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ISWP Online Wheelchair Service Training Series

Online or Hybrid Trainer's Manual (v1 June2021)



Hybrid WSTP Tot Basic, Dominican Republic. 2021.



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It has resulted from the work by the International Society of Wheelchair Professionals (ISWP) team including Sara Múnera-Orozco, Paulina Restrepo, Krithika Kandavel, Maria L. Toro-Hernández, Mary Goldberg, Stephanie Vasquez, Satria Ardianuari, and Nancy Augustine.

About the International Society of Wheelchair Professionals

The International Society of Wheelchair Professionals (ISWP) was launched in February 2015 with a mission to serve as a global resource for wheelchair service standards and provision through advocacy, education, standards, evidence-based practice, innovation and a platform for information exchange. The vision is to have all people who need wheelchairs receive appropriate products and services with dignity, enabling them to access education, employment and health care and to participate in their communities.

The need is great. Over 75 million (1) people worldwide require wheelchairs for mobility and function, yet most lack access to appropriate wheelchairs or services to repair them. Based on global data, the University of Pittsburgh estimates that 23 million wheelchairs are needed annually. Currently, about 3 million wheelchairs are produced each year, resulting in a 20 million per year deficit.

To address this need, ISWP helps to professionalize wheelchair services around the world, benefitting both wheelchair users and those who help them. This is accomplished by promoting the World Health Organization (WHO) Guidelines on providing manual wheelchairs in less resourced settings, promoting training and research activities, improving wheelchair design and manufacturing, and coordinating services.

¹“Product Narrative: Wheelchairs”, ATscale, atscale2030.org.



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1. Introduction to the Reference Manual for the ISWP Online Wheelchair Service Training Series

It has been estimated that only 5-15% of 75 million people who need a wheelchair for mobility and function have an appropriately prescribed wheelchair that meets their needs [1, 2]. The global lack of wheelchair service education is one of the contributing factors associated with inappropriate wheelchair services [3-5]. To tackle this issue, in 2008, the World Health Organization published the Guidelines on the Provision of Manual Wheelchairs in Less-Resourced Settings (WHO Guidelines) which recommend that wheelchair service content be included in the existing rehabilitation trainings [2].

Since 2012, the World Health Organization (WHO) has published a series of open-access training packages to support the capacity building of wheelchair personnel and services around the world. The WHO Wheelchair Service Training Packages are intended to be delivered in person by experienced trainers. As of February 2021, there are seven WHO packages available. These packages are resource-intensive as they require trainers and trainees to be in-person for at least one week, may imply travel and accommodation costs, and spaces, materials, and tools. Therefore, depending on the context, there may be several barriers to conducting the in-person format.

As an alternative training approach, in 2016, ISWP developed a hybrid course based on the WHO Wheelchair Service Training Package – Basic Level [6-8]. ISWP piloted this course as outlined in the following infographic, “Learn When, What, and Where”.



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In 2016

As an alternative training approach, ISWP developed a hybrid course based on the WHO Wheelchair Service Training Package – Basic Level.

What?

The hybrid methodology uses a combination of self-paced online modules, live video conference meetings, and in person sessions[6]. It reduces the in-person training exposure to 3 days, making it easier to scale and more adaptable to different training environments such as conferences and continuing education programs at universities [6].

ISWP Hybrid Course



Where?

The online modules have been designed for low-bandwidth internet access [6]. The ISWP hybrid basic wheelchair provision course has been used in low, middle, and high-income settings, resulting in participants improving their knowledge in basic manual wheelchair provision as measured by the ISWP Basic Knowledge Test [6-8].

Since the development and piloting of a basic wheelchair service hybrid course, ISWP has developed online courses for 5 WHO Wheelchair Service Training Packages. This Reference Manual for the ISWP Online Wheelchair Service Training Series was written in the midst of the SARS-COVID19 pandemic. This global health crisis forced the global community to transition to remote, virtual, and socially distant education and



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wheelchair services. To millions around the world without digital resources (e.g. internet access, digital devices, digital literacy) it meant that their education and other services completely stopped.

This Reference Manual is intended for trainers who are looking for online courses in wheelchair services. The purpose of this reference manual is to provide you with a guide to deliver both the online and hybrid wheelchair-related training.

1.1 Which ISWP Online Wheelchair Service Training Series course should I use in my training?

The ISWP Online Wheelchair Service Training Series, like the WHO Wheelchair Service Training Packages, are grouped by target audiences (i.e., trainees' profiles). There are courses targeted at managers and stakeholders, wheelchair service providers, and new trainers. Choose which course you would like to explore based on your target audience. Table 1 summarizes the WHO packages, year of publication, their purpose, intended audience, the suggested in-person duration, and the availability of the corresponding ISWP online course.

[Join WIN](#)¹ today and explore the ISWP [online courses available](#)². Watch a [brief registration video](#)³ to learn how to join WIN!

All courses are available at no cost to individual users. To learn more about how to upgrade your WIN profile as trainer, contact Krithika Kandavel, krithikak@wheelchairnetwork.net

The next table details the ISWP online courses compared to the WHO Wheelchair Service Training Packages.

¹ www.wheelchairnetwork.org

² <https://wheelchairnetwork.org/iswp-new-online-modules/>

³ <https://www.youtube.com/watch?v=pcaEzDwD3j0>



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Table 1 WHO Wheelchair Service Training Packages and availability of the corresponding ISWP online course

WHO Wheelchair Service Training Package	Year	Objective	Audience	Recommended in-person duration	ISWP Online Wheelchair Service Training Series
Basic Level	2012	Learn how to: assess individual needs; assist in selecting and setting up the most appropriate wheelchair from those available; train users and caregivers how to use and maintain the wheelchair; and follow up with individuals that can sit upright without postural support	Personnel fulfilling clinical and technical roles in a basic wheelchair service	5 days	ISWP Online Wheelchair Service Training Series – basic level
Intermediate Level	2013	Learn how to: assess individual needs; assist in selecting and setting up the most appropriate wheelchair from those available; train users and caregivers how to use and maintain the wheelchair; and follow up with individuals who require postural support to sit upright	Personnel fulfilling clinical and technical roles in an intermediate wheelchair service	5 days	Not available



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Managers USAID'S HEALTH EVAL	2015	Provide an overview of the rehabilitation/wheelchair service manager's role in engaging people and leading the implementation of the eight steps of wheelchair service including the human and physical resources and planning, organizing, directing, costing/funding, and monitoring and evaluation.	Personnel responsible for implementing, managing and evaluating rehabilitation services including wheelchair provision or wheelchair services.	2 days	ISWP Online Wheelchair Service Training Series – for Managers
Stakeholders	2015	Overview of the stakeholder's role, informing them about the need for and benefit of appropriate wheelchair provision and getting their support to develop an appropriate wheelchair provision strategy in their context	Stakeholders who could influence in developing or sustaining appropriate wheelchair provision	0.5 day	ISWP Online Wheelchair Service Training Series – for stakeholders
Training of Trainers – Basic	2017	Prepare trainers to deliver the WHO Wheelchair Service Training Package (WSTP) – Basic Level	Trainers who plan to deliver the WHO Wheelchair Service Training Package Basic Level. Previous experience providing basic-level wheelchairs is essential	5 days	ISWP Online Wheelchair Service Trainers Series – basic level
Training of Trainers – Intermediate	2017	Prepare trainers to deliver the WHO Wheelchair Service Training Package (WSTP) – Intermediate Level	Trainers who plan to deliver the WHO Wheelchair Service Training Package Intermediate Level.	5 days	ISWP Online Wheelchair Service Trainers Series



