

# FROM REGISTERED INTEREST GROUP TO MEMBER ORGANISATION WITHIN IFOMPT

*WORKSHOP ON THE DEVELOPMENT  
OF AN EDUCATIONAL  
PROGRAMME*

1. Benefits of membership
2. The pathway, in stages, from Registered Interest Group (RIG) to Member Organization (MO)
3. Curriculum Development
4. Resources available and where to receive assistance from IFOMPT and others along this pathway

# AIMS

# RIGS

## Country

- ▶ Australia
- ▶ Brazil
- ▶ Chile
- ▶ Colombia
- ▶ Hungary
- ▶ Iceland
- ▶ Korea

## Country

- ▶ Philippines
- ▶ Poland
- ▶ Pakistan
- ▶ Romania
- ▶ Slovenia
- ▶ Saudi Arabia
- ▶ Turkey
- ▶ UAE

# RIGS IN PROCESS OF APPLICATION FOR MO STATUS

## Country

- ▶ Cyprus
- ▶ France

## 6 Reciprocal Recognition



Allowing for relevant OMPT qualifications from Member Organisations to be recognised by other Member Organisations (for participating countries)

# BENEFITS OF MEMBERSHIP

YouTube: <https://www.youtube.com/watch?v=sYF4jTCbweE#action=share>

IFOMPT Standards Committee

## The Benefits of Membership

- INTERNATIONAL PROFESSIONAL ORGANISATION**  
An international, professional organisation where membership is gained solely through extensive, postgraduate OMPT education.
- INTERNATIONAL MONITORING**  
Maintenance of educational standards through international monitoring which ensures programmes reach and maintain a required post-professional educational standard.
- KNOWLEDGE SHARING**  
Provides a voice to contribute to clinical practice, education and research to the advancement of OMPT practice worldwide.
- CLINICAL PRACTICE GUIDELINE DEVELOPMENT**  
Potential involvement in international consensus and development and approval of clinical practice guidelines.
- RECIPROCAL RECOGNITION**  
Reciprocal recognition allowing for qualifications from different Member Organisations (MOs) to be recognised in other MO countries.
- IFOMPT CONFERENCE**  
Members can attend, at a reduced rate, the four-yearly world class IFOMPT conference.

**Worldwide promotion of excellence and unity in clinical and academic standards for manual/musculoskeletal physiotherapists.**

- ▶ Discuss within small group:
  - ▶ Do you want to be an MO?
  - ▶ Why do you want to become an MO?
    - ▶ Write your motives on the PADLET link:
    - ▶ <https://padlet.com/perkjaer/bf0rl0le3wed>
- ▶ Discussion of feedback/comments
- ▶ Comments as we go
  - ▶ <https://padlet.com/perkjaer/5yykm030p7du>



# MOVING FROM RIG TO MO

- ▶ **Programmes** = different degree or diploma courses available in various streams of study
- ▶ **Curriculum** = the content that is used to make up these study programmes and the way it is administered

## TERMINOLOGY

# THE PATHWAY STAGES TO MO

Manual Therapy Organisation Initial Tasks

Curriculum development



- ▶ Full curriculum of educational programme in manipulative therapy, accompanied by application fee of US \$750 for curriculum evaluation.
- ▶ Endorsement letter from National Physiotherapy Association (Member of WCPT), recognising the organisation concerned as the organisation representing Orthopaedic Manipulative Therapy (OMT) within IFOMPT.
- ▶ Number of members in the Orthopaedic Manipulative Therapy Organisation and the names and addresses of the Office Bearers
- ▶ The organisation should submit a Code of Conduct.
- ▶ Annual subscription fee of US \$2,000.00.

