

Report to ISPO from South East Asia Regional Consultant, February 2008

**Meeting of Prosthetics and Orthotics Educators
Vancouver, Canada.
5th and 6th August 2007.
Sponsored by the Nippon Foundation, Japan.**

Background.

Globally there are many prosthetics and orthotics schools striving for and achieving ISPO accreditation. However, many of these schools are working in relative professional isolation. Especially for schools in low-income countries, where funds are limited, opportunities to share knowledge, experience with colleagues from other schools can greatly enhance the development of prosthetics and orthotics education.

This meeting was part of the ongoing regional collaboration program, co-ordinated by the Cambodia School of Prosthetics and Orthotics and funded by the Nippon Foundation, Japan. To date the collaboration program has facilitated 6 regional P/O school meetings (including this one).

Schools directly supported by the Nippon Foundation and sponsored for the meeting include:

Cambodia, CSPO
Sri Lanka, SLSPO
Thailand, Mahidol University.

Schools not directly funded by Nippon but supported for attendance at the meeting include:

Pakistan, PIPOS.

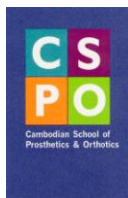
Schools attending, but self-funded include:

Australia La Trobe University
China, CHICOT
China (Hong Kong), Polytechnic University
India, Mobility India
Indonesia, Health Polytechnic of Surakarta, Solo,
Iraq, Baghdad Medical Institute
Japan, Kobe College
Malaysia, University of Malaya
Vietnam, VIETCOT

The Canada meeting.

Participants (total 39 persons – 29 men and 10 women).

- **Nippon Foundation:** Dr. Eiji Tazawa and Mr. Tatsuro Yoshikawa;
- **ISPO:** Mr. Dan Blocka and Mr. John Fisk;
- **Cambodia Trust:** Mr. Carson Harte and Ms. Mary Scott;



- **Australia, La Trobe University:** Mr. Rowan English, Ms. Margaret Hodge and Mr. Wesley Pryor;
- **Cambodia, CSPO:** Ms. Lise Helmstrom, Mr. Thor Pheasa, Ms. Kheng Sisary, Mr. Teap Odom and Mr. Sybounhouang Sansathit;
- **China, CHICOT:** Mr. Fang Xin, Mr. Zhou David and Mr. Wang Bo
- **China (Hong Kong), Hong Kong Polytechnic:** Mr. Aaron Leung
- **India, Mobility India:** Mr. Ritu Ghosh, Mr. Soikat Ghosh Moulic
- **Indonesia, Health Polytechnic of Surakarta:** Ms. Isabelle Urseau (HI), Mr. Dhabeleswar Nanda, Mr. Suhardi, Mr. Agus Setyo Nugroho, Mr. Jerome Canicave (HI);
- **Iraq, Baghdad Medical Institute:** Mr. Mowfaq Naji;
- **Japan, Kobe College:** Mr. Mitsuhiro Uchida;
- **Malaysia, University of Malaya:** Ms. Nazirah Hasnan and Mr. Norazwan
- **Pakistan, PIPOS:** Dr. Bahkt Sarwar;
- **Sri Lanka, SLSPO:** Mr. Michael Scott, Mr. Aaron Williams and Mr. Ananda Runage Yaggaha;
- **Thailand, Mahidol University:** Dr. Gulapar Srisawasdi, Dr. Piyavit Sorachaimantha, Mr. Kazuyuki Fujii and Ms Sasithon Sukthomya;
- **Vietnam, VIETCOT:** Ms. Pham Thuy and Mr. Nguyen Hai Thanh;

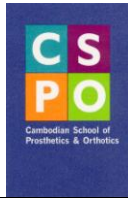
Objectives for the regional collaboration meetings.