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			Previous experience providing intermediate-level wheelchairs is essential		– intermediate level
Training of Trainers – Managers and Stakeholders	2017	Prepare trainers to deliver the WHO Wheelchair Service Training Package (WSTP) – Managers and Stakeholders	Trainers who plan to deliver the WHO Wheelchair Service Training Package Managers and Stakeholders. Previous experience implementing, managing or evaluating wheelchair services; or working to raise awareness among stakeholders of the need, benefit or development of wheelchair services is essential.	5 days	Not Available



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1.2 Key Factors for Online Education

Online learning can be as demanding and effective as in-person training. There are three key factors required for successful online education: the online course and community, trainees, and the technology. If you are used to teaching in-person classes, take some time to prepare to transition to online learning. Identify any constraints (such as class size, internet access, digital literacy) and decide which method of delivery is the most suitable (e.g., lecture, discussion or practicum). Communicate constantly, set expectations clearly, and respond promptly. If this is the first time that you will be an online trainer and need support, please contact ISWP's Research and Training Coordinator, Krithika Kandavel, at krithikak@wheelchairnetwork.net to explore options.

This Reference Manual is intended to help trainers prepare to use the ISWP Online Wheelchair Service Training Series in two formats:

1. Online: This type of training is offered via remote training and can consist of synchronous (e.g., instantaneous exchange of information, such as webinars and live Question & Answer [Q&A chats]) and asynchronous activities (e.g., information sharing that is not live or instantaneous, such as email exchanges, discussion board, training modules).
2. Blended/Hybrid: This type of training consists of both online and in-person training. The activities vary depending on the training plan.

1.3 Online course and community

ISWP online courses have been developed following evidence-based practice in online education.

1. The online training has two components:
 - a. Individual learning through any of the ISWP online courses is on-demand. This means anyone can access the online platform at the time of his/her preference. This is available to you and your trainees in [Wheelchair International Network \(WIN\)](https://wheelchairnetwork.org)⁴.
 - b. Group learning through participation in discussion forums and video conferences. You will have to plan these sessions before starting the course.
2. As an online trainer, you will lead a group of trainees throughout the course to:
 - a. Build the online community.
 - b. Encourage the trainees continuously and remind them of weekly expectations so they can plan their individual activities well.
 - c. Be available to answer questions, ideally within a 24-hour period. Be clear on expectations related to weekend response time.
 - d. Identify learning gaps and adapt content to trainees' needs.

⁴ <https://wheelchairnetwork.org>



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- e. Facilitate video calls to clarify and strengthen key aspects learned in that week's online modules. If you are new to facilitating video calls:
 - Prepare yourself, [here are some tips](#) ⁵
 - Plan time to practice managing an online meeting/learning platform for video conferences and online group activities.
 - For groups of 10-15 people, one experienced online facilitator can manage the technical aspects of the video conference AND the content. If the group is larger, consider enlisting a co-facilitator who can provide technical support such as allowing trainees to enter the online meeting room and setting up smaller group activities.
 - Small group activities promote active participation and foster the development of the online community. When possible, assign facilitators (other than yourself, as trainer) to the groups.
 - Record the video conference (if trainees provide consent). This is useful for trainees who miss the videoconference to be able to catch up with the content.
 - Adding a 'pin' or a 'spotlight' to the trainer can be beneficial when he/she is demonstrating something on camera (besides the shared screen). This feature is available on the Zoom conference service; check with your provider if you are using another service.
3. ISWP provides technical support to troubleshoot any technical problems that may arise in WIN. Average technical support response occurs within a 48-hour timeframe and during weekdays.
4. Plan a live introduction and *Get to know the technology* session before the start of the course.

1.4 Individual skills required for successful online learning

One of the key differences between in-person and online learning is that in the latter, the learner needs to be motivated to learn independently. This means that the learner can set her/his own goals and stick to them without needing an instructor "watching." Get to know your trainees, understand if they have previous experience with online learning and what platforms they commonly use. Is it the same that you will use in your training? The first step is to assess whether the trainee is open to online learning; it is okay if it is his/her first time.

Second, the trainee must have the time to participate in the course. In each of the ISWP Online Wheelchair Service Training Series courses, you will know the duration of each module so you can plan according to your audience. Third, trainees must have minimum digital accessibility and literacy (use technology to conduct basic operations, such as reading, navigating websites, sharing information).

⁵ <https://resources.owllabs.com/blog/video-call-tips>



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Help trainees identify whether the online or blended course that you are planning is suitable for them! We will share more on this on the following infographic.

Remember that a brief meeting with any uncertain online trainee can go a long way and help to build her or his confidence!

You can adapt the following cues to help trainees identify whether the online or blended course that you are planning is suitable for them:

- 

You must have basic knowledge on how to use a digital device including: access to email; downloading and storing files; downloading/upgrading software; using an internet browser; joining video conferences (turning on/off camera/microphone as needed)
- 

Have a system for effective notetaking and reminders. For example: flagging materials to come back to; keeping a separate document for questions for the trainer during the live meetings.
- 

Be comfortable learning individually. For example: watching interesting videos, reading to learn something new.
- 

Be comfortable communicating via instant messaging or email, even with people whom you don't know personally yet.
- 

Have the time required to dedicate to the learning:

 - o Plan a schedule to dedicate for the online modules.
 - o Do not wait until the deadline to complete the modules; you won't be able to learn if you rush through them.
- 

You will need at least [complete with the estimated number of hours] hours per week to dedicate to the online modules (in your own time) and the video calls (a set time with other learners in the group) [insert dates and times of the video calls].

1.5 Technical requirements for successful online learning

The trainer and each learner require having the right technology and space, which are key to successful online learning:

1. A space where to concentrate and to learn without distractions.



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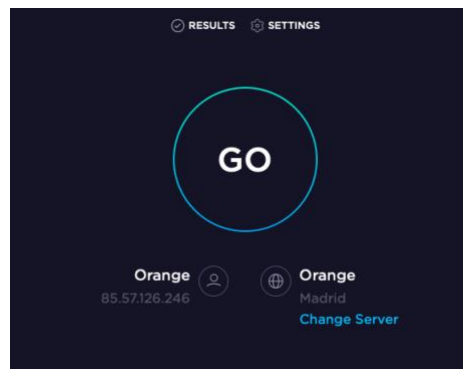


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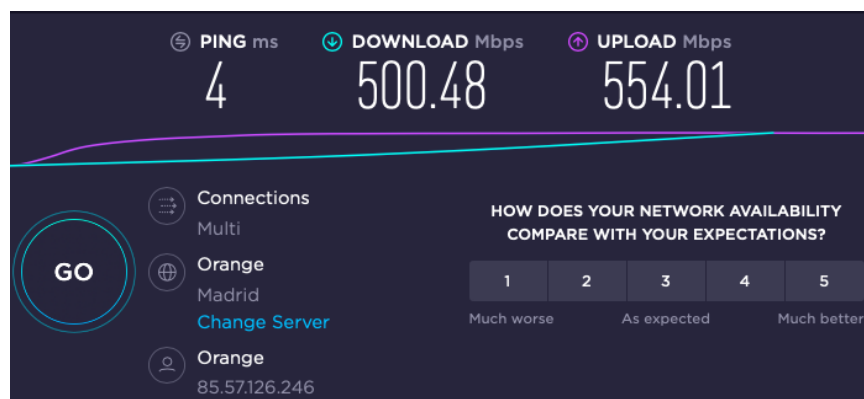
2. Access to a computer, tablet, or smartphone with internet connection. For you as a trainer it is useful to know whether trainees will use phone, tablet or computer to join the video conferences. This will help you prepare appropriate activities.
3. Access to headphones and microphone to listen to the videos and participate in the video meetings. A video camera is suggested but not required.
4. To access the ISWP Online Wheelchair Service Training Series courses, the minimum download speed needed is 5 Mbps (see below how to test this).
5. To participate in the video calls, the minimum upload speed needed is 1.5 Mbps without your video on. To use your video camera so others can see you the minimum upload speed is 5 Mbps.