# REQUIREMENTS FOR RIG SUBMISSION FOR MO STATUS

IFOMPT Standards Committee



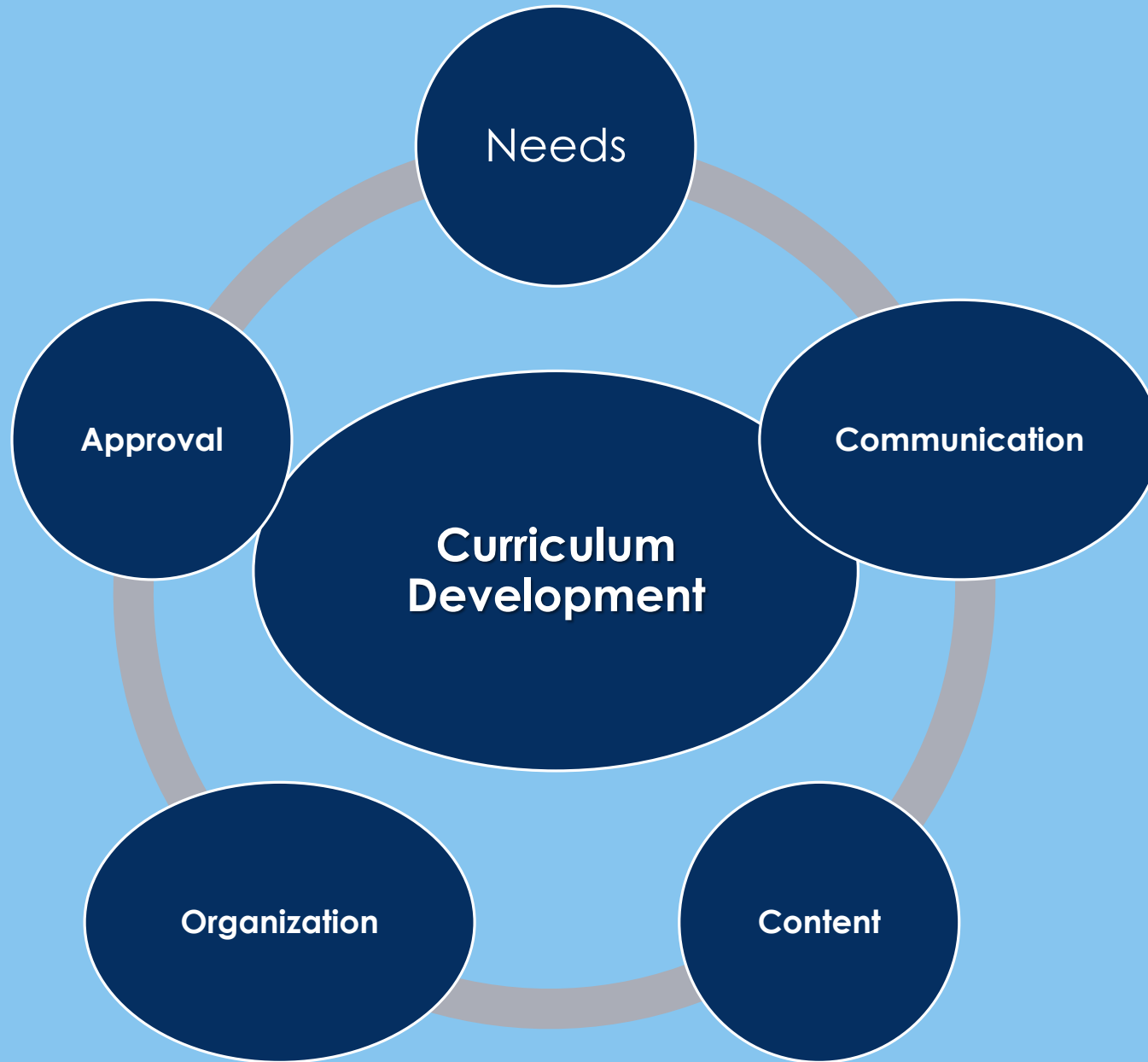
- ▶ Task Force Committee

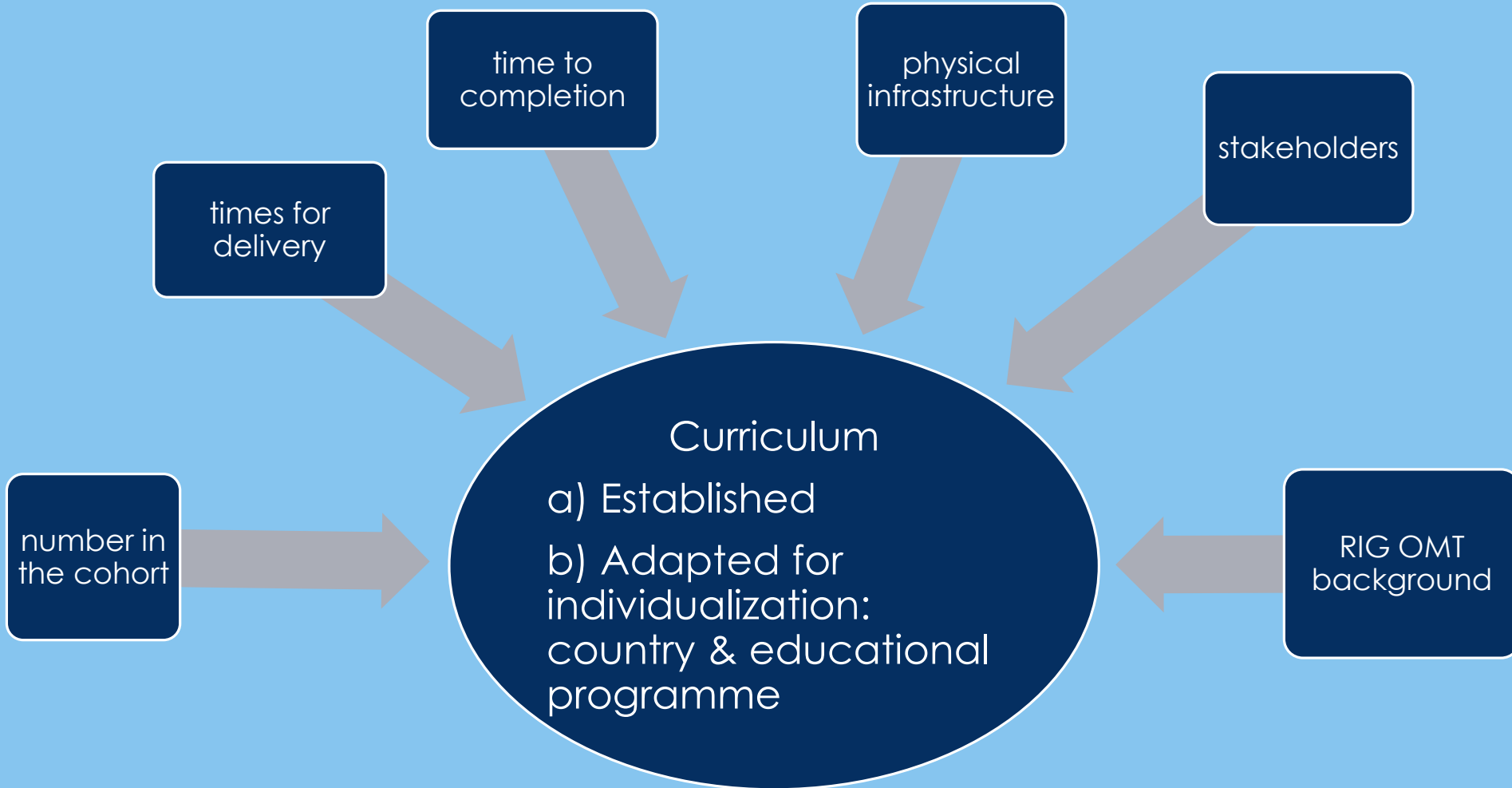
- ▶ Membership names: Karen Beeton, Ken Olson, Bob Rowe, Vicente Mauri Stecca, Sharon Tsang, Lorrie Maffey, Frederic Froment

## RIG QUESTIONNAIRE

- ▶ Curriculum development and implementation
  - ▶ Communication with Parent Body
  - ▶ Staff Resources / Financial Resources :
    - ▶ Curriculum Development, Instruction, Assessment/Evaluation, Quality Control

