



الجامعة الأهلية
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A STUDY PROTOCOL: MANAGING COMMUNITY-BASED REHABILITATION IN PHYSICAL THERAPY ACADEMIC PROGRAMS IN THE PHILIPPINES

Your
global
future
begins
here

Department of Physiotherapy
College of Medical and Health Sciences

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- World Health Organization (WHO) :
1 billion People with Disabilities (PWDs)
(15% of the world's population)
 - *Nearly 110-190 million experience significant disability*
www.worldbank/en/topic/disability/overview
- There is increasing awareness on the significance and role of disability inclusive development globally.
- Disability: Different models and different strategies have been proposed, adopted and implemented

1978

WHO : Community-Based Rehabilitation (CBR) program to enhance the quality of life for people with disabilities through community initiatives

www.who.int/disabilities/publications/

- *“community action to ensure that people with disabilities have the same rights and opportunities as all other community members, i.e. equal access to health care, education, skills training and employment, a family life, social mobility and political empowerment”*

1994: a new definition of CBR was released by ILO,
UNESCO and the WHO



- CBR is defined as “a strategy within community development for the rehabilitation, equalization of opportunities and social integration of all people with disabilities. “

Advantages 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)

- “... most cost-effective approach to improve the well-being of people with disabilities, in comparison with care in hospitals or rehabilitation centres.”

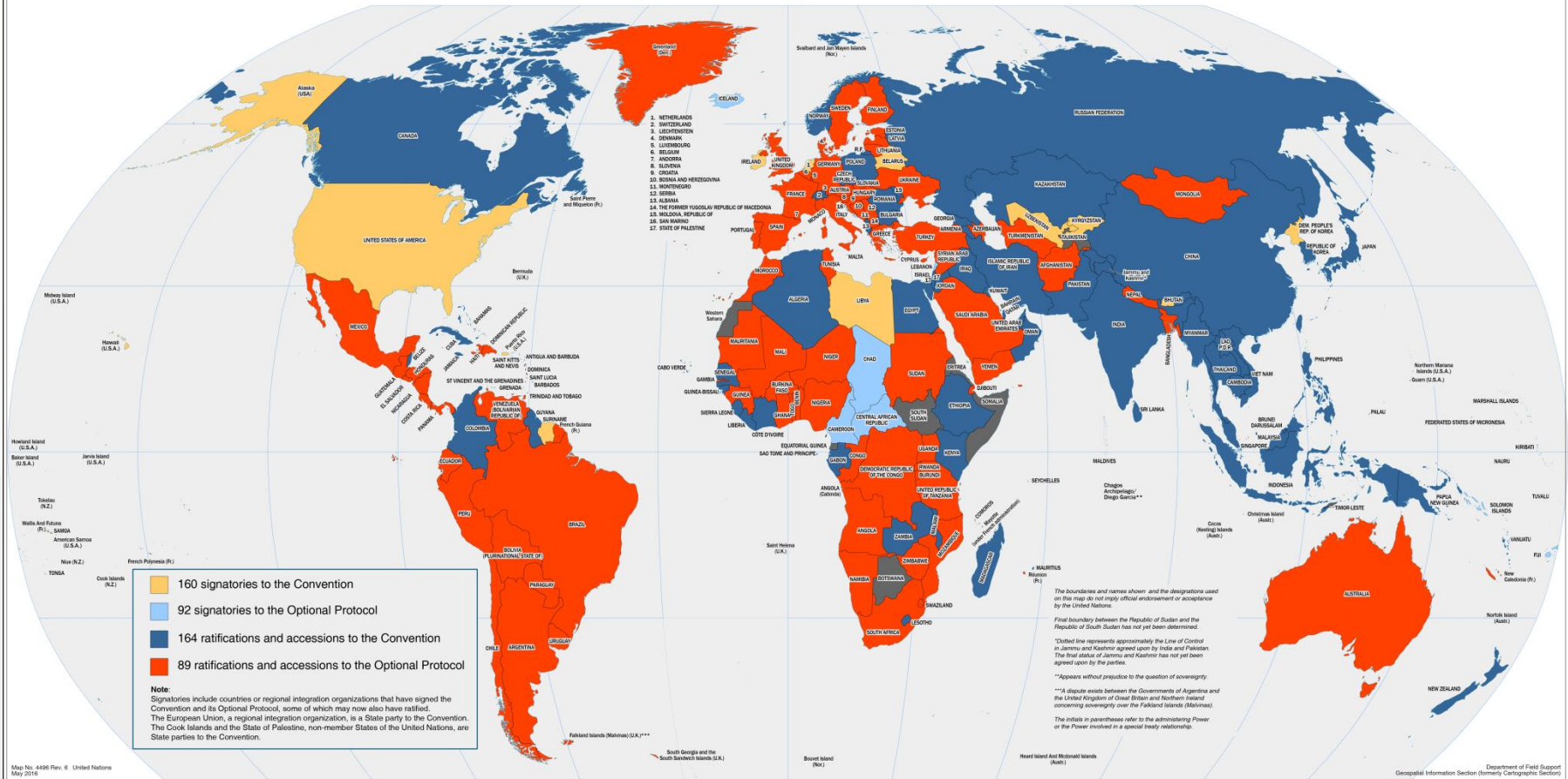
(Mitchell, 1999)



