
F4: The Development of a Competency Based Framework for Wheeled Mobility and Postural Management Assessors in New Zealand

Debbie Wilson, NZROT

Learning objectives:

Upon completing this session, participants will:

1. Be familiar with the background to the competency based framework used by the Ministry of Health in New Zealand for Wheeled Mobility and Postural Management assessors.
2. Consider how clinical reasoning can be incorporated into assessment forms used by wheelchair services for the purposes of providing mentoring for less experienced therapists.
3. Be familiar with the use of a case study submission for therapists applying for the Level 2 (Complex) credential.

Session description:

In August 2010, the New Zealand Ministry of Health, Disability Support Services, introduced a competency based credentialing framework for therapists assessing and prescribing equipment for people with wheeled mobility and postural management needs. This came from recommendations made in the Disability Resource Centre (DRC) report commissioned by the Ministry of Health (2005) *Environmental Support Services Review and Framework Plan. Summary Report: August 2005* which identified a number of opportunities to improve the way in which services are delivered. Specific findings which are relevant to this presentation included:

- The (then) current Accredited Assessors Scheme lacked competency based standards
- Competence of assessors was variable
- Assessor training was inconsistent and lacked structure
- The professional standards monitoring role was not well implemented

This session will outline the background and pathway from the DRC report to the implementation, in 2010, of the Competency Framework for Wheeled Mobility and Postural Management assessors, the rationale for refinements of the case study requirements for therapists applying for the Level 2 (Complex) credential, and key learnings along the way from the presenter's perspective.

Content references:

1. Ministry of Health, New Zealand (2016) *Competency Framework: Wheeled Mobility & Postural Management*. Retrieved from https://www.disabilityfunding.co.nz/__data/assets/pdf_file/0006/54681/Competency-Framework-Wheeled-Mobility-Postural-Management.pdf
2. Disability Resource Centre. (2005) *Environmental Support Services Review and Framework Plan. Summary Report: August 2005*. Auckland, New Zealand: Disability Resource Centre
3. RESNA (2009). Seating & Mobility Specialist Certification Exam Readiness Tool. Retrieved from http://www.resna.org/sites/default/files/dotAsset/SMS_Exam_Readiness_Tool_FINAL.pdf

F5: Pathway to Success! Qualitative Experiences of Preceptors and Preceptees following the Wheeled Mobility and Postural Management (WMPM) Credentialing Pathway

Ana Pacheco, OT

Learning objectives:

1. To provide a brief outline of the WMPM Level 1 and 2 credentialing pathway
2. To provide an insight into preceptor and preceptees experiences of working through the credentialing pathway
3. To promote the credentialing pathway as a structured learning programme for therapists working in wheeled mobility and postural management.

Session Description:

New Zealand registered occupational therapists and physiotherapists are required to hold Wheeled Mobility and Postural Management accreditation to allow them to access Ministry of Health funding for equipment. It is also recognised that the accreditation pathway supports clinicians to gain professional competence in wheelchair and seating. This presentation will include an overview of the wheeled mobility and postural management credentialing pathway (Levels 1 & 2), and how this fits within the New Zealand Health System. The presentation will further focus on the wider experiences of preceptors and preceptees working through the credentialing pathway. Common themes and experiences will be captured using two different semi-structured questionnaires; one for the preceptors and one for preceptees. Thematic analysis will then be used to analyse both sets of data. Conclusions will be drawn to encapsulate the unique programme of teaching and learning which is undertaken in this complex field. Recommendations for the future will be made to encourage other countries to embrace the WMPM credentialing pathway as a way of standardising wheelchair prescription and practice, and to encourage therapists to gain a recognised qualification in pursuit of a career in wheelchair and seating.

Content References:

