

Education and Technical Support of Prosthetics and Orthotics Education in Latin America and the United States

Objective

The primary objective of IPRO 309 is to support the development of the first Category III Orthotics & Prosthetics Technician training program in Colombia. To help the program obtain accreditation from the International Society of Prosthetics and Orthotics (ISPO), several educational modules covering common pathologies (conditions) and their orthotic & prosthetic treatments were developed. ISPO requirements were followed, and all material is to be translated into Spanish for use in Colombia as well as other countries in Latin America, and in the United States. The secondary objective of IPRO 309 is to provide the same support to the Joliet Junior College (JJC) Orthotics and Prosthetics ~~Technology~~ program, which is nearly identical in content to the one being developed for Centro Don Bosco in Bogotá, Colombia.

Basic Organization and Tasks

IPRO 309 delegated responsibilities, creating three sub-teams specific to the pediatric, adult, and geriatric age groups. Initial research began with the delineation of the boundaries of the age groups. The sub-teams then explored different pathologies and their effects on the specific age groups. Finally, focus ~~then~~ shifted to specific orthotic and prosthetic treatments ~~sts~~ and fabrication of these ~~orthotic~~ devices.

Accomplishments

The sub~~groups~~-teams generated three educational modules covering the pediatric, adult, and geriatric age groups. These include PowerPoint presentations with supplemental materials for the instructor, pamphlets highlighting the information presented, and vocabulary sheets defining the technical terms introduced in the presentations.

Critical barriers and obstacles

The IPRO 309 team as a whole faced few major obstacles; the entire team communicated constantly, and functioned together very effectively. The biggest challenge faced by the team was the organization of the vast amount of information available concerning pathologies that affect the different age groups. Additionally, determining the particular age ranges for each age group was itself a major challenge, as ~~Different~~ official sources themselves vary widely in determining these boundaries. In addition, targeting the audience, high school students, was a top priority; it was paramount that enough information was provided so that the students would understand the pathologies and treatment options, while at the same time ensuring that they would not be simply overwhelmed with too much information.

Conclusion

IPRO 309 made significant progress, continuing the work of previous semesters. ~~It established~~ As a result, a broad educational base has been established for training orthotic and prosthetic technicians in Bogotá, Colombia and at Joliet Junior College.

Next steps

Three group members will attend a conference in Colombia in May 2008 to present the group's progress. IPRO 309 will continue on in the fall semester of 2008, ~~IPRO 309 will be,~~ working to address additional ISPO learning objectives ~~such as~~ including ethics, management, teamwork, and communications skills.

Faculty Advisors: Dr. Kevin Meade

IPRO 309

Spring 2008

Education and Technical Support of Prosthetics and Orthotics Education in Latin America and the United States

Student Members: Emily Moore (AE), Ross Allen (AE), Lydia Bengner (ME), Seth Buntain (AE), Marisa De Nicolo (ME & MSE), Elliot Barlow (AE), Robert LaRue (ME), Stefanie Rozborski (AAH), Heather Selby (BME), Greg Quandt (ME & MSE)