## TASK FORCE QUESTIONNAIRE TO RIGS: *CHALLENGES*





# CURRICULUM DEVELOPMENT: NEEDS

# CURRICULUM CONSIDERATIONS IN PREPARATION FOR FUTURE INTERNATIONAL MONITORING (IM) PROCESSES

IFOMPT Standards Committee



## Standard Document Framework

- ▶ Advanced Level OMT Theoretical Content:
  - ▶ clinical neuromusculoskeletal (NMS) sciences, medical sciences, behavioural sciences, research methodology, clinical skills
- ▶ Hours of Theoretical Instruction
- ▶ Hours of Practical Skills Instruction
- ▶ Hours of Clinical Mentored Practice
- ▶ Student Assessment Methods
- ▶ Teaching methodology
- ▶ Qualifications /skills of tutors-teachers of each module

## International Monitoring Framework

- ▶ Quality Control and Feedback Loops

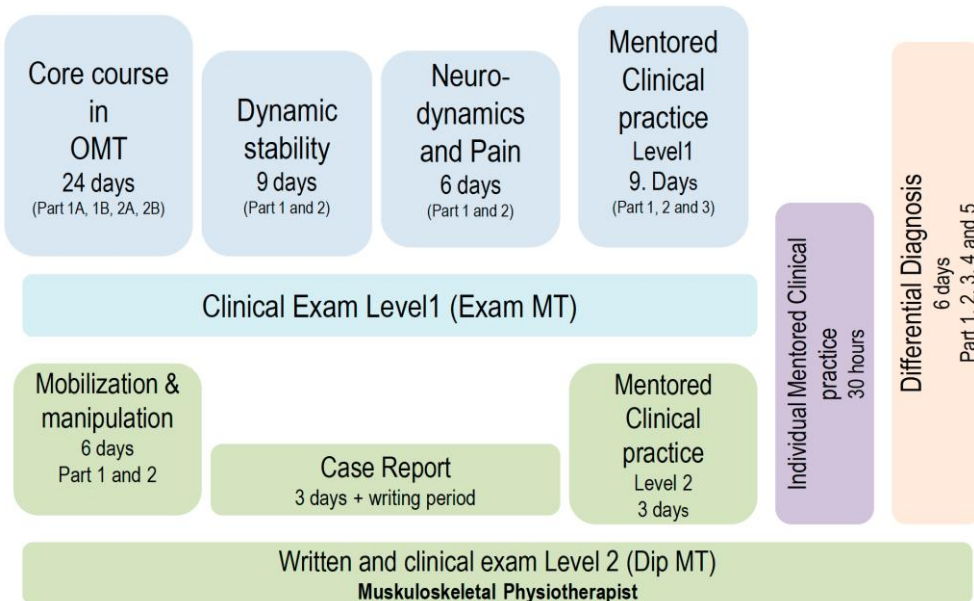
- ▶ Balanced advanced level of neuromusculoskeletal approach
- ▶ Recognising different concepts / philosophies
- ▶ Understanding the dimensions of 2016 Standards Document (SD)
- ▶ Establishing learning outcomes with measurable methods
  - ▶ SD Learning outcomes and mapping to curriculum
- ▶ Evidence Based – appropriate and up to date referencing for each module identified
- ▶ Numerous curriculums available for country individualization

## CURRICULUM CONTENT



# Muskuloskeletal Physiotherapy

Course Structure 2011. 60 ECTS point



## COMMUNITY BASED PROGRAMME: DENMARK / CANADA EXAMPLE

- ▶ <https://www.birmingham.ac.uk/postgraduate/courses/taught/sport-exercise/advanced-manipulative-physio.aspx>
- ▶ <https://www.birmingham.ac.uk/postgraduate/courses/taught/sport-exercise/advanced-manipulative-physio.aspx#CourseDetailsTab>

# UNIVERSITY BASED PROGRAMME: BIRMINGHAM

- ▶ Documentary Resources available within IFOMPT for this:
  - ▶ Standards Document i.e. Dimensions and Learning Outcomes
  - ▶ IFOMPT Mapping Template
  - ▶ Research document
  - ▶ Achieving the research component of IFOMPT Standards – ensuring research informed OMPT excellence (PowerPoint)
  - ▶ Rushton A., Petty N. The Course Approval Board of the Manipulation Association of Chartered Physiotherapists, *Manual Therapy* (2002) 7(4), 222–228.

# THEORETICAL ASPECT OF CURRICULUM: RESOURCES

## ***Demonstration of critical***

- ▶ Dimension 1: and evaluative evidence informed practice
- ▶ Dimension 2: use of a comprehensive knowledge base of the biomedical sciences in the speciality of OMT
- ▶ Dimension 3: use of a comprehensive knowledge base of the clinical sciences in the speciality of OMT
- ▶ Dimension 4: use of a comprehensive knowledge base of the behavioural sciences in the speciality of OMT
- ▶ Dimension 5: use of a comprehensive knowledge base of OMT
- ▶ Dimension 6: and an advanced level of clinical reasoning skills enabling effective assessment and management of patients with NMS disorders

# DIMENSIONS OF THE 2016 STANDARDS DOCUMENT

## ***Demonstration of***

- ▶ Dimension 7: an advanced level of communication skills enabling effective assessment and management of patients with NMS disorders
- ▶ Dimension 8: an advanced level of practical skills with sensitivity and specificity of handling, enabling effective assessment and management of patients with NMS disorders
- ▶ Dimension 9: a critical understanding and application of the process of research
- ▶ Dimension 10: clinical expertise and continued professional commitment to the development of OMT practice

# DIMENSIONS OF THE 2016 STANDARDS DOCUMENT

- ▶ Learning outcomes are measurable statements of what a student is expected to know, understand and/or be able to demonstrate after completion of a process of learning.
- ▶ The 2016 Standards Document (SD) aligns learning outcomes to each of the 10 Dimensions
- ▶ Additionally there are minimal prescription in the SD as to how the required learning outcomes should be achieved and evaluated

