STANDARDS COMMITTEE WORKSHOP FOR MEMBER ORGANISATIONS

GENEVA 2019
Previous focus on national and international processes central to IFOMPT International Monitoring

Responding now to new issues for Member Organisations (MO)

Supporting ongoing development and future processes

Opportunity to apply to own MO and discuss

INTRODUCTION
1. To discuss processes required when a MO is requested to assess a new programme within the country

2. To discuss key areas identified from the questionnaire and feedback from MOs on the International Monitoring process

3. To discuss the implementation of the IFOMPT Standards into educational programme with a particular focus on manual therapy practical skills

AIMS
Two options if a new programme develops outside of the existing organisation:

1. Review of new programme by MO (preferable, focus of this session)
2. Review of new programme by Standards Committee (RIG submits curriculum for evaluation)

AIM 1: MANAGING NEW PROGRAMMES
CURRENT SITUATION IN COUNTRIES?

- New programme(s)?
- New RIG?
- Issues?/Concerns?
IDEAL PROCESS – INVOLVED FROM THE START

- MO involved in programme development
- Independent MO assessment of programme
- Allocation of EA if approved as a route to MO membership
MO INVOLVED IN PROGRAMME DEVELOPMENT

Educational expertise from MO

Establishment of good working relationships

Partnership to ensure new programme meets standards

Quality of new programme
INDEPENDENT MO ASSESSMENT OF PROGRAMME

Programme development team

Educational committee of MO

Independent assessor(s)
Confirm to programme that standards are met

Appointment of EA to evaluate ongoing quality

Include detail of all processes in next International Monitoring submission i.e. evidence of new programme meeting standards

ALLOCATION OF EA IF APPROVED AS A ROUTE TO MO MEMBERSHIP

IFOMPT Standards Committee
DISCUSSION

- Experiences to date?
- Need to adapt processes to individual MO?
Focus on quality

Better to do collaboratively rather than programme develops a new RIG (that leads to umbrella group)

Standards Committee available throughout to support and advise

Any questions?

KEY MESSAGES
To discuss key areas identified from the questionnaire and feedback from MOs on the International Monitoring process

AIM 2: MO FEEDBACK ON INTERNATIONAL MONITORING PROCESSES
MO QUESTIONNAIRE
INTERNATIONAL MONITORING PROCESS

PURPOSE:

1. To explore the benefits and challenges of the IM process for MOs
2. To gain insight from the MOs on their experiences with the IM process
3. To inform future development of resources, workshops and mentoring to facilitate the IM process
How do you ensure the EA report is of a high quality?

What are the strategies used to ensure continuity of your national monitoring processes?

How do you ensure that the IM submission is of a high quality?

How do you ensure the educational programmes are delivering quality Mentor Clinical Practice?

What are the challenges faced by the programmes?

Share innovative strategies used by your programmes

Describe one piece of evidence demonstrating quality MCP

Who collates, reviews the report?

How are the recommendations fed back to the programmes?

How to ensure transition of the knowledge within your organisation?

What format do you use to report how you have addressed the prospective conditions?

How do you ensure all components are covered?

Give an example of good quality evidence that demonstrates integration of BPS into a programme

Do you provide training?

What criteria do you use to choose your EA?

Are they independent?

What criteria do you use to choose your EA?
- Time required for SC to review the submissions

USE OF RESOURCES – IM SUBMISSIONS
Overview of MO process of monitoring educational standards

- **maximum of 2000 words** +/- other supporting documents that the MO uses

- to include details of quality issues relating to the educational with **cross referencing** to items identified by the EA report and MO national monitoring processes during the specified time period

- to include a **response to Prospective Conditions** from the previous IM process

- Include the checklist
Any questions/comments?
To discuss the implementation of IFOMPT standards into educational programmes, with a particular focus on manual therapy practical skills
IFOMPT Standards Committee

Research

Individual patient

Clinical expertise

IFOMPT
The Global Leader in OMPT Excellence
Aim: To collect your views on some of the issues around teaching practical MT skills in your programmes.

Go to www.kahoot.it
Dimension 1: critical & evaluative evidence informed practice
Dimension 2: critical use of a comprehensive knowledge base of the biomedical sciences
Dimension 3: critical use of a comprehensive knowledge base of the clinical sciences
Dimension 4: critical use of a comprehensive knowledge base of the behavioural sciences
Dimension 5: critical use of a comprehensive knowledge base of OMT
Dimension 6: critical and an advanced level of clinical reasoning skills enabling effective assessment and management of patients with NMS disorders
Dimension 7: advanced level of communication skills enabling effective assessment and management of patients with NMS disorders
Dimension 8: advanced level of practical skills with sensitivity and specificity of handling, enabling effective assessment and management of patients with NMS disorders
Dimension 9: critical understanding and application of the process of research
Dimension 10: clinical expertise and continued professional commitment to the development of OMT practice

WHERE DO MANUAL THERAPY SKILLS FIT?
Dimension 1: critical & evaluative evidence informed practice

Dimension 2: critical use of a comprehensive knowledge base of the biomedical sciences

Dimension 3: critical use of a comprehensive knowledge base of the clinical sciences

Dimension 4: critical use of a comprehensive knowledge base of the behavioural sciences

Dimension 5: critical use of a comprehensive knowledge base of OMT

Dimension 6: critical and an advanced level of clinical reasoning skills enabling effective assessment and management of patients with NMS disorders

Dimension 7: advanced level of communication skills enabling effective assessment and management of patients with NMS disorders

Dimension 8: advanced level of practical skills with sensitivity and specificity of handling, enabling effective assessment and management of patients with NMS disorders