- Develop and update overview of regional P&O and Physical Rehabilitation situation.
- Exchange information on regional activities and educational policy with ISPO
- Develop a better understanding of impact and shortcomings in individual countries.
- Understand better the opportunities and restrictions on P&O activity and training in the current regional, global, developmental and funding environment.
- Develop and update strategies for further P&O development in the region including mentoring, continuing education and Category II – Category I upgrade.

Meeting Schedule.

Day 1. August 5th 2007.

Time	Speaker	Topic
08.30-09.00	Mary Scott	Opening, welcome and introductions
09.00-10.00	John Fisk	Case based learning
10.00-10.30		Refreshments



10.30-12.00		Procedures of final exam/assessment of students.
10.30-11.00	Dan Blocka	Recommendation set by ISPO
11.00-11.15	Lise Hjelmström	○ Final exam at CSPO
11.15-11.30	Gulapar Srisawasdi	○ Final exam at Mahidol University
11.30-11.45	Suhardi	○ Final exam at Solo
11.45-12.00	Bakht Sarwar	○ Final exam at PIPOS
12.00-13.00		Lunch
13.00-14.30		Procedures of final exam/assessment of students. (cont.)
13.00-13.15	Nguyen Hai Thanh	○ Final exam at VIETCOT
13.15-13.30	Mitsu Uchida	○ Final exam at Kobe College
13.30-14.30		Discussion of exams procedures
14.30-15.00		Coffee Break
15.00-16.30	John Fisk	Achieving Excellence
16.30-17.00	Wesley Pryor & Lise Hjelmström	Updates on La Trobe/CSPO upgrade programme Intake 1

Day 2. . August 5th 2007.

Time	Speaker	Subject
8.00-9.00	Kaz Fujii and Lise Hjelmström	Education/teaching Material
9.00-9.30	Dan Blocka and Mary Scott	Ortho-letter
9.30-10.15	Ananda Runage Yaggaha	P/O service in Sri Lanka
10.15-10.45	Sybounhouang Sansathit	P/O service in Lao PDR
10.45-11.15		Coffee break
11.15-11.30	Mary Scott	Integrations of new BSc upgrades in the sector
11.30-11.45	Feng Xin	P/O Education in China

11.45-12.00	Mowfaq Naji	P/O Education in Iraq
12.00-12.15	Ritu Ghosh	Final exam at Mobility India
12.15-13.00	Carson Harte	Objectives from previous meeting
13.00-14.00		Lunch
14.00-16.00	Michael Scott	Objectives for the coming year Planning next meeting

Meeting Report.

The meeting was opened by Mary Scott, who welcomed the participants. In particular, a warm welcome was extended to the new participants (and new schools) to the meeting.

Case Based Learning

John Fisk defined **experience** as one's great assess.

A curriculum has added power when:

1. Education activities directly prepare the student for professional practice;
2. Students take responsibility for their own learning; and
3. Education activities support and enhance each other.

It was explained that case based learning (CBL) may also be known as:

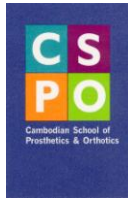
- Problem based learning – PBL
- Small group learning
- Experience based learning.

Goals were defined as:

1. Learning in the clinical context
2. Clinically based assessment
3. Active problem solvers
4. Self directed learners
5. Life long learners

Goals for students were defined as to:

1. Become independent thinkers;
2. Reason their way through patient problems;
3. Recall and apply what they have been taught in medical school;
4. Recognize when their skills and knowledge are not adequate to the clinical task they are confronting;
5. Learn new information as they need it, and as medical research moves ahead, keeping contemporary in their knowledge and skills.



Educational Design and Teaching Techniques Contents were defines as:

- Small group learning
- Designing cases
- Effective presentations
- Instructional outcomes
- Instructional design for teaching skills
- Giving feedback
- Developing a course matrix
- Course/curriculum evaluation

Procedures of final exam/assessment of students.

The session opened with a presentation by Daniel Blocka describing the recommendations of ISPO concerning final exam/assessment of students.