Appropriate access to the internet (defined below) is a requirement. You may consider asking each potential trainee to test their internet before accepting them in the course.

- To check your speed, open your browser and go to <https://www.speedtest.net/>, click GO.



- Read the number under “Download”, it should be 5Mbps or higher.
- Read the number under “Upload”, it should be 1.5Mbps or higher.





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1.6 Online Learning Success Factors Checklist

Use this checklist to make sure that you and your trainees meet the requirements for success!

Table 2 Checklist “Requirements for success”

Who	What (Must Have)	Mark if completed
Trainer	Access to video conference platform	
	Minimum access to internet (as described above)	
	Digital devices: computer/phone/tablet; speakers/headphones; video camera (optional); microphone	
	Enough time to plan the video conferences and participate/follow up with the online community within 24 hours	
Trainees	Are motivated	
	Enough time to participate	
	Minimum access to internet (as described above)	
	Digital devices: computer/phone/tablet; speakers/headphones; video camera (optional); microphone	
	Basic digital literacy	



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2. ISWP Online Wheelchair Service Training Series – Basic Level

2.1 Trainers’ Profile

The ideal trainer is an individual who is skilled in basic wheelchair service and can confidently demonstrate the competencies taught in this training program. In addition, trainers should have the minimum skills to be an online facilitator as described in the introduction section of this manual.

2.2 Audience and goal

To support the training of personnel or volunteers to provide an appropriate manual wheelchair and cushion for children and adults *who have impaired mobility but can sit upright without additional postural support [9]*. Trainees should meet the minimum requirements for online learning as discussed in the introduction section of this manual.

2.3 Access to the Online Course

[Join WIN](#)⁶ today and explore the ISWP [online courses available](#)⁷. Watch a [brief registration video](#)⁸ to learn how to join WIN!

All courses are available at no cost to individual users. To learn more about how to upgrade your WIN profile as trainer, contact Krithika Kandavel, krithikak@wheelchairnetwork.net

2.4 Online Course Structure

This online course has 18 lessons total. Table 3 presents the name, objective, and estimated duration per lesson. Please note that while these lessons are online, they can be used to coach trainees through in-person activities at their own pace (e.g., cushion fabrication).

Table 3 ISWP Online Wheelchair Service Training Series Basic Level Structure

Lesson #	Training overview	Objective	Minutes
1	Welcome, introduction and overview	Provide instructions on how to navigate the lessons	25
2	A.1 Wheelchair users	Understand the benefits of an appropriate wheelchair for a wheelchair user and explain how wheelchair service personnel can support a wheelchair user’s right to personal mobility	30
3	A.2 Wheelchair services	Understand what a basic wheelchair service is and your role within the service	15

⁶ www.wheelchairnetwork.org

⁷ <https://wheelchairnetwork.org/iswp-new-online-modules/>

⁸ <https://www.youtube.com/watch?v=pcaEzDwD3j0>



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Lesson #	Training overview	Objective	Minutes
4	A.3 Wheelchair mobility	Understand basic wheelchair mobility skills	60*
5	A.4 Sitting upright	Describe sitting upright and the role of the pelvis in the seated posture	50
6	A.5 Pressure sores	Understand pressure ulcers stages, risk factors and risk management	30
7	A.6 Appropriate wheelchair	Explain the WHO definition of appropriate wheelchairs and describe wheelchair and cushion features and how they match user and environmental needs	70
8	A.7 Cushions	Explain different basic cushion types and features	30
9	A.8 Transfers	Describe what type of transfer is suitable for a user	60
10	Step 1: Referral and appointment	Describe how wheelchair users may be referred to a wheelchair service	30
11	Step 2: Assessment	Understand the interview, physical assessment, including basic body measurements and how they relate to wheelchair size	210
12	Step 3: Prescription (selection)	Match wheelchair user needs with the most suitable locally available wheelchair	70
13	Step 4: Funding and ordering	Explain general aspects of funding and ordering	20
14	Step 5: wheelchair preparation and cushion fabrication	Explain how to adjust the wheelchair to the prescription and demonstrate how to fabricate a basic pressure relieving cushion	180**
15	Step 6: Fitting	Describe the fitting steps and explain how to solve common fitting problems	60
16	Step 7: User training	Describe user training teaching methods	20*
17	Step 8: Maintenance, repairs, and follow up	Describe the follow up procedure	60
18	Putting it all together	Synthetize the importance of appropriate wheelchair services to user participation	10***

*Consider additional time to be able to cover more advanced mobility skills. **If each participant fabricates a cushion during the online lesson. ***If your participants work in person at their own pace with real users, you can add one final video conference so each one presents on the steps.



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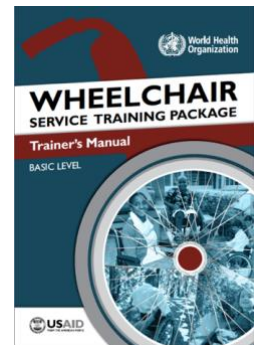
2.5 Online Course Supporting Materials for Trainees

Course trainees are indicated to download the [Reference Manual for Participants](#)⁹ and the [Participant’s Workbook](#)¹⁰ from the WHO WSTP Basic Level [9].



2.6 In-person activities

Consider planning for in-person activities whenever possible. Take into consideration the trainer-to-trainees ratio, which is one trainer per 6-8 trainees. This ratio is particularly important for hands-on sessions so that trainers can give participants good support and feedback and ensure that the participants can practice safely [10]. Use the [WHO WSTPb Trainer’s Manual](#)¹¹ to help you plan. If you are not familiar with the course, we encourage you to take the 5 ISWP Online Wheelchair Service Trainers Series – Basic level. The next section presents sample training plans for hybrid courses (i.e., online + in-person activities).



2.7 Sample training plans using ISWP Wheelchair Service Online Course – Basic level¹²

This section provides six sample training plans for the following scenarios:

- 2.7.1 Full online training over a 6-week period.
- 2.7.2 Hybrid course for new wheelchair providers, including online and in-person sessions over a 4-week period.
- 2.7.3 Hybrid course for new wheelchair providers, including online and in-person sessions over a 7-week period.
- 2.7.4 Hybrid 10-hour course delivered in an undergraduate physiotherapy program.
- 2.7.5 Hybrid course including online asynchronous learning and a one-day in-person workshop.
- 2.7.6 Hybrid course including online asynchronous learning and 4.5 hours in-person workshop.