# LEARNING OUTCOMES

## Learning Outcomes for Dimension 1: Demonstration of critical and evaluative evidence informed practice

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

1. Retrieve, integrate and critically apply knowledge from the clinical, biomedical and behavioural sciences in order to draw inferences for OMT practice, recognising the limitations of incorporating evidence into practice
2. Critically evaluate the results of treatment accurately, and modify and progress treatment and management as required using outcome measures to evaluate the effectiveness of OMT
3. Integrate and apply evidence informed approaches in the presentation of health promotion and preventative care programmes
4. Enhance and promote the rights of the patient to actively participate in the health care management taking into account the patient's wishes, goals, attitudes, beliefs and circumstances

Examples of learning strategies that can be used to address learning outcomes:

- ✓ Case analysis
- ✓ Student seminar presentations
- ✓ Discussion and debates
- ✓ E-learning

Examples of assessment strategies that can be used to assess learning outcomes:

- ✓ Critical analysis of a case study
- ✓ Management of returning (follow-up) patient
- ✓ Essay evaluating evidence informed management
- ✓ Critique of an article

Post Graduate Degree (name): \_\_\_\_\_  
 Community Course Program(name): \_\_\_\_\_

Program Year/Term:	Course code #	Course Code #	Course Code #	Course Code #	Course Code #	Course Code #	Course Code #	Course Code #	Course Code #	Course Code #	Course Code #	Course Code #	Course Code #	Course Code #	Course Code #	Course Code #	Course Code #
Course full Name (written out in each of the columns)	eg. Orthopaedics & Neurology	eg. Kinesiology & Taping	eg. Orthopaedic Manipulative Therapy 3	eg. Information Technology	eg. Orthopaedic Manipulative Therapy 4	eg. Pathology and diagnosis	eg. Clinical placement 1	eg. Research Methods and Statistics for Healthcare Professionals	eg. Physiology of human movement	eg. Orthopaedic Manipulative Therapy 1	eg. Functional anatomy	eg. Principles of exercise	eg. Orthopaedic Manipulative Therapy 2	eg. Clinical placement 2	eg. Dissertation		
Number of course hours																	% of course content
<b>Dimension 1: Demonstration of critical and evaluative evidence informed practice</b>	Place an "x" in the course column to represent where this learning outcome is included. Place a "y" in the course column where this learning outcome is assessed.															Estimate the % of course content for which this learning outcome is the focus.	
<b>Learning Outcomes Associated with Dimension 1:</b>																	
1. Retrieve, integrate and critically apply knowledge from the clinical, biomedical and behavioural sciences in order to draw inferences for OMT practice, recognising the limitations of incorporating evidence into practice		xy	xy		xy		xy			xy			xy	xy			
2. Critically evaluate the results of treatment accurately, and modify and progress treatment and management as required using outcome measures to evaluate the effectiveness of OMT			xy		xy		xy			xy			xy	xy			
3. Integrate and apply evidence informed approaches in the presentation of health promotion and preventative care programmes			xy		xy	xy	x		xy	x		xy	xy	x			
4. Enhance and promote the rights of the patient to actively participate in the health care management taking into account the patient's wishes, goals, attitudes, beliefs, and circumstances		xy	xy		xy		x	xy		xy		x	x	x			

# MAPPING TEMPLATE



<b>Dimension 1: Demonstration of critical and evaluative evidence informed practice</b>	Place an "x" in the course column to represent where this learning outcome is included. Place a "y" in the course column where this learning outcome is assessed.															Estimate the % of course content for which this learning outcome is the focus.
<b>Competencies Relating to Knowledge</b>																
Demonstrate critical and evaluative application of evidence informed practices relevant to the field of OMT			xy		xy	xy	x		xy	x		xy	xy	x		
Demonstrate evaluative understanding of appropriate outcome measures		xy	xy		xy		x	xy		xy		x	x	x		
<b>Competencies Relating to Skills</b>																
Demonstrate ability to retrieve, integrate and apply knowledge from the clinical, medical and behavioural sciences in the clinical setting, recognising the limitations of incorporating evidence into practice							xy							xy		
Demonstrate ability to critically review the recent literature of the basic and applied sciences relevant to NMS dysfunction, to draw inferences for OMT practice and present material logically in both verbal and written forms			x		x		x			xy			x	x		
Demonstrate an evidence informed approach to the assessment and management of patients with NMS dysfunctions			xy		xy		xy			xy			xy	xy		
Demonstrate the ability to evaluate the results of treatment accurately and modify and progress treatment as required using evidence			xy		xy		xy			xy		xy	xy	xy		
Demonstrate the use of outcome measures to evaluate the effectiveness of OMT		xy	xy		xy		xy			xy			xy	xy		
Demonstrate an ability to integrate and apply evidenced informed approaches in the presentation of health promotion and preventative care programmes			xy		xy		xy			xy			xy	xy		
Demonstrate an ability to enhance and promote the rights of a patient to actively participate in their health care management by taking into consideration the patient's wishes, goals, attitudes, beliefs, and circumstances							x							x		
<b>Competencies Relating to Attributes</b>																
Demonstrate a critical and evaluative approach to all aspects of practice	xy	xy	xy		xy	xy	xy	x	xy	xy	xy	xy	xy	xy	xy	

