

**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 Orthotics-Prosthetics Technician Program in Colombia. To help the program gain accreditation by the International Society of Prosthetics and Orthotics (ISPO), several educational modules concerning common conditions and their orthotic treatments were developed. ISPO requirements were followed and all material was translated into Spanish for use in Colombia as well as other countries in Latin America. 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 in Colombia.

**Basic Organization and Tasks**

IPRO 309 delegated responsibilities by creating three sub-teams specific to club foot, stroke, and spinal trauma. Initial research included defining and understanding background information and physical effects of the conditions. Focus then shifted to specific orthotic treatments and fabrication of the orthotic devices.

**Accomplishments**

The subgroups created three educational modules covering club foot, stroke, and spinal trauma. These include PowerPoint lectures with supplemental materials for the teacher, pamphlets highlighting the information, and vocabulary sheets for note taking and familiarizing the student with the new technical terms.

**Critical barriers and obstacles**

The IPRO team as a whole did not face any major obstacles. Everyone worked well together and had constant communication. The biggest challenge the team faced was processing the vast amount of information available concerning club foot, stroke, and spinal trauma. In addition, targeting our audience of high school students was a priority. It was paramount that we provided enough information so that the students understand the pathologies and treatment options, while making sure not to overwhelm them with too much information. Translating the material also posed a challenge, because no team member is fluent in Spanish. However, a previous IPRO team member translated the material.

**Conclusion**

IPRO 309 made significant progress in continuing the work of previous semesters. It established a broad educational base for training orthotic/prosthetic technicians in Bogotá and at JJC.

**Next steps**

The group will present the educational materials at an open house at JJC in early December. IPRO 309 will continue on in the spring semester of 2008. Future groups will research pediatric, adult, and geriatric orthotics and develop educational modules. Team members have also been invited to an orthotics and prosthetics conference in Bogotá, Colombia in May 2008.

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