this alignment occurs is education and training, where the specific knowledge, skills, attitudes and behaviours of a workforce are shaped. Competency-based education (CBE) is an approach to education that orientates curriculum around learning outcomes so that learners leave an educational programme equipped with competencies relevant to the health and demographic profile of the population and to the environments in which they will work. Developing a rehabilitation education programme, and its curriculum to support the delivery of CBE requires a systematic approach grounded in robust and multisectoral planning. While involved, the process is fundamental, as it enables the rehabilitation needs and environmental challenges particular to the country to be factored into the learning objectives of the curriculum.

In CBE, learning objectives typically draw on a competency framework that defines the expectations of the workforce. The Rehabilitation Competency Framework (RCF) provides a reference framework from which context-specific competency frameworks can be developed from which learning objectives can be shaped. Building on Training session 1, which focused on adapting the RCF to a specific context, this training session will examine how to use a contextualised rehabilitation competency framework to develop a rehabilitation education programme and curriculum that supports the implementation of CBE. It will draw on the content of the practical guide¹, published alongside the RCF, concerned with this topic as well the experience of several experts from across the world. In addition to a series of presentations, participants will have the opportunity to raise questions that will stimulate discussion.

LEARNING OUTCOMES

By the end of the training session, participants will:

1. understand the features of competency-based education, and what they mean for curriculum development;
2. recognize the value of planning and preparation in rehabilitation programme and curriculum development and identify how it can be undertaken; and
3. feel confident in undertaking the process of rehabilitation programme and curriculum development.

TARGET AUDIENCE

This training is open to anybody who is interested in gaining a more in-depth understanding of CBE in the context of rehabilitation and who is interested in using a contextualized competency framework in the development of a rehabilitation programme or course, and/or curriculum. No prior experience with competency frameworks or CBE is required.

PRE-READING

- WHO Rehabilitation Competency Framework
- Adapting the WHO Rehabilitation Competency Framework to a specific context (“Adaption guide”)
- ¹Using a contextualized competency framework to develop rehabilitation programmes and their curricula (“Curriculum guide”)

All found here: <https://www.who.int/teams/noncommunicable-diseases/sensory-functions-disability-and-rehabilitation/rehabilitation-competency-framework>

SESSION STRUCTURE

TIME	TOPIC	SPEAKER
5 mins	Welcome and introduction	Dr Alarcos Cieza Unit Head, Sensory Functions, Disability, and Rehabilitation Unit, WHO
10 mins	Rapid RCF overview Here, participants will be provided with a brief recap of the main features of the RCF and critical terminology that will be frequently used throughout the training.	Nihad A. Almasri Professor, Pediatric Physiotherapy, University of Jordan
10 mins	Competency-based education: What is it, and why does it matter now more than ever? Siobhan Fitzpatrick will provide an overview of CBE and how it differs from traditional educational approaches, and will delve into why CBE is fundamental to ensuring alignment between the workforce and population needs.	Siobhan Fitzpatrick Health Workforce Department, WHO
10 mins	Q&A During the first half of the session, participants will be able to raise questions regarding any of the topics discussed. Here, Antony Duttine will pose these questions to the relevant speakers for further discussion.	Chair: Antony Duttine Advisor, Disability and Rehabilitation, PAHO/WHO Regional Office of the Americas
20 mins	Building a competency-based rehabilitation curricula step by step A systematic process for developing a rehabilitation curriculum that can support CBE will be presented, using the phases and steps outlined in the WHO Curriculum guide.	Jody-Anne Mills Sensory Functions, Disability, and Rehabilitation Unit, WHO

10 mins	<p><i>“Give me six hours to chop a tree and I will spend the first four sharpening the axe”</i>: How to effectively plan for a successful rehabilitation education programme</p> <p>Here, Cheryl Footer will draw on her extensive experience of supporting physiotherapy programme development to highlight why planning and preparation are key ingredients to success, and how to do them well. Agho Tsangue Glory will provide a real-time perspective, as she and her colleagues undertake preparations to develop Cameroon’s first occupational therapy programme and upgrade their physiotherapy programme.</p>	<p>Cheryl Footer Independent expert on rehabilitation education programme and curriculum development</p> <p>Agho Tsangue Glory CBC Health Services, Cameroon</p>
10 mins	<p>Q&A</p> <p>A second Q&A allows participants to pose any new questions that may have arisen during the second half of the session, or that concern the topic of the training as a whole.</p>	<p>Chair: Antony Duttine Advisor, Disability and Rehabilitation, PAHO/WHO Regional Office of the Americas</p>
5 mins	<p>Conclusions and close</p>	<p>Dr Alarcos Cieza Unit Head, Sensory Functions, Disability, and Rehabilitation Unit, WHO</p>