2.7.1 Online training example 1

This is a 26-hour course to be delivered over a 6-week period. The estimated dedication time is 4-5 hours, including a 90-minute video call weekly.

⁹ https://apps.who.int/iris/bitstream/handle/10665/78236/9789241503471_reference_manual_eng.pdf?sequence=1

¹⁰ https://apps.who.int/iris/bitstream/handle/10665/78236/9789241503471_participants_workbook_eng.pdf?sequence=14

¹¹ https://www.who.int/iris/bitstream/10665/78236/13/9789241503471_trainers_manual_eng.pdf?ua=1

¹² Please note these are not representative of every training program type but provide a depiction of real trainings that we have conducted.



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Table 4 Online training example 1

Week	Activities
1	WIN account creation, video conference to test technology and participation methods, testing an introduction lesson from the online course, and completion of lessons 2-4
2	Completion of lessons 2-5
3	Completion of lessons 6-9
4	Completion of lessons 10-11
5	Completion of lessons 12-14
6	Completion of lessons 15-17

2.7.2 Basic hybrid example 1

This training was delivered to new wheelchair providers from varied backgrounds (e.g. clinicians, physical educators, community leaders) [6, 7]

This was a 39-hour hybrid course which occurred over a 4-week period. It started with the online portion and finished with the in-person portion, as follows:

- 3 weeks online, 3-4 hours per week including a 60-minute video call weekly.

Table 5 Basic hybrid example 1

Week	Activities
1	WIN Account creation, video conference to test technology and participation methods, testing an introduction lesson from the online course, and completion of lessons 2-4
2	Completion of lessons 5-7
3	Completion of lessons 8-9

- 3 days in person: each day was planned for 9 hours which included a morning and afternoon coffee break and a 1-hour lunch break.



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Table 6 Activities in person example 1

Day 1 Activities	Minutes	Day 2 Activities	Minutes	Day 3 Activities	Minutes
Welcome, intro, housekeeping	15*	Funding and ordering	45*	Practical: all steps	370*
Practice: assessment and prescription	120*	Wheelchair preparation	100*	Closing comments from trainers and trainees	30*
Practice: pressure sores	45*	Cushion fabrication	60*	Providing course completion certificates	15*
Practice: cushions	45*	Fitting	45*	Group picture	5*
Practice: transfers	45*	Problem solving	55*		
Referral and appointment	15*	User training	60*		
Assessment	10*	Maintenance and repairs	55*		
Assessment interview	15*				
Physical assessment	55*				
Prescription (selection)	55*				

*The time for these sessions was estimated by ISWP

2.7.3 Basic hybrid example 2

This course was delivered to new wheelchair providers from varied backgrounds (e.g., clinicians, technicians, community leaders). This was a 38-hour blended course which occurred over a 7-week period. It started with the online portion and finished with the in-person portion, as follows:

- 6 weeks online, 4-5 hours per week including one 90-minute video call weekly.



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Table 7 Basic hybrid example 2

Week	Activities
1	WIN account creation, video conference to test technology and participation methods, testing an introduction lesson from the online course, and completion of lessons 2-4
2	Completion of lessons 2-5
3	Completion of lessons 6-9
4	Completion of lessons 10-11
5	Completion of lessons 12-14
6	Completion of lessons 15-17

- 2 days in person.

Table 8 Activities in person example 2

Day 1 Activities	Minutes	Day 2 Activities	Minutes
Welcome	15	Welcome	30
Physical assessment	120	User training	60
Break	15	Break	15
Product exploration	70	User training	30
Prescription	40	Practice: assessment & prescription	120
Lunch	60	Lunch	60
Fitting	50	Product preparation	40
Cushion fabrication	90	Practice: fitting and user training	120
Follow up	60	Closure	30
Closure	30		

2.7.4 Basic hybrid example 3

This is a 10-hour course delivered in a physiotherapy undergraduate program as part of a clinical placement course in the third year of the PT program, students participated in:

- Online lessons 1 to 9 during a two-week period.



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Table 9 Basic hybrid example 3

Week	Activities
1	Completion of lessons 1-4
2	Completion of lessons 5-9

- Two 2-hour in-person sessions to familiarize themselves with different manual wheelchair features and cushions and practice wheelchair mobility skills.

2.7.5 Basic hybrid example 4

This course was delivered as a conference workshop:

- Trainees had the option to review the online lessons 1 to 9 during a two-week period.
- A 6-hour in-person workshop as follows:

Table 10 Activities in person example 4

Activity	Minutes
Wheelchair Mobility Skills. Participants will be able to use basic wheelchair mobility skills safely, including pushing, turning, going up and down slopes, going up and down steps with assistance, a partial wheelie and getting over obstacles.	75
Pressure sores and cushions. Participants will break into pairs and practice pressure relief techniques and pressure test demonstration on the wheelchairs.	45
Transfers. Participants will break into groups of three to practice 3 transfers: independent transfer through sitting, assisted transfer through sitting with a transfer board, and assisted standing transfer.	80
Physical Assessment. Participants will be able to take five basic wheelchair user measurements: hip width, seat depth, calf length, bottom of rib cage, bottom of shoulder blade. Participants will learn how to record a user’s physical assessment.	30
Prescription. Participants will learn how to measure a wheelchair and will practice how to record a wheelchair prescription.	65
Product preparation. Participants will be able to adjust a wheelchair to match the wheelchair prescription and will use the “wheelchair safe and ready” checklist to check that a wheelchair is safe to use.	75
Final discussion	15



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2.7.6 Basic hybrid example 5

This course was delivered as a conference workshop:

- Trainees had the option to review the online lessons 1 to 9 during a two-week period.
- A 4.5-hour in-person workshop as follows:

Table 11 Activities in person example 5

Activity	Minutes
Measuring for wheelchairs (practical) Essential anthropological measurements How to measure	75
<ul style="list-style-type: none"> – Checking the fit of the wheelchair (practical) – Adjusting the wheelchair to suit the user (practical) – Pressure checks (practical) 	90
Wheelchair mobility skills (practical)	90



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3. ISWP Online Wheelchair Service Series – for Stakeholders

3.1 Trainers' profile

Individuals who are skilled at facilitating diverse groups (e.g., multiple stakeholders, multiple levels of knowledge, and conflicting experiences and/or points of view) and who have a strong conviction that strengthening appropriate wheelchair service is a priority to the well-being of the population. Trainers who also are wheelchair users are an asset [11].

A successful trainer will need to be aware of the current wheelchair sector landscape in the context where the course is delivered. This includes understanding the policy framework (e.g., the right to wheelchairs included in the legislation, funding schemes available) and the key stakeholders and roles (e.g., providers who are training, manufacturers, users' perspectives).

3.2 Audience and goal

The target audience is all wheelchair sector stakeholders including policymakers, planners and implementers, manufacturers and suppliers of wheelchairs, providers of wheelchair services, disabled people's organizations, and wheelchair users [11]. The goal of the course is to raise awareness and involvement among all stakeholders about what is required to establish appropriate wheelchair service provision in their context.

3.3 Access to the Online Course

[Join WIN](#)¹³ today and explore the ISWP [online courses available](#)¹⁴. Watch a [brief registration video](#)¹⁵ to learn how to join WIN!

All courses are available at no cost to individual users. To learn more about how to upgrade your WIN profile as trainer, contact Krithika Kandavel, krithikak@wheelchairnetwork.net

3.4 Online Course Structure

The online course has 4 lessons total. Table 12 presents the name, objective, and estimated duration per lesson.

