Agenda – Other Resources

- International Disability Resources
  - WHO Disability & Rehabilitation Resources
  - Handicap International
- Resource Guides
- African Regional Resources – Disability
  - WHO Publications
  - AFRINEAD
  - AfriCAN
  - cbm
- Occupational Therapy Resources
  - WFOT
  - OT4OT
  - Kawa River Model
  - Levels of Evidence
  - Critical Appraisal Forms
- PPTs
  - APA Guides
  - CBR/OT
WHO Disabilities and Rehabilitation

Community-based rehabilitation

Community-based rehabilitation (CBR) guidelines

The Community-based rehabilitation guidelines:

- Provide guidance on how to develop and strengthen CBR programmes;
- Promote CBR as a strategy for community-based development involving people with disabilities;
- Support stakeholders to meet the basic needs and enhance the quality of life of people with disabilities and their families;
- Encourage the empowerment of people with disabilities and their families.

CBR Guidelines by component

- Introductory booklet
  - English
  - French
  - Chinese
  - Spanish
  - Russian
  - Arabic
  - Thai
  - Korean
  - Tajik
  - Vietnamese
- Health component
  - English
  - French
  - Chinese
  - Spanish
  - Russian
  - Arabic
  - Thai
  - Korean
  - Tajik
  - Vietnamese
- Education component
  - English
  - French
  - Chinese
  - Spanish
  - Russian
  - Arabic
  - Thai
  - Korean
  - Tajik
  - Vietnamese
- Livelihood component
  - English
  - French
  - Chinese
  - Spanish
  - Russian
  - Arabic
  - Thai
  - Korean
  - Tajik
  - Vietnamese
- Social component
  - English
  - French
  - Chinese
  - Spanish
  - Russian
  - Arabic
  - Thai
  - Korean
  - Tajik
  - Vietnamese
- Empowerment component
  - English
  - French
  - Chinese
  - Spanish
  - Russian
  - Arabic
  - Thai
  - Korean
  - Tajik
  - Vietnamese
- Supplementary booklet
  - English
  - French
  - Chinese
  - Spanish
  - Russian
  - Arabic
  - Thai
  - Korean
  - Tajik
  - Vietnamese

CBR Guidelines in full

- Portuguese
- Tajik

CBR matrix

About the CBR matrix

The CBR matrix gives an overall visual representation of CBR. It consists of five key components, each divided into five key elements. Each of these elements will have a dedicated chapter in the guidelines.
1) Click on "News" and then "Publications".

2) Click links to access subject specific resources.

3) Click the title link to access the publication.
1) To access the disability resource centre click News/Publications/Source

2) Next, click “Topic Area” (i.e. Education)

3) Click on the “Community-based inclusive education” link to open the page below:

Community-based inclusive education

Community-based inclusive education includes a wide range of inclusive educational initiatives in the community. This type of education provides dynamic community-based learning environments and opportunities whilst empowering and encouraging the active participation of people with disabilities, other vulnerable groups and community members. These initiatives also include non-formal education community environments. This is supported by article 24 of the Convention on the Rights of People with Disabilities.

This keylist features resources that support community-based inclusive education. We welcome your feedback; please send comments or suggested additions to sourceassistant@hiduk.org.

4) Click links to access resources →

Selected resources
- Books, reports, etc
- Databases
- Journal articles
You can also search this database by keyword.

1) Type “wheelchair exercise” into the search box.

2) Click the title link in the Search Results page.

3) Click the link to access full text.

The provision of wheeled mobility and positioning devices: Integrating wheelchair provision into rehabilitation systems: focus on emergency contexts

URSEAU, Isabelle
SHELDON, Sarah

Publication Date
December 2012

This policy brief provides an introduction to integrating wheeled mobility and positioning device (WM & PD) provision into rehabilitation work with a focus on emergency contexts

PP Brief No 9(2)

View webpage for full text
University of Michigan – Ghana Information Resources

http://guides.lib.umich.edu/ghana-health

- click the links to open the different pages of the guide
Publications in the WHO African Region

The African Regional Health Report 2014

The health of the people: what works – the African Regional Health Report 2014

Imposing interventions on communities is difficult and often not sustained because there is no genuine demand for them. Where communities are the planners, decision makers and are responsible for supporting an intervention, it has more chance of succeeding. In Rwanda, when mutual health organisations are set up, it is community members who decide who should pay what. A strategy was devised to determine mutual health organisation contributions, subsidiarisation and exemptions. This approach is based on traditional values aimed at rallying the people around shared efforts to improve social conditions. In the past, people living in small villages would organize themselves to work on farms and build houses for the poorest people. Development partners saw an opportunity to build on this ethic and set up a system whereby the community identifies destitute people and determines the assistance they need. The Government of Rwanda, and development partners then send aid to groups that have identified their own needs, as part of poverty alleviation activities.

Understanding who communities trust for health advice and interventions (e.g. 80% use traditional healers) and why, and including those people in the health system, increases opportunities for bringing better health. Making it real – turning recommendations into implementable actions – requires genuine partnership with, and adaptation by, the communities affected.

http://www.afro.who.int/en/publications.html
1) Click on “Research & Resources”.
2) Click on the link to access the “African Journal Of Disability”.
3) This is an open access journal which means that all content is freely available.
1) Click on “Disability Guidelines”.

http://afri-can.org/

2) Scroll down page to access “Information Links” on right hand side.

3) Click on “CAN Publications”.

Welcome to CAN
WHAT ARE THE KEY MESSAGES OF THIS BOOK?

