Rehabilitation
Competency Framework

Rehabilitation 2030 Parallel session
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Why create a Rehabilitation Competency Framework?

• Next steps
• How is it being developed?
• What does it look like?
• How will the framework be applied?
• Why create a Rehabilitation Competency Framework?
What is a competency framework?

- Organised collection of related competency statements
  - Generally include knowledge, skills, attitudes and behaviors
  - Can define expected progression of performance e.g., from novice to expert
  - Can define standards for performance
  - Can define how to perform and what is performed

What is a competency framework?
Rate of publication indicates a growing interest in competency frameworks.
Competency-based approach
Why develop a Rehabilitation Competency Framework?

Workforce barriers call for competency-based strategies

Why develop a Rehabilitation Competency Framework?
Why develop a Rehabilitation Competency Framework?

The state of rehabilitation competency frameworks today

- Over 100 different rehabilitation competency frameworks already exist
- Significant variation in terminology, concepts, profession, setting, health condition-specific
- Structure and specificity
- Professional level

Why develop a Rehabilitation Competency Framework?
Why develop a Rehabilitation Competency Framework?

What’s new

• Professional, setting, and health condition neutral

• One reference framework for rehabilitation

• Built on clear and consistent concepts

• Provides concepts and terminology that can be applied across all frameworks

• Covers full scope of proficiency

• All rehabilitation providers, regardless of their level of training and education, can find themselves in the framework
Direct and indirect applications of the RCF
Overview of the RCF
Competencies and activities

### COMPETENCIES

* Associated with a person
  - Demonstrates a client centered approach to practice
* Associated with an occupational role
  - Relevant to all rehabilitation providers
  - Relevant to some rehabilitation workers and not others, depending on the occupational role

### ACTIVITIES

* Explains rehabilitation progress and demonstrates collaborative relationships
* Conducts rehabilitation assessments
* Expresses as behaviours
* Start and end
* Associated with an occupational role
* Associated with a person

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**Examples**

- Demonstrates a client centered approach to practice
- Conducts rehabilitation assessments
- Expresses as behaviours
- Start and end
- Associated with an occupational role
- Associated with a person
Levels of performance

• Behaviors and tasks described for each of the training not defined

• Based on outcomes: level of education and domain

• Summary of each level provided for each

• Captured through 4 levels of proficiency (e.g., novice to expert)

• There is a spectrum of performance (e.g., novice to expert)
Example Practice Domain Proficiency Level Summaries

**LEVEL 1**
- Works with frequent direction and guidance
- Follows protocols or prescriptions to provide rehabilitation interventions
- Supports the implementation of rehabilitation plans
- Has an introductory level of relevant knowledge and skills that are applied to clients with basic needs

**LEVEL 2**
- Works with regular direction and guidance
- Follows prescriptions and adapts protocols to provide rehabilitation interventions
- Makes minor decisions regarding rehabilitation plans
- Has a working level of relevant knowledge and skills that are applied to clients with basic needs

**LEVEL 3**
- Works with occasional direction and guidance
- Prescribes rehabilitation interventions
- Makes decisions regarding rehabilitation
- Has an advanced level of relevant knowledge and skills that are applied to clients with complex needs

**LEVEL 4**
- Works autonomously
- Prescribes rehabilitation interventions
- Makes decisions regarding rehabilitation
- Has a specialist level of relevant knowledge and skills that are applied to clients with highly complex needs
### Example Practice Competency and Behaviors

<table>
<thead>
<tr>
<th>Competency</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communicates</strong></td>
<td>Spontaneously adapts communication to a wide range of needs using an extensive repertoire of strategies</td>
<td>Adapts communication to a range of predicted needs using a considerable repertoire of strategies</td>
<td>Adapts communication to a range of predicted needs using a moderate repertoire of strategies</td>
<td>Adapts communication to a range of predicted needs using a limited repertoire of strategies</td>
</tr>
<tr>
<td><strong>Other behaviors for communication:</strong> speech, managing environment, active listening</td>
<td></td>
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</tbody>
</table>
Example Practice activity and tasks