¹³ www.wheelchairnetwork.org

¹⁴ <https://wheelchairnetwork.org/iswp-new-online-modules/>

¹⁵ <https://www.youtube.com/watch?v=pcaEZDwD3j0>



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Table 12 ISWP Online Wheelchair Service Training Series for Stakeholders Structure

Lesson #	Training overview	Objective	Minutes
1	S1 Introduction	Provide instructions on how to navigate the lessons	30
2	S2 Policy to practice	Identify the need and unmet need and access to an appropriate wheelchair as a human rights issue	46
3	S3 Range of appropriate wheelchairs	Discuss access to wheelchair services and appropriate wheelchairs and the benefits to users.	28
4	S4 Working together for change	Reflect on the need for collaboration to strategize and finally achieve appropriate wheelchair service provision.	35

3.5 Online Course Supporting Materials for Trainees

This course does not include supporting materials for trainees.

3.6 In-person or live activities

Consider planning for an in-person session or live video conference activities whenever possible. This will allow for the stakeholders to learn from each other’s experience in real time. Take into consideration the trainer-to-trainees ratio -- one trainer per 12-15 trainees. Use the [WHO WSTPs Trainer’s Manual](#)¹⁶ to help you plan.



3.7 Sample training plan using ISWP Online Wheelchair Service Series for Stakeholders

This is a 5-hour hybrid workshop. Trainees review the online lessons at their own pace in a week with a total 2.5-hour dedication. A 2.5-hour video conference or in-person workshop is held to have leader speakers, a discussion, and a shared vision developed by identifying leaders and actionable next steps.

¹⁶ <https://apps.who.int/iris/bitstream/handle/10665/246227/9789241549080-stakeholders-eng.pdf?sequence=5>



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4. ISWP Online Wheelchair Service Training Series – for Managers

4.1 Trainers' profile

Individuals who are skilled at facilitating diverse groups (e.g., multiple stakeholders, multiple levels of knowledge, and conflicting experiences and/or points of view) and who have a strong conviction that strengthening appropriate wheelchair service is a priority to the well-being of the population. Trainers who also are wheelchair users are an asset [12].

A successful trainer will need to be aware of the current wheelchair sector landscape in the context where the course is delivered. This includes understanding the policy framework (e.g., the right to wheelchairs included in the legislation, funding schemes available), the key stakeholders and roles (e.g., providers training, manufacturers, users' perspectives), current wheelchair provision initiatives and gaps.

4.2 Audience and goal

The target audience is all personnel responsible for implementing, managing, and evaluating rehabilitation services including wheelchair provision or wheelchair services. The goal of this course is to support managers and all responsible personnel to implement, manage, and evaluate wheelchair service provision and promote their involvement in establishing appropriate wheelchair provision in their country/region.

4.3 Access to the Online Course

[Join WIN](#)¹⁷ today and explore the ISWP [online courses available](#)¹⁸. Watch a [brief registration video](#)¹⁹ to learn how to join WIN!

All courses are available at no cost to individual users. To learn more about how to upgrade your WIN profile as trainer, contact Krithika Kandavel, krithikak@wheelchairnetwork.net

4.4 Online Course Structure

The online course has 14 lessons total. Table 13 presents the name, objective, and estimated duration per lesson.

¹⁷ www.wheelchairnetwork.org

¹⁸ <https://wheelchairnetwork.org/iswp-new-online-modules/>

¹⁹ <https://www.youtube.com/watch?v=pcaEZDwD3j0>



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Table 13 ISWP Online Wheelchair Service Training Series for managers Structure

Lesson #	Training overview	Objective	Minutes
1	Welcome, Introduction, and overview	Provide instructions on how to navigate the lessons	25
2	A1 What is appropriate wheelchair provision?	Define the appropriate wheelchair provision and discuss the national policy to support it and explain how the Wheelchair Guidelines ²⁰ can help support the development of the national policy	30
3	A2 Service delivery	Explain the difference between the basic level and intermediate level service. Participants will also discuss the role of managers in the delivery process and that of wheelchair users.	30
4	A3 Managers who lead change	Identify the roles of managers and proposing strategies in leading people through the introduction to or improvement of appropriate wheelchair provision	30
5	B1 Accessing services	Reflect on equal access to wheelchair service and identify user profiles at risk of exclusion	40
6	B2 Facilities and equipment	Understand service model, facilities, equipment, and forms specific to basic or intermediate level service. Systems and procedures for workspace organization will also be discussed	50
7	B3 Range of appropriate wheelchairs	Describe a range of appropriate wheelchairs including cushion, proper fit, and postural support, the importance of the user’s needs and environment during the prescription process	60
8	B4 Align personnel	Discuss the roles of basic and intermediate-level wheelchair delivery teams and the estimation of annual service capacity	30
9	B5 What does a wheelchair service cost?	Identify key budgeting for a wheelchair service provision	50
10	C1 How do you know if your service is working?	Discuss monitoring, evaluation, and plan for wheelchair service delivery	30
11	C2 Managing demand	Explore actions to be taken when referrals are too low or high and actions to monitor and improve service efficiency	60
12	C3 Planning follow-up	Discuss who needs and benefits from regular follow-up; identify barriers to follow-ups; and how to overcome.	60
13	C4 Planning for financial sustainability	Explore how to plan for it and identify funding resources and also outline a fundraising strategy	30
14	Putting it all together	Reflect on your role to support wheelchair services	15



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4.5 Online Course Supporting Materials for Trainees

Course trainees are requested to download the [Reference Manual and Workbook](#)²¹ from the WHO WSTP for Managers and [Additional Resources for Managers](#)²² [12].



4.6 In-person or live activities

Consider planning for an in-person session or live video conference activities whenever possible, each session could be of 60-90 minutes. This will allow for the managers to learn from each other’s experience in real time. Take into consideration the trainer-to-trainees ratio -- one trainer per 12-15 trainees [12]. Use the [WHO WSTPm Trainer’s Manual](#)²³ to help you plan. If you are not familiar with the WHO training packages format, we encourage you to take the core section of the 5 ISWP Online Wheelchair Service Trainers Series – Basic level.



4.7 Sample training plan using ISWP Wheelchair Service Managers Online Course

This course can be delivered in a 3-week period with a 4-hour weekly dedication that includes a 60-minute video conference weekly. In week one, trainees can review lessons 1-6; in week two, lessons 7-10; and in week three, lessons 11-14.

²⁰ https://articulateusercontent.com/review/items/p8rBbWP2bgcir6G9/story_content/external_files/whowheelchairguidelines.pdf

²¹ <https://apps.who.int/iris/bitstream/handle/10665/246227/9789241549080-workbook-eng.pdf?sequence=8>

²² <https://apps.who.int/iris/bitstream/handle/10665/246227/9789241549080-additional-resources-eng.pdf?sequence=9>

²³ <https://apps.who.int/iris/bitstream/handle/10665/246227/9789241549080-eng.pdf?sequence=1>



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5. ISWP Online Wheelchair Service Trainers Series – Training of trainers: Basic level

5.1 Trainers’ profile

Experienced trainers in the field of wheelchair service at the basic level (for wheelchair users who are able to sit upright without additional postural support).

5.2 Audience and goal

The target audience is experienced wheelchair service providers at the basic level with motivation to become trainers of new wheelchair service providers at the basic level.

