MIDTERM REPORT

ORTHOTICS & PROSTHETICS EDUCATION FOR LATIN AMERICA

March 8th, 2011  IPRO 309
ORTHOTICS AND PROSTHETICS

• Orthosis
  • An external device to control or enhance movement to prevent movement or reduce deformity.
  • Examples: splint, arch support, spine

• Prosthesis
  • An artificial replacement of a body part. It may be internal or external
  • Examples: artificial hip joint or leg
PROBLEM STATEMENT

• Demand for O&P practitioners around the world.

• In Latin America – 2.5 million of 580 million in need of O&P treatment

ISPO recommends:

<table>
<thead>
<tr>
<th>Category I</th>
<th>Category II</th>
<th>Category III</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>210</td>
<td>900</td>
</tr>
</tbody>
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March 8th, 2011
PROBLEM STATEMENT

• With this demand, a solution was identified to train more individuals in the field of O&P
• This move towards education of O&P practitioners needed to start somewhere and that location is Bogotá, Colombia
PROBLEM STATEMENT

- O&P educational track has three categories set by ISPO
  - Category III – Prosthetic/Orthotic Technicians
  - Category II – Orthopedic Technologists
  - Category I – Prosthetist/Orthotists

<table>
<thead>
<tr>
<th>Category</th>
<th>Fabrication</th>
<th>Direct Patient Care</th>
<th>Research and Development</th>
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<tbody>
<tr>
<td>Category I</td>
<td>III</td>
<td>II</td>
<td>I</td>
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<tr>
<td>Category II</td>
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<td>Category III</td>
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PROBLEM STATEMENT

• Category III- Centro Don Bosco
  • Technical High school

• Category II- SENA (Servicio Nacional de Aprendizaje)
  • National training service

• Category I- Military University
  • Associated with the Central Military Hospital

• Currently, Bogotá, Colombia has training for all three categories but no capstone course
OVERALL GOALS

- To build upon a capstone course to prepare for participation in an interdisciplinary treatment team.
  - To improve patient focused treatment
  - To educate students on methods of medical record keeping
  - To familiarize students with material compatibility
  - “An Interprofessional Service-Learning Course: Uniting Students Across Educational Levels and Promoting Patient-Centered Care” (Journal of Nursing Education, Dacey, 2010)
GROUP ORGANIZATION

Team Leader
Pablo Huang Zhang

Materials

Patient Well-Being

Medical Record Keeping

Subgroup Leader
Saad Sarvana

Subgroup Leader
Esther Romo

Subgroup Leader
Kaleyhia Flowers

Sevi Kocagoz
Mark Ende
Julia Kuzel
Alexandra Luttinen
Pablo Huang Zhang
Bozhidara Svirkova
William Syvongsa
PROGRESS-BIOCONCEPTS, INC. TRIP

March 8th, 2011

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BIOCONCEPTS, INC. TRIP
CHILDREN'S MEMORIAL HOSPITAL
CHILDREN’S MEMORIAL HOSPITAL
SUBGROUP PROGRESS

- Each group has:
  - detailed outline for an introductory seminar
  - research and preliminary work on content seminars

- Material Compatibility
  - Biofidelity
  - Patient Well-Being
  - 8 stages of adjustment
  - Medical Record Keeping
  - QR Coding
MAJOR OBSTACLES

• Determined a plan of action and the focus of our project
• Learned that IPROs are not like a typical lecture course, with a majority of our group having this as their first IPRO
• Achieved better communication as a group while developing the project
• Motivated ourselves to finish work in a timely manner
ANTICIPATED CHALLENGES

• Synthesize the information into seminars per subgroup
• Teaching material to students outside their normal studies
• Assessing the students before and after the seminars
• Have access to O&P professionals, but still have research that needs to be done
ETHICS

- Providing most current and accurate information
- Cultural awareness without generalization
- Privacy for patients

[Diagram of Maslow's Hierarchy of Needs]

Self-actualization: achieving one's full potential, including creative activities
Esteem needs: prestige and feeling of accomplishment
Belongingness and love needs: intimate relationships, friends
Safety needs: security, safety
Physiological needs: food, water, warmth, rest

Self-fulfillment needs
Psychological needs
Basic needs

March 8th, 2011
¿PREGUNTAS?

PLEASE ASK IN ENGLISH!