# MAPPING TEMPLATE

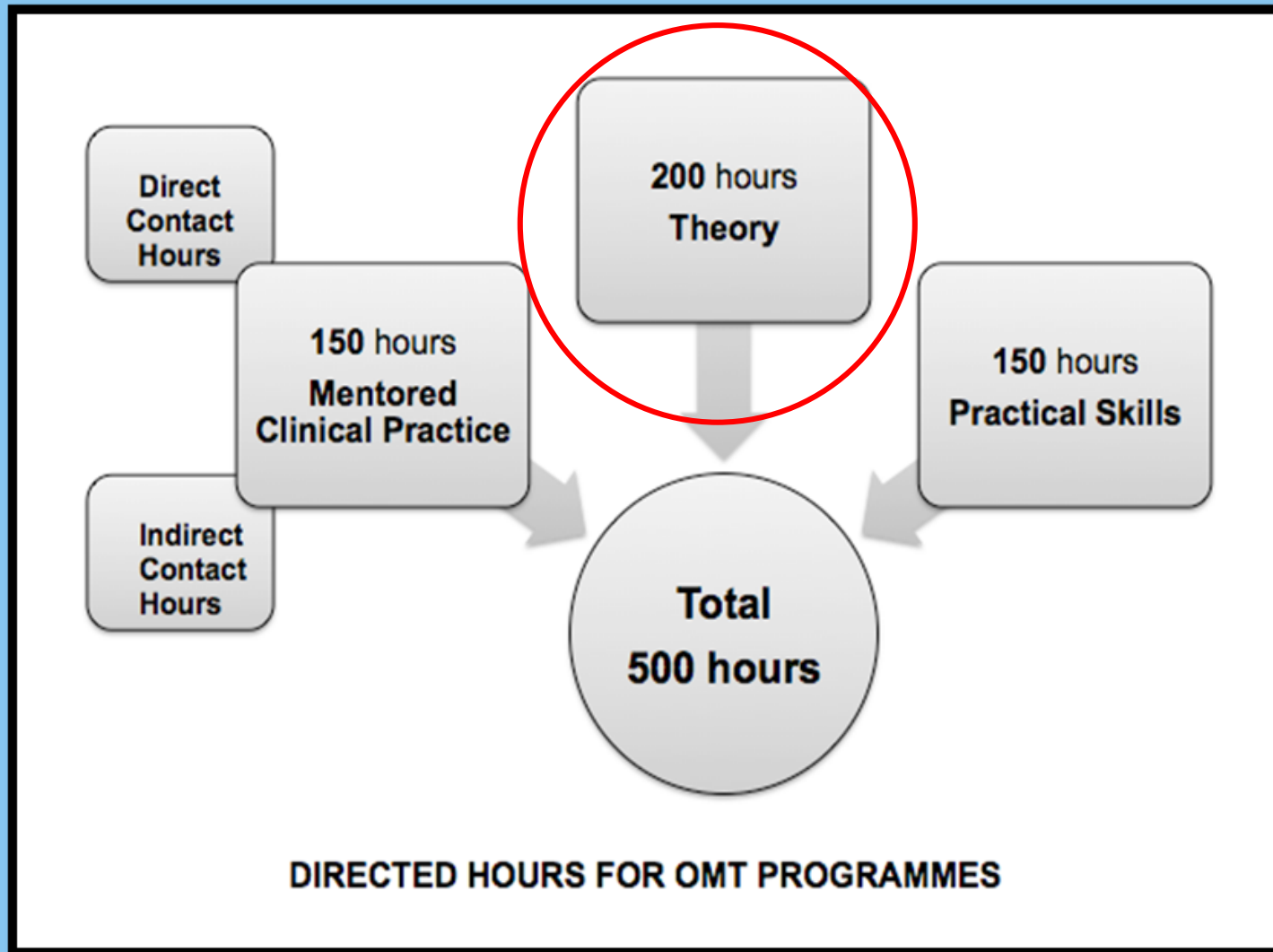


- ▶ Research document

[http://www.ifompt.org/site/ifompt/IFOMPT\\_research\\_project\\_guidance\\_MOs.pdf](http://www.ifompt.org/site/ifompt/IFOMPT_research_project_guidance_MOs.pdf)

- ▶ Achieving the research component of IFOMPT Standards – ensuring research informed OMPT excellence (PowerPoint)