As a trainer, you may use the online course for two different goals:

1. If you are an experienced trainer and you would like to train using the WHO Training Packages. Study this online course at your own pace.
2. If you are training new trainers of the WHO WSTPb. As this is an in-person course, your training of trainers must be a hybrid one. See sample training in section 5.7.

5.3 Access to the Online Course

[Join WIN](#)²⁴ today and explore the ISWP [online courses available](#)²⁵. Watch a [brief registration video](#)²⁶ to learn how to join WIN!

All courses are available at no cost to individual users. To learn more about how to upgrade your WIN profile as trainer, contact Krithika Kandavel, krithikak@wheelchairnetwork.net

5.4 Online Course Structure

The online course has 18 lessons total. Table 14 presents the name, objective, and estimated duration per lesson. Lessons 1 to 12 are all the same for all “training of trainers” package, from lessons 13 to 31, the content from the basic course is covered and participants have the opportunity to practice delivering lectures.

Table 14 ISWP Online Wheelchair Service Training Series Basic Level Structure

Lesson #	Training overview	Objective	Minutes
1	Introduction to the Wheelchair Service Training of Trainers Package	Provide instructions on how to navigate the lessons and learn the objectives, timeline and process flow of the ToT program	20

²⁴ www.wheelchairnetwork.org

²⁵ <https://wheelchairnetwork.org/iswp-new-online-modules/>

²⁶ <https://www.youtube.com/watch?v=pcaEZDwD3j0>



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2	Wheelchair service training packages	Identify the WSTP components including guidelines and methodology (the format of each trainers' manual)	30
3	Practice delivery sessions	Identify details of the package-specific modules and the roles of ToT trainers and participants.	14
4	Preparing for diversity	Understand the importance of the concept of cultural diversity and competence and challenges faced in wheelchair service delivery.	12
5	Adult learning	Explain concepts of adult learning and different styles of learning, to understand how these approaches can improve wheelchair service delivery	15
6	Preparation time	Discuss how to plan effectively for preparation time	5
7	Presenting and facilitating	Identify the differences between presenting and facilitating	8
8	Communication skills	Explain communication and presentation skills and how to put them into practice	10
9	Knowledge of guiding documents	Identify the WHO WSTPb guiding documents and role	30
10	Audio-visual tools and equipment	Understand how to use and prepare PowerPoint presentations and audiovisual equipment effectively	10
11	Feedback	Explore how the role and skills of a trainer in providing useful feedback	5
12	Managing group dynamics	Explore how to work efficiently and effectively in groups and manage different behaviors that individual trainees display in a group.	5
13	A.1 Wheelchair users	Identify errors in the training material and additional key considerations for this session	6
14	A.2 Wheelchair services	Identify errors in the training material and additional key considerations for this session	5
15	A.3 Wheelchair mobility	Identify errors in the training material and additional key considerations for this session	10
16	A.4 Sitting upright	Identify errors in the training material and additional key considerations for this session	10
17	A.5 Pressure sores	Identify errors in the training material and additional key considerations for this session	8
18	A.6 Appropriate wheelchair	Identify errors in the training material and additional key considerations for this session	12



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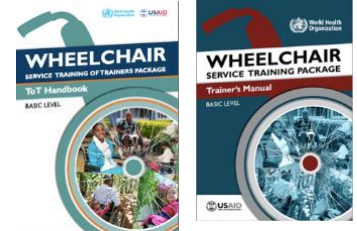
19	A.7 Cushions	Identify errors in the training material and additional key considerations for this session	14
20	A.8 Transfers	Identify errors in the training material and additional key considerations for this session	16
21	Referral and appointment	Identify errors in the training material and additional key considerations for this session	8
22	Assessment interview	Identify errors in the training material and additional key considerations for this session	8
23	Physical assessment	Identify errors in the training material and additional key considerations for this session	8
24	Prescription (selection)	Identify errors in the training material and additional key considerations for this session	10
25	Funding and ordering	Identify errors in the training material and additional key considerations for this session	6
26	Product (wheelchair) preparation	Identify errors in the training material and additional key considerations for this session	8
27	Fitting	Identify errors in the training material and additional key considerations for this session	6
28	Problem solving	Identify errors in the training material and additional key considerations for this session	20
29	User training	Identify errors in the training material and additional key considerations for this session	8
30	Maintenance and repairs	Identify errors in the training material and additional key considerations for this session	8
31	Follow up	Identify errors in the training material and additional key considerations for this session	5
32	Putting it all together	Identify errors in the training material and additional key considerations for this session	10



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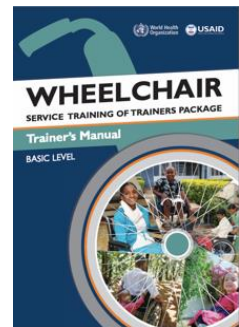
5.5 Online Course Supporting Materials for Trainees

Course trainees are requested to download the [ToTb Handbook](#)²⁷ and [WHO WSTPb Trainer’s Manual](#)²⁸.



5.6 In-person activities

Include the in-person activities so the trainees can practice delivering sections of the WHO WSTPb. Take into consideration the trainer-to-trainees ration, one trainer per 4-5 trainees. This ratio is particularly important so that trainers can give trainees good support and feedback [10]. Use the [WHO ToTb Trainer’s Manual](#)²⁹ to help you plan.



Each trainee would need to have access to the complete WHO WSTPb. It can be downloaded from the [WHO Website](#)³⁰, look for the section “Link to the full package in English” and click in the link that says “with videos”, you will need 2.2 GB of space.

5.7 Sample training plans using ISWP Online Training of Trainers of the WHO WSTPb

This section provides two sample training plans:

- 5.7.1 30-hour hybrid course over a 2-week period, 7 hours online and 3 days in-person.
- 5.7.2 30-hour hybrid course over a 4-week period.

5.7.1 Hybrid WSTP ToT - Basic Level example 1

This was a 30-hour hybrid course which occurred over a 2-week period. It started with the online portion (all lessons, 7-hour dedication) and finished with the in-person portion, as follows:

Table 15 Activities example 1

Day 1 Activities	Minutes	Day 2 Activities	Minutes	Day 3 Activities	Minutes
Registration	15	A.6 Appropriate wheelchairs Part 2	75	B.4 Physical assessment	75
Introduction	15	A.6 Feedback	15	B.4 Feedback	15
ToT. 4 Preparing for diversity	15	Break	15	Break	15

²⁷ <https://apps.who.int/iris/bitstream/handle/10665/258701/9789241512398-handbook-basic-eng.pdf?sequence=1&ua=1>

²⁸ https://www.who.int/iris/bitstream/10665/78236/13/9789241503471_trainers_manual_eng.pdf?ua=1

²⁹ <https://apps.who.int/iris/bitstream/handle/10665/258701/9789241512398-manual-basic-eng.pdf?sequence=13&ua=1>