1. Cohen, L., Greer, N., Berliner, E. And Sprigle, S (2013) Mobility RERC State of the Science Conference: considerations for developing an evidence base for wheeled mobility and seating service delivery. *Disability and Rehabilitation: Assistive Technology*, 8 (6), 462-471.
2. Dolan, M.J., (2013) Clinical standards for National Health Service wheelchair and seating services in Scotland. *Disability and Rehabilitation: Assistive Technology*, 8 (5), 363-372.
3. Du Toit, S.H.J., Wilkinson, A. And Adam, K. (2010) Role of research in occupational therapy clinical practice: Applying action learning and action research in pursuit of evidence-based practice. *Australian Occupational Therapy Journal*, 57, 318–330.
4. Earle, V., Myrick, F. and Yonge, O. (2011) Preceptorship in the intergenerational context: An integrative review of the literature. *Nurse Education Today*, Nurse Education Today, 31, 82–87.
5. Isaacson, M. (2011) Best Practices by Occupational and Physical Therapists Performing Seating and Mobility Evaluations. *Assistive Technology*, 23 (1), 13-21.
6. O'Connor, A., Mairead, C. and McKay, E.A. (2012) Revisiting 1:1 and 2:1 clinical placement models: Student and clinical educator perspectives. *Australian Occupational Therapy Journal*, 59, 276–283.
7. Whitcombe-Shingler, M. (2006) The history of the wheelchair assessment service in New Zealand: From client centred to client directed. *New Zealand Journal of Occupational Therapy*, 53 (2), 27-31

F6: A Sustainable Spinal Seating Professional Development Program in NSW, Australia - The Outcomes and Challenges

Charisse Turnbull, OT

Learning objectives:

1. To describe the need of professional development in prescribing seating and wheeled mobility for clients with a spinal cord injury in NSW
2. To demonstrate the newly revised 2017 Spinal Seating Education Website which is funded by the Agency for Clinical Innovation (ACI)
3. To discuss the outcomes and future challenges of the professional development program

Session description

In NSW, seating and wheeled mobility are predominantly prescribed through the client's hospital ward therapist or community local health services. There is no competency pathway for clinicians to be an accredited prescriber. Many clinicians have limited knowledge and experience in prescribing seating and wheeled mobility equipment for clients with a spinal cord injury. The short and long term consequences of an incorrectly prescribed seating can be profound, e.g. pressure injuries, postural deformities and pain; as are the safety issues associated with wheelchair use.

This presentation hopes to raise awareness of the free and newly revised 2017 Spinal Seating Education Website funded by the ACI State Spinal Cord Injury Service. As a component of the Spinal Seating Professional Development Program developed in 2008, the seating education modules aim to:

- Provide accessible clinical knowledge for seating and wheeled mobility assessment and intervention to clinicians
- Encourage clinicians to adopt a structured, client-focused and goal-orientated approach

to clinical practice through a process of systematic assessment and documentation of seating outcomes

- Improve clinical reasoning to select appropriate seating and wheeled mobility solutions using key seating intervention principles
- Prepare workshop participants to maximise hands-on learning opportunities during the seating workshops which were provided through Assistive Technology and Seating

The Spinal Seating Education Website features:

- 10 learning modules
- Downloads of sample assessment forms and prompt sheets
- 5 teaching videos
- Downloads of handy hints, selected useful resource and practical ideas
- Self-assessment quizzes or case studies with answers

(A walk through of the live website demonstration to navigate the Spinal Seating Education Website modules is part of the paper presentation.

<https://www.aci.health.nsw.gov.au/networks/spinal-cord-injury/spinal-seating>)

The paper will conclude with the evaluation of the education website and seating workshops, and discussion of future challenges of the professional development program in relation to the National Disability Insurance Scheme.

Content references:

1. Canadian Best Practice Guidelines for the Prevention and Management of Pressure Injuries in People with Spinal Cord Injury- A Resource Handbook for Clinicians; Houghton PE, Campbell KE and CPG Panel (2013). ISBN 978-0-9919094-0-7
http://onf.org/system/attachments/168/original/Pressure_Ulcers_Best_Practice_Guideline_Final_web4.pdf#page=280
2. Guidelines for the prescription of a seated wheelchair or mobility scooter for people with a traumatic brain injury or spinal cord injury; EnableNSW and Lifetime Care & Support

Authority Editor, 2011, Sydney.

https://www.aci.health.nsw.gov.au/__data/assets/pdf_file/0003/167286/Guidelines-on-Wheelchair-Prescription.pdf#page=46

https://www.aci.health.nsw.gov.au/__data/assets/pdf_file/0003/167286/Guidelines-on-Wheelchair-Prescription.pdf#page=26

3. RESNA Position on the Application of Ultralight Manual Wheelchairs; Rehabilitation Engineering & Assistive Technology Society of North America. Approved by RESNA Board of Directors March 27, 2012
http://www.rstce.pitt.edu/RSTCE_Resources/RSTCE_Res_Doc/RESNAPosUltralightManWheelchairs.pdf#page=4