## RESEARCH RESOURCES

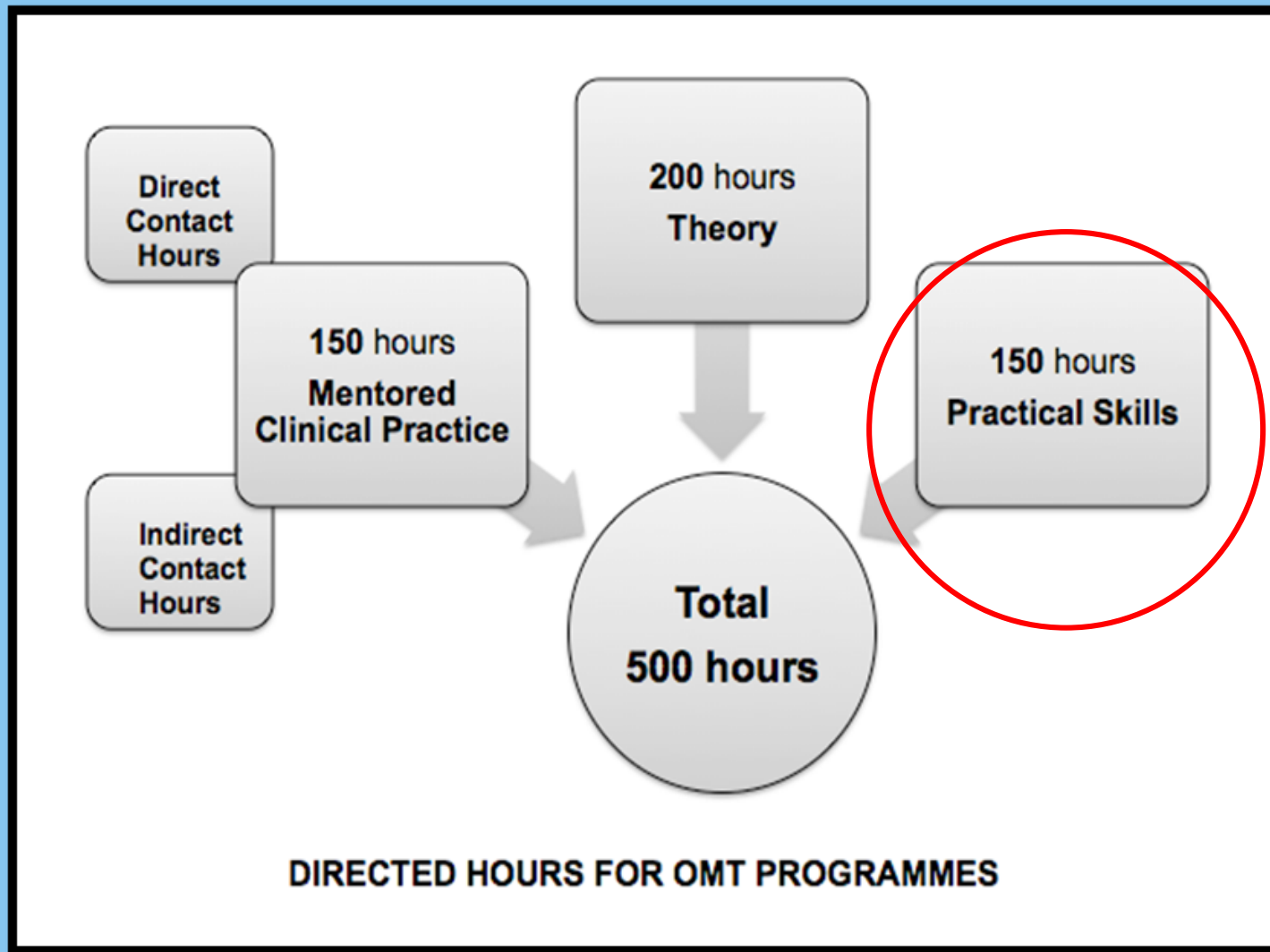


# CURRICULUM ORGANISATION & REQUIREMENTS

## Core components of the IFOMPT standards include:

- Minimum of 200 hours of advanced theoretical content including NMS clinical sciences, medical sciences, behavioural sciences, research methodology
- Methods
  - Lectures
  - Flipped classroom: No one way to do this!
  - Podcasts and vodcasts, internet based learning to disseminate information and assist with staff resources and costs
- Resources available within IFOMPT and outside of IFOMPT:
  - Use of partners in development

## THEORY



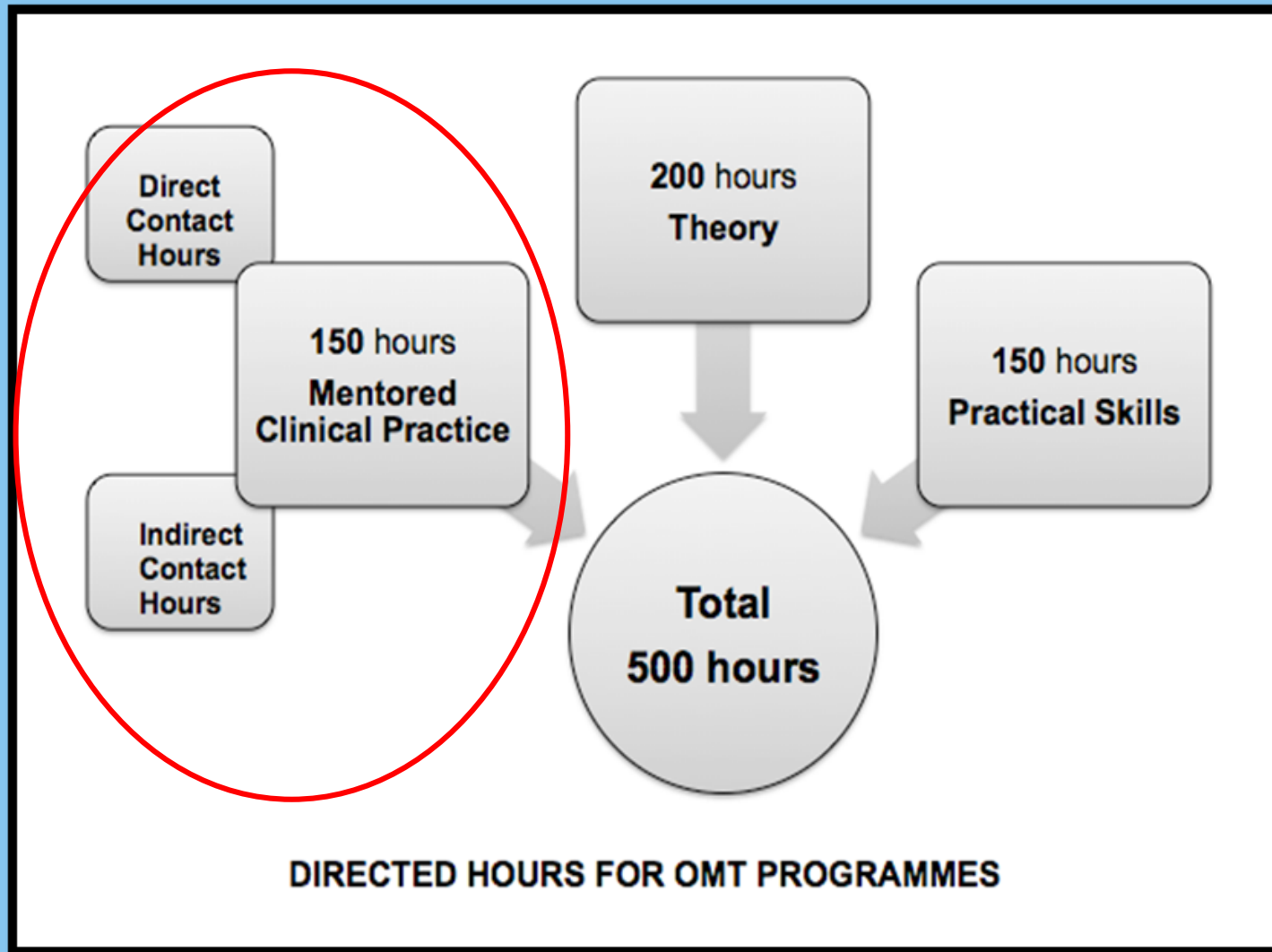
# CURRICULUM ORGANISATION & REQUIREMENTS