³⁰ <https://www.who.int/disabilities/technology/wheelchairpackage/en/>



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ToT. 7 Presenting and facilitating	15	A.7 Cushions	60	B.5 Prescription	105
ToT. 8 Communication skills	15 – 30	A.7 Feedback	15	B.5 Feedback	15
A.3 Wheelchair mobility	15	A.8 Transfers	15	Lunch break	60
<i>Part I</i>	15 – 30	Lunch break	60	B.7 Product preparation	30
Break	15	A.8 Transfers	30	B.7 Feedback	15
A.3 Wheelchair mobility	15 – 30	A.8 Feedback	15	B.9 Fitting	30
<i>A.3 Partial wheelie</i>	15	<i>A.8 Floor to chair</i>	15	B.9 Feedback	15
A.3 Feedback	15	B.3 Assessment interview <i>Part 1</i>	30	Break	15
A.4 Sitting upright	15 – 30	Break	15	B.13 Follow-up	30
A.4 Feedback	15	B.3 Assessment interview <i>Part 2</i>	15	Car park	15
Lunch break	60	B.3 Feedback	15	Evaluation	15
A.5 Pressure sores	45	Session preparation ToT Trainer individual feedback	45	Closing	15
A.5 Feedback	15				
Break	15				
A.6 Appropriate wheelchairs <i>Part 1 (42)</i>	15				
A.6 Feedback	15				
Car park	15				
Session preparation ToT Trainer individual feedback	15				

5.7.2 Hybrid WSTP ToT - Basic Level example 2

This was a 30-hour hybrid course which occurred over a 4-week period. The two weeks covered the lessons on adult learning, and the third week covered the lessons to strengthen the training material. The three weeks had a 90-minute video conference. Each trainee was expected to invest 3 hours weekly.



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The fourth week had a 90-minute video conference in preparation for the practicals, followed by 2 days of practicals in which participants presented the material as trainers and received feedback from peers and trainers.

Table 16 Activities example 2

Day 1 Activities	Minutes	Day 2 Activities	Minutes
A1. activity 5*	20	A1. activity 5*	20
feedback	15	feedback	15
A4. activity 4 *	25	B4. activity 5*	30
feedback	15	feedback	15
A6. activity 3 *	30	B4. activity 6*	20
feedback	15	feedback	15
A6. activity 4*	30	B5. activity 5*	25
feedback	15	feedback	15
A6. activity 5*	15	B6. activity 3*	10
feedback	15	feedback	15
A7. activities 1, 2 y 3*	12	B7. activity 3*	30
feedback	15	feedback	15
Lunch	45	B8. activity 2*	20
A7. activity 5*	30	feedback	15
feedback	15	Lunch	45
A7. activity 2 y 3*	15	B8. activities 6 y 7*	10
feedback	15	feedback	15
A8. activity 5*	20	B9. activity 2*	30
feedback	15	feedback	10
B1. activity 2*	12	B9. activity 3*	25
feedback	15	feedback	15
B2. activities 4 y 5*	10	B10. activities 2, 3 y 4*	25



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feedback	15	Feedback	15
Day debrief	40	Day debrief	40
Wrap up	18	Wrap up	

* Specific activities from the training program were delivered by participants as a training practical



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6. ISWP Online Wheelchair Service Trainers Series – Training of trainers: Intermediate level

6.1 Trainers’ profile

Experienced trainers in the field of wheelchair service at the intermediate level (for wheelchair users who require additional postural support to sit upright).

6.2 Audience and goal

The target audience is experienced wheelchair service providers at the intermediate level with motivation to become trainers of new wheelchair service providers at the intermediate level.

As a trainer, you may use the online course for two different goals:

1. If you are an experienced trainer, and you would like to train using the WHO Training Packages. Study this online course at your own pace.
2. If you are training new trainers of the WHO WSTPi. As this is an in-person course, your training of trainers must be a hybrid one, so participants can practice in-person training. See sample trainings in section 6.7.

6.3 Access to the Online Course

[Join WIN](#)³¹ today and explore the ISWP [online courses available](#)³². Watch a [brief registration video](#)³³ to learn how to join WIN!

All courses are available at no cost to individual users. To learn more about how to upgrade your WIN profile as trainer, contact Krithika Kandavel, krithikak@wheelchairnetwork.net

6.4 Online Course Structure

The online course has 31 lessons total. Table 17 presents the name, objective, and estimated duration per lesson.

Table 17. ISWP Online Wheelchair Service Trainers Series - Training of trainers: Intermediate level Structure

Lesson #	Training overview	Objective	Minutes
1	Introduction to the Wheelchair Service Training of Trainers Package	Provide instructions on how to navigate the lessons and learn the objectives, timeline, and process flow of the ToT program	20

³¹ www.wheelchairnetwork.org

³² <https://wheelchairnetwork.org/iswp-new-online-modules/>

³³ <https://www.youtube.com/watch?v=pcaEZDwD3j0>



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2	Wheelchair service training packages	Identify the WSTP components including guidelines and methodology (the format of each trainers' manual)	30
3	Practice delivery sessions	Identify details of the package-specific modules and the roles of ToT trainers and participants.	14
4	Preparing for diversity	Understand the importance of the concept of cultural diversity and competence and challenges faced in wheelchair service delivery.	12
5	Adult learning	Explain concepts of adult learning and different styles of learning, to understand how these approaches can improve wheelchair service delivery	15
6	Preparation time	Discuss how to plan effectively for preparation time	5
7	Presenting and facilitating	Identify the differences between presenting and facilitating	8
8	Communication skills	Explain communication and presentation skills and how to put them into practice	10
9	Knowledge of guiding documents	Identify the WHO WSTPb guiding documents and role	30
10	Audio-visual tools and equipment	Understand how to use and prepare PowerPoint presentations and audiovisual equipment effectively	10
11	Feedback	Explore how the role and skills of a trainer in providing useful feedback	0
12	Managing group dynamics	Explore how to work efficiently and effectively in groups and manage different behaviors that individual trainees display in a group.	5
13	Intro to Intermediate module reference materials	Understand the purpose of the reference materials	
14	Wheelchair users who benefit from additional postural support	Identify errors in the training material and additional key considerations for this session	8
15	Children with disabilities	Identify errors in the training material and additional key considerations for this session	12
16	Assessment overview and assessment interview	Identify errors in the training material and additional key considerations for this session	10
17	Physical assessment – sitting posture without support	Identify errors in the training material and additional key considerations for this session	16
18	Physical assessment – pelvis and hip posture screen	Identify errors in the training material and additional key considerations for this session	10



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19	Physical assessment – hand simulation	Identify errors in the training material and additional key considerations for this session	16
20	Physical assessment – taking measurements	Identify errors in the training material and additional key considerations for this session	14
21	Selecting wheelchairs and cushions	Identify errors in the training material and additional key considerations for this session	10
22	Prescription (selection) of Postural Support devices (PSDs) – introduction	Identify errors in the training material and additional key considerations for this session	14
23	Prescription (selection) of PSDs – stabilizing the pelvis	Identify errors in the training material and additional key considerations for this session	20
24	Prescription (selection) of PSDs – supporting the hips	Identify errors in the training material and additional key considerations for this session	8
25	Prescription (selection) of PSDs – supporting the trunk	Identify errors in the training material and additional key considerations for this session	12
26	Prescription (selection) of PSDs – supporting the head, thighs and lower legs	Identify errors in the training material and additional key considerations for this session	8
27	Product (wheelchair) preparation	Identify errors in the training material and additional key considerations for this session	5
28	Fitting	Identify errors in the training material and additional key considerations for this session	8
29	User training	Identify errors in the training material and additional key considerations for this session	6
30	Maintenance, repairs and follow up	Identify errors in the training material and additional key considerations for this session	5
31	Putting it all together and trainer’s feedback, discussion and closing ceremony	Identify errors in the training material and additional key considerations for this session	16



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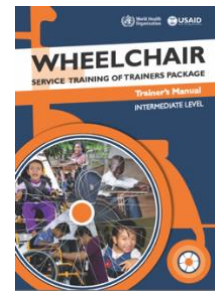
6.5 Online Course Supporting Materials for Trainees

Course trainees are indicated to download the [ToTi Handbook](#)³⁴ and the [WHO WSTPi Trainer’s Manual](#)³⁵.