CRPD and Optional Protocol Signatures and Ratifications

Not Signed
 Signed Convention
 Signed Convention & Protocol
 Ratified Convention
 Ratified Convention & Protocol

As of 11 May 2016



- 160 signatories and 172 parties, which includes 171 states and the European Union that had signed the Convention on the Rights of Persons with Disabilities (CRPD) (as of December 16, 2016)



Source: UN Treaty Collection: parties to the Convention on the Rights of Persons with Disabilities: List of parties". United Nations.

- 1973: The Philippines initially started CBR integrated in the curriculum for PTs, OT, SPs at the College of Allied Medical Professions at the University of the Philippines – Manila (UP-Manila)
- 1981: Establishment of CBR in selected communities using the WHO model across archipelago
- 1998: Establishment of CBR in selected urban and rural communities integrated for CBR training for PT and OT students (EAC- Manila)

- Currently, all PT and OT schools have implemented CBR as an integral component of the PT and OT curriculum as mandated by the Commission on Higher Education (CHED).
- 2030: Agenda for Sustainable Development: Disabled individuals must have access to developmental projects and realization of human rights (WHO)

2030 Agenda for Sustainable Development



Evidence

- little literature providing knowledge-based description and evaluation of the management of CBR programmes provided
- no universally agreed criteria for the evaluation of CBR programmes
(Finkenflugel, Cornielje and Velema, 2007; Alavi and Kuper, 2010).
- NB: Very little research available on the effective participation of people with disabilities, families and communities in CBR.

- there is no formal study that gathers data on the inclusion, management, and implementation of integrated CBR programs as a mandated component of the PT curriculum in universities offering the degree
- No literature conducted or published regarding the management of CBR programs conducted by physical therapy schools as CBR service providers

- 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.

To determine the profile of the academic institution's CBR program

Program structure

Level of integration
in curriculum

CBR Programs
and services

CBR
Interventions

To determine the current status & extent of implementation in CBR programs

Management

CBR training

Sustainability of program

Areas of development

To identify the problems and issues encountered in CBR implementation in the above mentioned areas

Design

- A survey will be conducted among deans/college heads in private and public universities and colleges in the Philippines which provide CBR services in different communities integrated within their Bachelor of Science in Physical Therapy curriculum program.

Participants

- Government/state and private academic institutions in the different regions in the Philippines which provide a CBR program for undergraduate Physical Therapy students

Sampling

- Two-stage Cluster Sampling

Inclusion criteria	Exclusion criteria
<ul style="list-style-type: none">• Private and public universities offering a Bachelor of Science degree program in Physical Therapy• Current /existing Community Based Rehabilitation course/clinical training in BS Physical Therapy program• CBR program is solely managed by the College/Dept of PT in implementing the academic program for the BSPT degree	<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)

Instrumentation

- Self-assessment questionnaire was prepared and divided into three (3) major parts based on the research objectives based on a review of the literature and using the CHED guidelines for CBR implementation.
- The initial survey instrument will be pilot-tested to ensure validity.



- Preparation of initial draft of survey
- Distribution of Consent letters to the different universities



- Conduct of the Pilot study
- Revision of the survey
- Distribution of final edited questionnaire



- Retrieval of the questionnaires
- Coding and recording of data
- Data analysis and interpretation

- Colleges and universities will be able to use the information and make the appropriate recommendations needed in their programs specifically in meeting the objectives of the CBR program.
- Information will be used in effective planning and implementation of CBR programs in the future.

- Baseline data and information will be used to support policy-making initiatives in improving disability prevention.
- It would improve existing CBR services as implemented in the PT academe accordingly.

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