IFOMPT Standards Committee

## Core components of the IFOMPT standards include:

- Minimum of 150 hours of advanced theory and practice of advanced NMS manipulative physiotherapy
  - Podcasts and vodcasts, internet based learning to disseminate information and assist with manpower and costs
- Resources available within IFOMPT and outside of IFOMPT:
  - Use of partners in development

# PRACTICAL SKILLS



# CURRICULUM ORGANISATION & REQUIREMENTS

IFOMPT Standards Committee

## ▶ **Direct Mentor facilitated**

- ▶ Direct learning & problem-based learning
- ▶ Face to face or through electronic platforms
- ▶ In practice setting clinical mentor observation of the student assessing - managing patient
- ▶ Single/several student(s)

## ▶ **Indirect**

- ▶ Not under supervision of clinical mentor
- ▶ Hours spent with fellow OMT students
- ▶ Other clinical specialists, independent study e.g. research, preparation of case study

# MENTORED CLINICAL PRACTICE (MCP)



## Core components of the IFOMPT standards include:

- ▶ Resources available within IFOMPT
  - ▶ Infographics
  - ▶ PowerPoint on mentorship
- ▶ Resources available within IFOMPT and outside of IFOMPT: Use of partners in development

# MENTORED CLINICAL PRACTICE

- ▶ **Assessment of students** must include:
  - ▶ advanced theoretical knowledge: NMS clinical sciences, medical sciences, behavioural sciences
  - ▶ research methodology and OMT research project
  - ▶ advanced patient assessment & management examinations
  - ▶ practical examinations in clinical reasoning and the application of advanced skills
- ▶ Structure, organisation, design of written assignments, research and practical skills with associated marking is transparent and appropriate
- ▶ Be quantifiable, trackable i.e. comparable year to year

# CURRICULUM ORGANISATION & REQUIREMENTS

## New Educational Programme Development



RIG establishment of: 1. Curriculum Planning Development Team (CPDT)  
2. Programme Approval Board (PAB)



CPDT invite 2 Scrutineers to assist in planning / development of programme documentation



Completion of programme documentation



2 Scrutineers make recommendations to PAB & PAB make a decision regarding approval



If approved (recognition of some or all components), the RIG makes an appointment of an appropriate External Assessor (EA)

## Existing Educational Programme



The Educational Programme contact the PAB requesting approval



Two Scrutineers are appointed by the PAB to evaluate the existing educational programme



The Scrutineers make their recommendations to PAB and PAB make a decision regarding approval



EA is appointed to monitor ongoing standards.

# CURRICULUM APPROVAL

## Within the Team these elements should be present:

- ▶ Advanced OMT training and clinical experience
- ▶ Understanding of the requirements of membership of IFOMPT
- ▶ Higher degree than the educational programme
- ▶ Teaching and examining experience in OMT
- ▶ Experience in curriculum development & validation
- ▶ Experience as a clinical educator and/or examiner for OMT

# COMPETENCIES FOR CURRICULUM PLANNING DEVELOPMENT TEAM & SCRUTINEERS

- ▶ Identify the 2 Scrutineers
- ▶ Ensure the curriculum fulfils IFOMPT educational standards
- ▶ Ensure assessment procedures fulfil IFOMPT standards
- ▶ Ensure the suitability of those teaching
- ▶ Ensure that clinical educators / mentors are advanced OMT trained
- ▶ Advise on suitability of an appropriate external advisor
- ▶ Liase with the PAB
- ▶ Provide constructive advice on the programme documentation

## TASKS FOR CURRICULUM PLANNING DEVELOPMENT TEAM (CPDT)

Critical to have a good understanding of 2016 IFOMPT Standards Document:

**Tasks:**

- ▶ Final review the CPDT documentation
- ▶ Make recommendations to PAB

# SCRUTINEERS TASKS

# INTERNATIONAL MONITORING FRAMEWORK QUALITY CONTROL COMMUNICATION

IFOMPT Standards Committee



## ▶ **Quality assurance**

- ▶ 'feed-forward' mechanisms aimed at developing ongoing quality of a programme
- ▶ to determine strengths, weaknesses and problems (e.g. planning)
- ▶ ensure learning outcomes are achieved (i.e. matching aims and outcomes)