SESSION CONTRIBUTORS



Antony Duttine

Antony Duttine is the Regional Advisor on Disability and Rehabilitation at the Pan American Health Organization (PAHO)/World Health Organization. In this role, he supports the countries and territories of the Americas to strengthen their rehabilitation and assistive technology services and to support more inclusive health services for people with disabilities. Antony is a physiotherapist from the United Kingdom. He has worked in international development contexts since 2006 supporting initiatives around the world including Africa, Asia, Latin America and the Caribbean. He joined PAHO in 2017. Antony holds a Masters in International Development and is a doctoral student in Public Health at the London School of Hygiene and Tropical Medicine.



Nihad A. Almasri

Dr Nihad A. Almasri is currently a Professor of Pediatric Physiotherapy at the University of Jordan. She holds a MSc degree in Rehabilitation Sciences from Pittsburgh University, USA, and a PhD in Pediatric Rehabilitation, from Drexel University, Philadelphia, USA. She is the former Dean of the School of Rehabilitation Sciences at the University of Jordan and currently works as a consultant for World Physiotherapy and Handicap International (Humanity and Inclusion), in addition to centres that serve children with disabilities. Professor Almasri's broad clinical and research interests include public health; pediatric rehabilitation; evaluation of medical and rehabilitation services for children with cerebral palsy (CP); development, and implementation of surveillance and follow-up registries for children with CP and autism spectrum disorder at a national level; and development of outcome measures to be used in middle eastern countries.



Siobhan Fitzpatrick

Siobhan Fitzpatrick is Technical Officer and education focal point within the Health Workforce Department for the World Health Organization. She supports the development of global normative products towards health workforce strengthening, including the forthcoming Global Competency Framework for Universal Health Coverage. Siobhan joined WHO from the World Federation for Medical Education, which aims to promote quality in medical education worldwide through the promotion of standards and accreditation. She is also a tutor for the FAIMER/Keele Masters in Health Professions Education. She previously worked for ten years with the UK Medical and Dental Schools Councils and Association of UK University Hospitals.



Jody-Anne Mills

Jody-Anne Mills is a consultant with the WHO Rehabilitation Programme in Geneva, Switzerland. She has a specific interest in issues related to workforce and has been the project lead for the development of the WHO Rehabilitation Competency Framework (RCF) and associated guides, and for WHO's work on rehabilitation workforce evaluation and planning in countries. Jody-Anne practiced as an occupational therapist in Australia, the United Kingdom, and Togo before completing her master's degree in International Public Health and commencing her role with WHO. She is currently a PhD candidate at the John Walsh Centre for Rehabilitation Research, Faculty of Medicine and Health, at the University of Sydney in Australia.



Cheryl Footer

Dr Cheryl Burditt Footer completed a BA degree in exercise science from Occidental College, a MS degree in physical therapy from the University of Miami, and a PhD degree in physical therapy from the University of Miami. At the core of Dr Footer's clinical and academic career lies a strong ethical foundation that balances power and privilege with humility and perspective in preparing future leaders to meet the growing needs for rehabilitation around the world. Her passion for neurology, pediatrics, and global health is evidenced through a nearly 20-year commitment to the development and advancement of physical therapists through educational initiatives in the United States of America, Ethiopia, Kenya, Mozambique, Myanmar, and China.



Agho Tsangue Glory

Agho Tsangue Glory holds an MSc in Health Services Management and a postgraduate certificate in project management, monitoring and evaluation from the Uganda Martyrs University and bachelor's degree in Health Systems Management from the Mzumbe University in Tanzania. has 14 years' experience in the domain of public health in the CBC Health Services (Cameroon), six of which are in disability and inclusive development. She is currently leading a network of 25 community-based rehabilitation organizations in Cameroon. She is currently leading a team to develop curricula and training programs in CBR, physiotherapy and occupational therapy for the improvement of rehabilitation services in Cameroon.