6.6 In-person activities

Include the in-person activities so the trainees can practice delivering sections of the WHO WSTPi. Take into consideration the trainer-to-trainees ratio --one trainer per 4-5 trainees. This ratio is particularly important so that trainers can give trainees good support and feedback [13]. Use the [WHO ToTi Trainer’s Manual](#)³⁶ to help you plan.



Each trainee would need to have access to the complete WHO WSTPi. You may request access to the complete package at assistivetech@who.int

6.7 Sample training plans using ISWP Online Training of Trainers of the WHO WSTPi

This course can be delivered in a one-week period with two days dedicated to the core knowledge on how to teach to adults, lessons 1-12; and the three remaining days to specific content, lessons 13 to 31.

Table 18 Core session activities

Day 1 Activities	Minutes	Day 2 Activities	Minutes
ToT.1 Introduction to the WSTP tot	75	ToT.7 Presenting and Facilitating	60
ToT.2 Wheelchair Service Training Packages	75	ToT.8 Communication skills	90
Morning break (adjust time to suit local context and session plan)	15	Morning break (adjust time to suit local context and session plan)	15
ToT.2 Wheelchair Service Training Packages	15	ToT.9 Guiding documents	75
ToT.3 Practice deliveries	60	Lunch (adjust time to suit local context and session plan)	60
Lunch (adjust time to suit local context and session plan)	60	ToT.9 Guiding documents	15
ToT.3 Practice deliveries	15	ToT.10 Audio-visual tools and equipment	45

³⁴ <https://apps.who.int/iris/bitstream/handle/10665/258701/9789241512398-handbook-intermediate-eng.pdf?sequence=3>

³⁵ http://apps.who.int/iris/bitstream/10665/85776/5/9789241505765_eng_trainersmanual.pdf?ua=1

³⁶ <https://apps.who.int/iris/bitstream/handle/10665/258701/9789241512398-manual-intermediate-eng.pdf?sequence=12&ua=1>



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ToT.4 Preparing for diversity	60	ToT.11 Feedback	45
ToT.5 Adult learning	80	Break (adjust time to suit local context and session plan)	15
Break (adjust time to suit local context and session plan)	15	ToT.11 Feedback	15
ToT.5 Adult learning	60	ToT.12 Managing group dynamics	45
ToT.6 Preparation time	15	Preparation	60
Preparation	45		



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Table 19 Specific content activities

Day 1 Activities	Minutes	Day 2 Activities	Minutes	Day 3 Activities	Minutes
Introduction	30	B.5: Physical assessment – taking measurements	60	B.10: Prescription (selection) of PSDs – supporting the trunk part II	30
B.2: Physical assessment – sitting posture without support	60	B.5: Feedback	15	B.10: Feedback part II	15
Morning break	15	B.8: Prescription (selection) of PSDs – stabilising the pelvis	30	B.11: Prescription (selection) of PSDs – supporting the head, thighs and lower legs	60
B.2: Physical assessment – sitting posture without support continued	30	Morning break	15	Morning break	15
B.2: Feedback	30	B.8: Prescription (selection) of PSDs – stabilizing the pelvis continued	60	B.11: Prescription (selection) of PSDs – supporting the head, thighs and lower legs	60
B.3: Physical assessment – pelvis and hip posture screen ToT Trainer demonstration session	75	B.8: Feedback	15	B.11: Feedback	15
Lunch break	60	B.9: Prescription (selection) of PSDs – supporting the hips	45	B.12: Product (wheelchair) preparation	60
B.3: Physical assessment – pelvis and hip posture screen continued	45	B.9: Feedback	15	B.12: Feedback	15
B.4: Physical assessment – hand simulation	30	Lunch break	60	Lunch break	60
Afternoon break	15	B.10: Prescription (selection) of PSDs – supporting the trunk part I	45	B.13: Fitting Afternoon break	60



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B.4: Physical assessment – hand simulation continued	30	Afternoon break	15	B.13: Feedback	15
B.4: Feedback	15	B.10: Prescription (selection) of PSDs – supporting the trunk part I continued	75	Afternoon break	15
Car park	15	B.10: Feedback part I	15	ToT Trainer individual feedback	60
Session preparation ToT Trainer individual feedback	60	Car park	15	Closing ceremony	30
		Session preparation ToT Trainer individual feedback	45		



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Appendix 1. Course evaluation trainee satisfaction survey (English version)

This survey is from Burrola-Mendez et al. work [8].

Table 20 Satisfaction survey

Sub-domains	Survey statement
Interaction	E-learning sessions kept me alert and focused.
	The combination of e-learning sessions and in-person training kept me alert and focused.
	I am satisfied with the quality of interaction between all involved parties (instructor and participants).
	I am satisfied with the way I interacted with other students.
	I am satisfied with my participation in the class.
Instructor	In the e-learning format, the instructor(s) was supportive and responsive to my questions.
	In the in-person format, the instructor(s) was supportive and responsive to my questions.
	I was satisfied with the accessibility and availability of the instructor(s).
	I continuously received feedback throughout this course.
Instruction methodology	The use of e- learning technology in this course encouraged me to learn independently.
	The use of hands-on activities in this course encouraged me to learn independently.
	After this course, my understanding of wheelchair service provision has improved.
	I am satisfied with the level of effort this course required.
	I am satisfied with my performance in this course.
	I believe I will receive a passing score on the ISWP Basic Test after completing the training.
	I am satisfied with how I will be able to apply what I have learned in this course.
	I am willing to take another course that is part online and part in-person.
	I enjoyed this course.
	I enjoyed working independently in the e-learning portion.
	I enjoyed working collaboratively in the in-person portion.



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Content	The goals of this course were clearly stated at the beginning of the course.
	My expectations for this course were met.
	In my opinion, the objectives of this course have been accomplished.
	The WHO WSTP Reference Manual supported the learning outcomes for the course.
	Other reading materials assigned were relevant to the course objective.
	Overall, the content of the videos was relevant to the learning outcomes of the course.
	Overall, the online activities were relevant to the learning outcomes of the course.
	Overall, the in-person activities were relevant to the learning outcomes of the course.
	I am satisfied with this course and will recommend it to others.
	The portion of time I spent doing online activities and time I spent in-person was appropriate.
	The portion of time I spent doing online activities was appropriate.
	The portion of time I spent in-person training was appropriate.
	The material that was selected for the online portion was appropriate.
The material that was selected for the in-person portion was appropriate.	
Technology	Course content shown or displayed on the screen was clear in the e-learning portion.
	The video image was clear and comprehensive in the e-learning portion.
	Overall, the e-learning ran smoothly with few technical difficulties.
	Technical problems were not frequent in the e-learning portion.
	Technical problems in the e-learning portion do not affect my understanding of the course.
	The e-learning methodology is reliable.

At the end of each sub-domain the following open-ended question was included: *For the statements where you selected "strongly disagree" or "disagree" please provide suggestions to make your learning experience more satisfactory*



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