

BACKGROUND

- WHO: 1 billion Persons with Disabilities (PWDs) (15% of the world's population) - Nearly 110-190 million experience significant disability
- 1978: WHO: Community-Based Rehabilitation (CBR) program to enhance the quality of life for people with disabilities through community initiatives



- 1994: a joint definition of CBR was released by ILO, UNESCO and WHO CBR is defined as "a strategy within community development for the rehabilitation, equalization of opportunities and social integration of all people with disabilities."
- Advantage of CBR Programmes "... fundamental to improve the well-being of people with disabilities, and for fostering their participation in the community and society at large". (Cornielje, 2009; Sharma, 2007)
- 160 signatories and 172 parties, which includes 171 states and the European Union had signed the Convention on the Rights of Persons with Disabilities (CRPD) (as of December 16, 2016)
- 1973: CBR integrated in the curriculum for PTs, OT, SPs
- Currently, all PT schools have implemented CBR as an integral component of the PT and OT curriculum mandated by the Higher Education (CHED).



EVIDENCE

2030:Agenda for Sustainable Development: Disabled individuals must have access to developmental projects and realization of human rights (WHO)

2030 Agenda for Sustainable Development



- Little literature providing knowledge-based description of CBR management no formal study on the inclusion, management, and implementation of integrated CBR programs in the PT curriculum in universities.

AIM & OBJECTIVES

AIM

- Determine how CBR is integrated and managed in academic programs of universities and colleges offering Physical Therapy.
- Provide recommendations in the development of indicators in the improvement and program evaluation of CBR activities and delivery of CBR services with academic institutions as CBR service providers.

OBJECTIVES

- What is the profile of the CBR program according to: a. program structure, b. level of integration in curriculum, c. component programs/ CBR services, d. interventions?
- What is the current status of implementation in the following areas a. CBR management b. CBR training c. sustainability of integrated CBR program d. areas of development ?
- What are the problems and issues encountered in your institution in the above mentioned areas?

METHODS

Design

- A survey will be conducted in private and public universities in the Philippines which provide CBR services integrated within their Bachelor of Science in Physical Therapy curriculum program.
- A list of PT schools will be obtained from the Commission on Higher Education (CHED)

Participants

- Government/state and private academic institutions in different regions in the Philippines that provide a CBR Program for undergraduate PT students

Sampling

- Two-stage Cluster Sampling

Survey Instrument

- Three (3) major parts answering objectives based on ROL and mandated CHED guidelines
- Pilot survey of initial version

Table 1: Inclusion and exclusion criteria

Inclusion criteria	Exclusion criteria
<ul style="list-style-type: none"> • Private and public universities with BS degree program in Physical Therapy • Current /existing CBR course/clinical training in BS Physical Therapy program • CBR program managed by the College/Dept. of PT in implementing the academic program 	<ul style="list-style-type: none"> • Discontinued CBR programs previously managed by the college and department • CBR programs managed by third parties such as NGOs • Colleges and universities which do not have evidence of current implementation of CBR programs as mandated by the Commission on Higher Education (CHED)

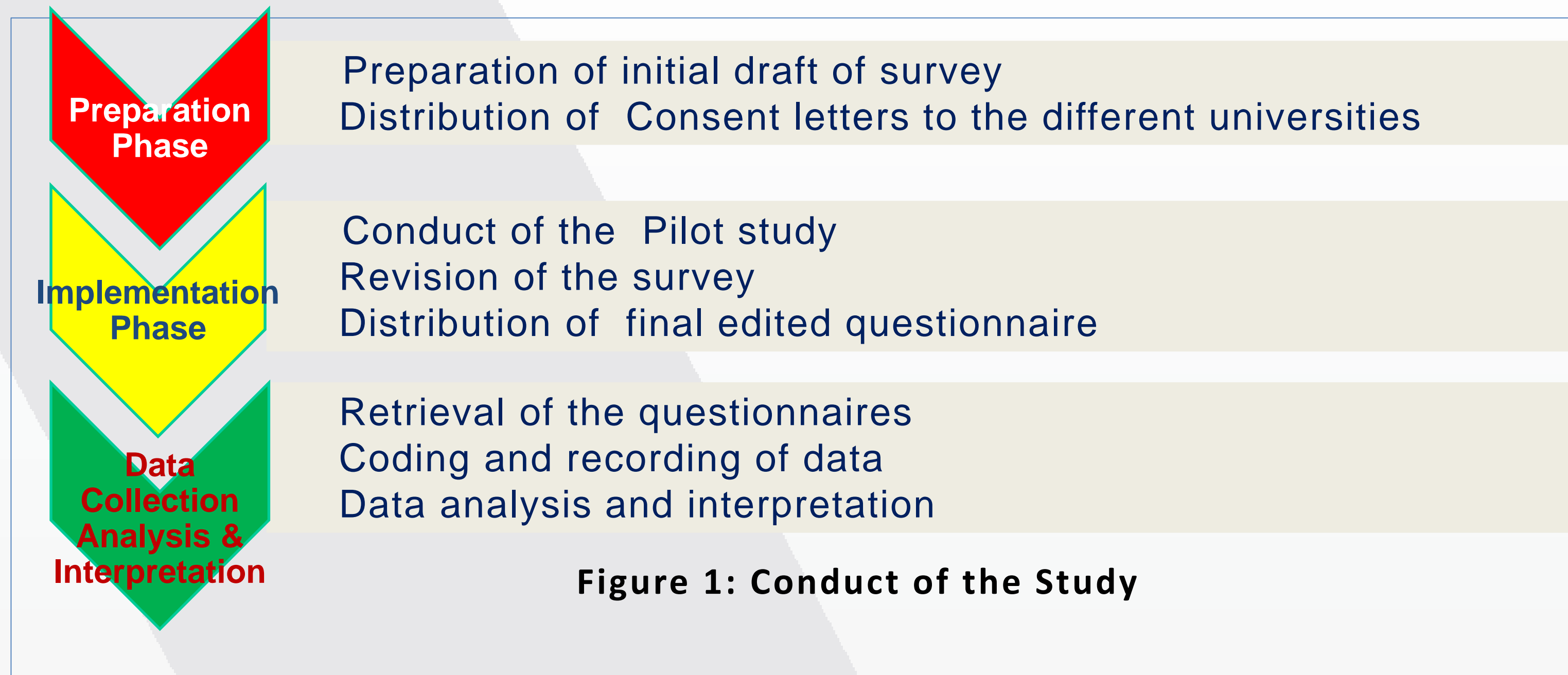


Figure 1: Conduct of the Study

SUMMARY

- Provide information to make appropriate recommendations needed in their programs specifically in meeting the objectives of the CBR program
- Plan effective implementation of CBR programs in the future.
- Support policy-making initiatives in improving disability prevention.
- Improve existing CBR services as implemented by the academe.

FURTHER INFO

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