<table>
<thead>
<tr>
<th>Activity</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducts</td>
<td>Implements rehabilitation assessments and protocols according to specific client factors, such as age, culture or impairment.</td>
</tr>
<tr>
<td>Level 4</td>
<td>Independently carries out assessment of body structures and basic functions.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Independently carries out advanced and specialised assessments of body structures and functions.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Independently carries out assessment of body structures and routine and basic functions, adjusting for specific client factors, such as age, culture or impairment.</td>
</tr>
<tr>
<td>Level 1</td>
<td>Carries out routine and basic assessments of body structures and functions, according to protocols and/or direction.</td>
</tr>
</tbody>
</table>

Other tasks for assessment: obtaining a history, collecting information, assessing physical environment, assessing activities and participation.
Competencies

- Competent (activities performed to a defined standard)
- Foundational to the development of
- Contribute to

Skills

- Activities (encompassing tasks)

Knowledge

- Demonstrate whether a person is

Values

- Behaviours (expressed through)

Beliefs

- Competences
Competencies

Skills

Knowledge

Values

Beliefs

Activities

(competences)

Activities

(behaviours expressed through performance)

Contribute to the development of foundational competences

Demonstrate whether a person is competent (activities performed to a defined standard)

Activities

(activities encompassing tasks)

Foundational to the development of Contribute to the performance of

Demonstrate whether a person is competent (activities performed to a defined standard)
<table>
<thead>
<tr>
<th>Relevant Knowledge Areas</th>
<th>Relevant Skill Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>K07</td>
<td>Intervention skills</td>
</tr>
<tr>
<td>S02.05</td>
<td>Health conditions</td>
</tr>
<tr>
<td>K06</td>
<td>Manual handling</td>
</tr>
<tr>
<td>S02.04</td>
<td>Activities and participation</td>
</tr>
<tr>
<td>K05</td>
<td>Planning skills</td>
</tr>
<tr>
<td>S02.03</td>
<td>Assistive products and technology</td>
</tr>
<tr>
<td>K04</td>
<td>Assessment skills</td>
</tr>
<tr>
<td>S02.02</td>
<td>Environmental factors</td>
</tr>
<tr>
<td>K03</td>
<td>Reasoning</td>
</tr>
<tr>
<td>S02.01</td>
<td>Body functions</td>
</tr>
<tr>
<td>K02</td>
<td>Infection control</td>
</tr>
<tr>
<td>S01.02</td>
<td>Body structures</td>
</tr>
<tr>
<td>K01</td>
<td>Interpersonal skills</td>
</tr>
<tr>
<td>S01.01</td>
<td>Fundamentals of practice</td>
</tr>
</tbody>
</table>

Knowledge: The informational basis of competencies and activities that is typically developed through education.

Skills: Specific cognitive or motor abilities that are typically developed through training and education.
| Practice guidelines and protocols | K01.07.03 | K01.07.02
| Professional and official codes of conduct | K01.07.01 |
| Lines of accountability | K01.06.02 |
| Rules and responsibilities of team members | K01.06.01 |
| Health and safety policies and procedures | K01.05.06 |
| Infection control (contact, droplet, airborne) | K01.05.05 |
| Chains of infection and modes of transmission | K01.05.04 |
| Principles of manual handling | K01.05.03 |
| Environmental hazards | K01.05.02 |
| Scope of practice | K01.05.01 |
| Psychometric properties of assessment tools | K01.04.06 |
| Evidence base for assessments and interventions | K01.04.05 |
| Considerations for selection of assessments or interventions | K01.04.04 |
| Considerations for assessment of intervention targets | K01.04.03 |
| Types and alternative assessments and interventions | K01.04.02 |
| Determinants of health | K01.03.01 |
| Human development | K01.03.02 |
| Person- and family-centered practice | K01.02.01 |
| Health belief systems | K01.02.02 |
| Biopsychosocial model | K01.01.01 |
| International Classification of Health, Disability and Functioning | K01.01.00 |
| Area specific index | K01.00.00 |

**Description:** Knowledge that underpins safe and effective rehabilitation practice.
Knowledge areas

• Fundamentals of practice
• Body structures
• Body functions
• Environmental factors
• Assistive products and technology
• Activities and participation
• Health conditions and epidemiology
• Knowledge generation and dissemination

Skill areas

• Interaction skills
• Practice skills
• Professional and administrative skills
• Knowledge development and dissemination skills
How is the RCF being developed?
Next steps

Competency-based workforce evaluation and planning for rehabilitation on countries

- Competency mapping instrument
- Gap analysis tool
- Scenario guide

Pilots in country

ESTIMATED START: August 2019
ESTIMATED COMPLETION: December 2020
Questions?