ISPO Recognition Process for Educational Programs:

1. An “Information Package” has been developed to provide guidance for any country or organisation involved in the establishment of a course attempting to satisfy the Category II ISPO standards.

The Information Package contains:

- a description of the professional profile
- information relating to a Code of Ethics
- course learning objectives
- an example of an acceptable syllabus
- a model of a Final Examination structure

2. Guidelines for Final Examination Protocol.

The Final Examination Protocol sets the framework and procedure for the process.

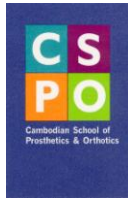
The Purpose & Objectives are to:

- Standardize the process for the Category II final examination process.
- Allow minimal standards for Category II to be measured more effectively while adopting a uniform approach within the recognition process.
- Ensure there is a fair and equitable assessment of the candidates.
- Ensure the examination process is reflective of the course content and the standards outlined in the Category II Information Package.

Prosthetics and Orthotics Schools presented their education programmes and/or final examinations procedures.

The participates separated in groups to answer the following questions:

1. What do we expect from ISPO?
2. What are the advantages of ISPO Accreditation?
3. What are the difficulties to obtain and retain ISPO accreditation?
4. What do we think ISPO will require from us?



Outcomes

1. What do we expect from ISPO?
 - Consistent advice on standards, curriculum, regulations and process
 - International recognition
 - Guidance on how to run Category II programmes
 - Guidance/directions on upgrading (Category II – Category I)
 - Pre-visit exchange of information between ISPO and the school concerned
 - ISPO to market it's education policy to local govt./NGOs/private sector
 - Flexibility, taking into consideration local conditions

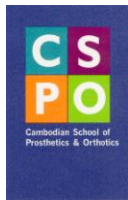
2. What are the advantages of ISPO Accreditation?
 - Community
 - Assuring competence and quality
 - Improved professional standards
 - Better client/patient care

 - Schools
 - Improved recognition of schools at international level
 - Ongoing review of standards
 - Can attract students from other countries
 - Guidance available for the development of new schools
 - More funding

 - Individual
 - Professional recognition within community
 - Possibility to upgrade
 - Greater chance for individuals for global continuous professional development

3. What are the difficulties to obtain and retain ISPO accreditation?
 - Extra work in already busy work schedule
 - Financial costs
 - Accommodating national interests that might conflict with ISPO standards
 - Standards are high compared to education in other disciplines
 - Different focuses between different inspectors
 - Lack of information from ISPO on accreditation process
 - Process involved in accreditation - doubts and fears

4. What do we think ISPO will require from us?
 - More active involvement
 - Greater feedback to ISPO, requests and suggestions for developments should come from the field (a 2-way process)
 - Good documentation
 - Local logistical in-country support
 - Sufficient notice that a consultation or inspection is required.
 - More members– can we encourage more people to join?



Ortholetter

Through the discussions it was discovered that many participants were not familiar with the ORTHOLETTER, an ISPO publication intended for persons from low-income countries with an interest in prosthetics and orthotics. ISPO will ensure that when Ortholetter publication begins again that it will be brought to the attention of all participants of the schools meetings.

Sharing of Educational Materials

A discussion was held concerning the appropriateness of developing educational material in the form of new manuals. The group could not decide if in the year 2007, the develop of such manuals would be useful, or if the issue should be addressed by identifying a user-friendly solution to sharing educational materials . Much educational material already exists and considerable resources would be required to develop new manuals. This topic could be added to the agenda of the next schools meeting for further discussion.

La Trobe/CSPO Upgrade programme

Lise Hjelmstrom and Wesley Pryor discussed that this programme is a pilot project of 2 intakes funded by the Nippon Foundation. It is a collaboration between La Trobe and CSPO.

Objectives for this program:

- Improve quality of services for people with disability
- Empowering national/regional capacity
- Replacement of expatriates
- National/regional sustainability

A first intake of 9 candidates have successfully completed Bachelor Degrees in Prosthetics and Orthotics from La Trobe University

Work is ongoing to achieve ISPO Category 1 accreditation.