## ▶ **Quality control**

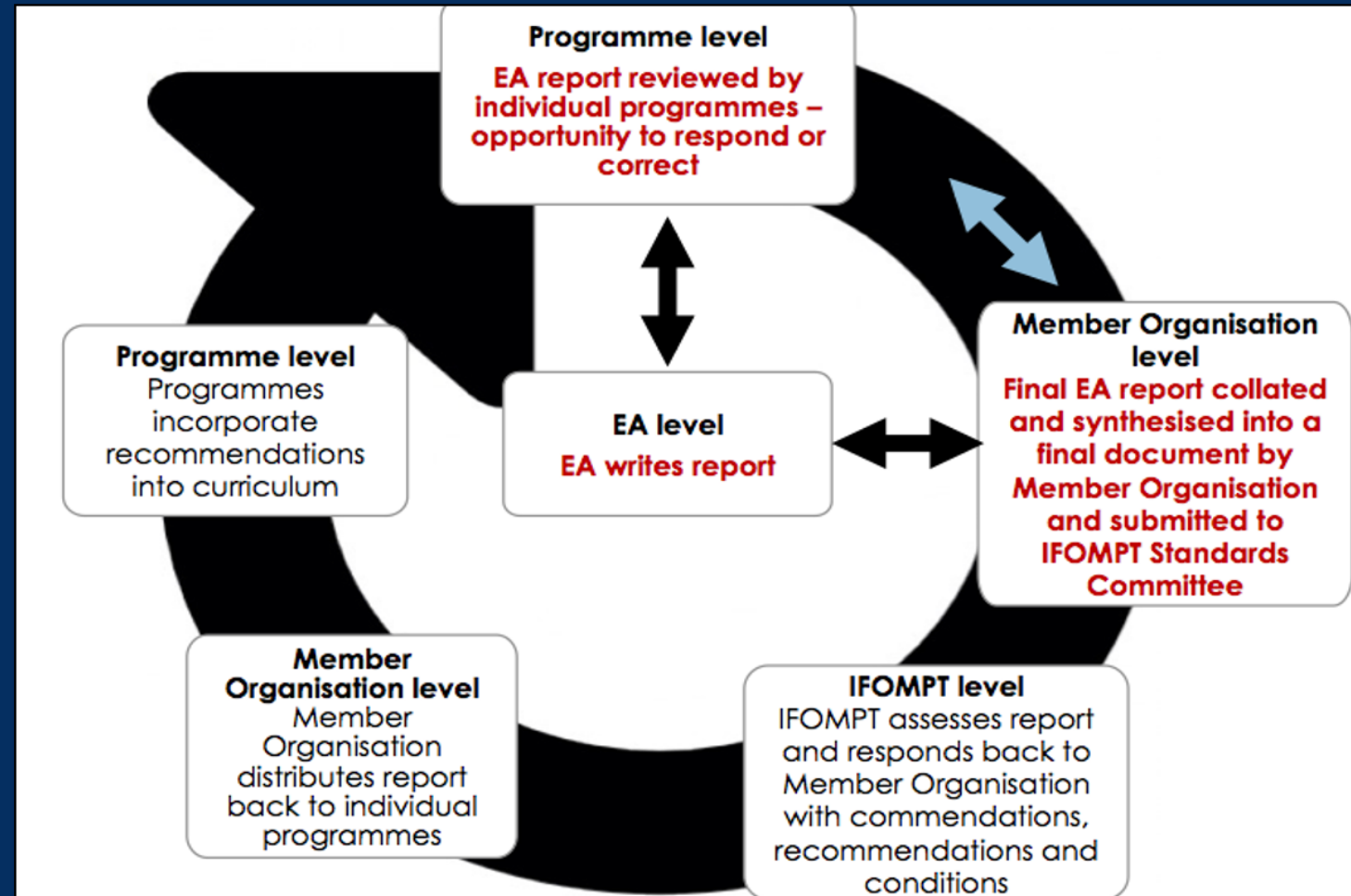
- ▶ 'feedback' mechanisms aimed at checking outcomes after the educational processes have occurred
- ▶ to identify strengths, weaknesses and problems

# QUALITY CONTROL



## Collaboration / Communication with:

- ▶ Educational Programme
- ▶ Students
- ▶ EA
- ▶ MO Educational Committee
- ▶ MO executive
- ▶ Parent Body



Feedback and Feed-forward Mechanisms between the MO, Educational institutions, IFOMPT Standards Committee/Executive Committee

- ▶ IFOMPT Resources: past SC workshops on communication

# VOICED RIG ISSUES

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- Appropriate quality of the Instructors and Clinical Mentors
- Infrastructure to assist in the preparation and ongoing support of the individual for these roles
- Ideas of decreasing staff resources and financial costs for this

## STAFF RESOURCES: INSTRUCTION / MCP

- ▶ IFOMPT External Assessor (EA) Resources
  - ▶ Role of the EA
  - ▶ EA Report template
  - ▶ Publications relevant to EA
  - ▶ SC workshop on EA

## STAFF RESOURCES : EVALUATION / QUALITY CONTROL

- ▶ Balancing resources
- ▶ What we have
- ▶ What we need
  
- ▶ Discuss in small groups
- ▶ Write needs on the padlet via this link:
  - ▶ <https://padlet.com/perkjaer/rf39ocoxp59u>
  - ▶ [Open Padlet](#)

## RIG STRENGTHS AND WEAKNESSES WITH REGARDS TO THE ROUTE TO FULL MEMBERSHIP (MO)



# RESOURCES

[www.ifompt.org](http://www.ifompt.org)

Mentoring

▶ IFOMPT Executive

- ▶ Membership names: Ken Olson, Laura Finucane, Paolo Sanzo, Annelies Pool, Renée de Ruijter



▶ Advisory Group on RIG Development

- ▶ Members: Duncan Reid, Jan Pool, Chris Showalter, Ann Porter Hoke, Karen Beeton, from IFOMPT SC, Per Kjaer, and from EC, Ken Olsen

▶ Standards Committee

- ▶ Membership names: Alison Rushton, Lenerdene Levesque, Lorrie Maffey, Ronél Jordaan, Leanne Bissett, Per Kjaer



▶ Existing Member Organizations

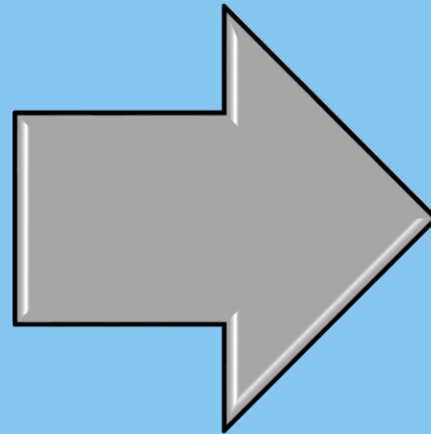
- ▶ 22 MOs: [AUSTRALIA](#)  
[AUSTRIA](#)  
[BELGIUM](#)  
[CANADA](#)  
[DENMARK](#)  
[FINLAND](#)  
[GERMANY](#)  
[GREECE](#)  
[HONG KONG](#)  
[IRELAND](#)  
[ITALY](#)  
[JAPAN](#)  
[NEW ZEALAND](#)  
[NORWAY](#)  
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▶

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SUPPORT AND ASSISTANCE





**MENTORSHIP**



- ▶ Thank you RIGs for being part of the IFOMPT family
- ▶ Please remember that there is mentorship available from the SC, the Executive as well as subcommittee's such as the RIG Development Subcommittee to support the RIG's through this process to MO application
- ▶ This PowerPoint presentation will be made available for all RIGs on the IFOMPT website in the near future
- ▶ Please do not hesitate to contact the Standards Committee should you require any further information, or clarification about this presentation

*Thank you*