Dimension 9: critical understanding and application of the process of research

Dimension 10: clinical expertise and continued professional commitment to the development of OMT practice

WHERE DO MANUAL THERAPY SKILLS FIT?
Dimension 2. Demonstration of critical use of a comprehensive knowledge base of the biomedical sciences in the speciality of OMT

By the end of the programme of study, the successful student will be able to:

1. Critically apply knowledge of anatomy, physiology and biomechanics to enable evaluation of normal and abnormal function

2. Critically evaluate knowledge informing pathology, pathogenesis and pain mechanisms underlying mechanical dysfunction of the NMS system

3. Integrate and apply knowledge of examination procedures and differential diagnosis in the assessment of NMS dysfunction

4. Critically apply knowledge and advanced clinical reasoning skills to differentiate dysfunction of the NMS system from non-mechanical dysfunction in other systems

5. Critically apply knowledge of indications, contraindications, precautions
Dimension 2. Demonstration of critical use of a comprehensive knowledge base of the biomedical sciences in the speciality of OMT

By the end of the programme of study, the successful student will be able to:

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5. Critically apply knowledge of indications, contraindications, precautions
Dimension 3. Demonstration of critical use of a comprehensive knowledge base of the clinical sciences in the speciality of OMT

By the end of the programme of study, the successful student will be able to:

1. Critically apply knowledge of the clinical sciences (clinical anatomy, physiology, biomechanics and epidemiology) to enable effective assessment of the nature and extent of patients’ functional abilities, pain and multidimensional needs in relation to the ICF classification

2. Demonstrate appropriate selection of assessment techniques and tools through understanding of their diagnostic and evaluative qualities (including: reliability, validity, responsiveness and diagnostic accuracy)

3. Critically apply knowledge of effectiveness and risks to inform OMT interventions and accurately predict prognosis with realistic outcomes

4. Integrate and apply knowledge of prognostic, risk and predictive factors of relevant health problems to OMT management decisions to ensure the patient can make informed choices

LEARNING OUTCOMES
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LEARNING OUTCOMES
Dimension 5. Demonstration of critical use of a comprehensive knowledge base of OMT.

By the end of the programme of study, the successful student will be able to:

1. Retrieve, integrate and critically apply current knowledge of the theoretical basis and evidence base of OMT to inform assessment of the NMS system

2. Critically evaluate evidence based diagnostic tests and outcome measures to enable a clinical diagnosis and effective evaluation of OMT management

3. Critically apply current evidence informed theory and knowledge of safe and effective practice of OMT in the assessment and patient-centred management of the NMS system

4. Integrate, apply and evaluate principles of mobilisation, manipulation, motor-learning, exercise physiology, ergonomic strategies, and other modalities as components of multimodal evidence informed OMT Physical Therapy intervention, to optimise a patient’s functional ability

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2. Critically evaluate evidence based diagnostic tests and outcome measures to enable a clinical diagnosis and effective evaluation of OMT management.

3. Critically apply current evidence informed theory and knowledge of safe and effective practice of OMT in the assessment and patient-centred management of the NMS system.

4. Integrate, apply and evaluate principles of mobilisation, manipulation, motor-learning, exercise physiology, ergonomic strategies, and other modalities as components of multimodal evidence informed OMT Physical Therapy intervention, to optimise a patient’s functional ability.

LEARNING OUTCOMES
Dimension 8: Demonstration of an advanced level of practical skills with sensitivity and specificity of handling, enabling effective assessment and management of patients with NMS disorders

By the end of the programme of study, the successful student will be able to:

1. Critically select and use appropriate practical skills and outcome measures to enable collection of high quality clinical data to inform effective clinical reasoning during patient assessment.

2. Critically select and use as appropriate, a range of therapeutic OMT interventions including patient education, mobilisation, manipulation and exercise prescription with appropriate consideration of treatment timing, dosage parameters and progression of interventions.

3. Apply all practical skills with precision, adapting them when required, to enable safe and effective practice.

4. Critically apply a range of other interventions, as appropriate, to enhance patient rehabilitation (e.g. taping).

LEARNING OUTCOMES
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1. Critically select and use **appropriate practical skills and outcome measures** to enable collection of high quality clinical data to inform effective clinical reasoning during patient assessment

2. Critically select and use as appropriate, a range of **therapeutic OMT interventions** including patient education, mobilisation, manipulation and exercise prescription with appropriate consideration of treatment timing, dosage parameters and progression of interventions

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4. Critically apply a range of other interventions, as appropriate, to enhance patient rehabilitation (e.g. taping)

**LEARNING OUTCOMES**
Discuss what approach to MT is most dominant in your country.

How have your programme(s) changed over time to reflect changes in contemporary practice?

MT changes in the past 10 years: Provide one example of a MT skill

- that you’ve stopped teaching
- that you have introduced into your teaching
- that is still taught, but with a different purpose/emphasis

Discussion: How do you ensure contemporary practice across your programmes?

**Mulligan’s mobilization-with-movement**

**Manipulation**

**Maitland**

**McKenzie**

**GROUP ACTIVITY**

IFOMPT Standards Committee
Manual therapy – the theory, evidence, application and justification needs to remain contemporary

IFOMPT Standards are not prescriptive – up to the individual country to monitor and lead the evolution

Standards Committee available throughout to support and advise

Any questions?

KEY MESSAGES
Unraveling the Mechanisms of Manual Therapy: Modeling an Approach

J Orthop Sports Phys Ther 2018. 48(1)

ARE WE TEACHING EBP IN OMT?