During 2007, a second intake of students is undertaking English language and study techniques to meet La Trobe University entrance requirements by December 2007.

Integration of the new BSc upgrades in the sector

The individual needs to recognise that:

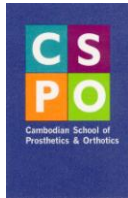
- Large investment has been made in the individual's education
- The investment has been made to develop services for people with disabilities, not for the benefit of only the individual

Institutions have a responsibility to:

- Provide a professional career path for the individuals
- Ensure adequate monitory reimbursement
- Encourage ongoing capacity building

Internships should be considered:

- Internships are intended to provide a supportive environment for new graduates



- Globally internships in prosthetics and orthotics are of varying duration
- Internships have not generally been available for Category II programmes, primarily because of lack of qualified personnel to provide the support
- Internships provide opportunities for increased professional experience

On-going capacity building:

- Learning should never stop
- Measuring capacity building frequently improves its quality
- Higher level capacity building becomes more and more the responsibility of the individual

Benefits to the region/individuals

- Shared resources increase value for all
- International experience provides:
 - Professional development for the individual
- Regional development of prosthetics and orthotics services
- Opportunity to provide adequate monetary reimbursement

The final statement for the P/O Schools Meeting in Sri Lanka 2006 was reviewed and a new one developed and agreed for the Canada Meeting 2007

Final Statement – Canada 2007.

Goals

- Develop regional collaboration in Prosthetics and Orthotics Education.
 - Share teaching materials.
- Have regular discussion/interaction between the members of the group.
- Approach ISPO on recognition / development of regional meetings and networks.
- Increase public awareness of Prosthetics and Orthotics in the region.

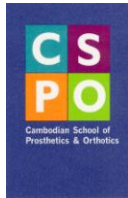
Future participates

- Invite non-educators, (employers and donors) to attend as observers.
 - But avoid “powerful” groups dominating proceedings.
- Invite other countries such as South Korea.

Activities

We will:

- Continue to develop the web forum.
 - Each school to develop individual website and link to SAPOS
 - Schools to link to each other.
- Use SAPOS for exchange / as a resource
- Meet at least once per year.
 - Develop “sub-meetings” to discuss specific topics
 - Internet
 - Educational literature
 - “Customers”



- Offer assistance to one another.
- Request assistance from one another.
- Publish articles of regional activities.
 - Ortholetter – one article from each school each year.
- Inform ISPO biannually through Regional Consultant.
Each school to provide half page report, each 6 months.
(1st report end of Dec 2007 – to Mary Scott).
- Ensure that all with an interest in PO education in the region understand that they are welcome in these activities.
- Share information about other programmes/schools with potential donors.
- Seek funding for the members, who are actively involved in these activities.
- Share human resources in Prosthetics and Orthotics education in the region.
- Encourage development of strategic plans on Prosthetics and Orthotics development for each country as requested.

Next meeting: Peshawar, Pakistan - March 2008.

These prosthetics and orthotics schools meetings are a relatively inexpensive way of providing capacity building opportunities. The model has been working in South East Asia for 5 years, and has improved communication between educators. The meeting often provides a first occasion for participants to make presentations, facilitate group discussions and develop many skills that are important for the development of prosthetics and orthotics education. The introduction of other regional networks of educators could bring benefits in both the short and long-term in different geographical locations.

ISPO's involvement in the meetings provides opportunities for participants to seek information from ISPO in less stressful situation than during other occasions, such as ISPO school inspections. Frequently for citizens of low-income countries the ISPO tri-annual World Congress is the main and/or only opportunity for communication with peers. While this is a hugely important event, the possibilities of meeting with peers and ISPO representatives more frequently could make a strong input.

There is a cadre of prosthetics and orthotics educators developing in low-income countries who can make a huge input to the future of prosthetics and orthotics in the coming decades. It is important that capacity building opportunities are developed.