Chapter 1 (Community-Based Rehabilitation, an Effective Strategy for Rights-Based, Inclusive Community Development) recalls the process for elaborating the CBR Guidelines, and provides a quick overview of their content and intended contribution towards Community-Based Inclusive Development.

Chapter 2 (The Role of the Community in CBR) explores what the terms 'community' and 'community-based' mean, which community stakeholders need to be mobilized and what their respective roles and responsibilities can be to ensure that CBR makes a meaningful contribution towards people with disabilities' full and effective participation, in line with the UNCRPD.

Chapter 3 (Building Partnerships and Alliances in CBR) looks further into the required coordination mechanisms for a multi-sectoral and multi-stakeholder CBR to be truly functional at the local level. It highlights the importance of partnerships between the multiple stakeholders involved.

Chapter 4 (Capacity Building in CBR: Learning to Do CBR) lays emphasis on capacity development and the required means to secure and reinforce appropriate competencies and skills of CBR stakeholders to perform quality work.

Chapter 5 (The Link between Health-Related Rehabilitation and CBR) reviews the structure of primary healthcare and identifies linkages, complementarities and challenges in optimizing coordination between health-related rehabilitation and CBR services.

Chapter 6 (The ICF as a tool to support CBR planning and management) discusses the potential use of the International Classification of Functioning, Disability and Health (ICF) in supporting CBR planning, implementation and monitoring, and its contribution to greater evidence in CBR.

Chapter 7 (Evidence Base for CBR) focuses on the importance of a strong evidence base in CBR and calls for increased research and a stronger role to people with disabilities in this process.

Key resolutions from the 4th CBR Africa Network Conference (Appendix 2) were formulated and endorsed by delegates of the conference who represented
1) Click on “About CBM” tab.
2) Click on “Resource Centre” link.
3) Click on “Publications” link.
World Federation of Occupational Therapists (WFOT)

Click on arrow to open menu options for the Resource Centre.

http://www.wfot.org/
What Is It?

It is a free, online, 24 hour conference for occupational therapists.

OT = Occupational therapy
24=24 hours
Vx=Virtual exchange

Links to recordings are available for 1 year

<table>
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<th>Topic</th>
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Click to access free conference.
Recordings available for 1 year!

http://ot4ot.com/
Kawa River Model

Delivering Culturally Sensitive Occupational Therapy video/ Michael Iwama

Levels of Evidence

Hierarchy of Evidence of Treatment Effectiveness

- Systematic Reviews & Meta-analyses
- Randomized Controlled Trials (RTC)
- Cohort Studies
- Case Control Studies
- Case Series/Case Studies
- “Expert Opinion”
GATE Appraisal Form (Quantitative)

Click to access 2015 forms.

Scroll down to bottom of page and click on the link that corresponds to the study type you want to appraise.

The GATE CAT workbooks can be downloaded by clicking on the titles below. A minor update was made to workbooks 1-4 in December 2015. On the Appraise sheet, the Analysis section on all four workbooks now includes a 'not applicable option' for each of the questions. Also the Analysis section on the Appraise sheet of the Case control studies workbook was locked; this has now been unlocked.

GATE CAT workbooks:

1. Intervention and risk studies
2. Diagnostic test accuracy studies
3. Prognostic studies
4. Case control studies
5. Systematic reviews
Click tabs to access all forms in the file.
Instructional material for GATE forms

30 min. video of Prof. Rod Jackson going over how to use the GATE forms

https://www.youtube.com/watch?v=qtuSKKrk7U&list=PLPdZt8Yjl_fCdMQjFysZUAgGlFz2g2t-T&index=4

Article that discusses each element of the GATE form

Critical Review Form - Qualitative Studies (Version 2.0)
© Letts, L., Wilkins, S., Law, M., Stewart, D., Bosch, J., & Westmorland, M., 2007
McMaster University

CITATION:

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<td>Describe the justification of the need for this study. Was it clear and compelling?</td>
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<td>◦ no</td>
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<th>STUDY DESIGN:</th>
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<tr>
<td>What was the design?</td>
<td>Was the design appropriate for the study question? (i.e., rationale) Explain.</td>
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Guidelines for Critical Review Form: Qualitative Studies (Version 2.0)
© Letts, L., Wilkins, S., Law, M., Stewart, D., Bosch, J., & Westmorland, M., 2007

Introduction
- These guidelines accompany the Critical Review Form: Qualitative Studies originally developed by the McMaster University Occupational Therapy Evidence-Based Practice Research Group and revised by Letts et al., 2007. They are written in basic terms that can be understood by researchers as well as clinicians and students interested in conducting critical reviews of the literature.
- Guidelines are provided for the questions in the left hand column of the form and the instructions/questions in the Comments column of each component.
- Examples relate to occupational therapy research as much as possible.
- These guidelines assist readers to complete critical appraisal of qualitative research articles. In recent years, there has been an increase in the number of meta-syntheses i.e., articles that examine more than one qualitative study and synthesize the data from these studies together. The approaches to conducting meta-syntheses are still emerging, and criteria for critical appraisal of meta-syntheses are not yet well-established. Over time, we anticipate that we may either revise this review form to incorporate meta-syntheses or develop another review form.

Critical Review Components

Citation
- Include full title, all authors (last name, initials), full journal title, year, volume number, and page numbers.
- This ensures that another person could easily retrieve the same article.

Study Purpose
- Was the purpose and/or research question stated clearly? - The purpose is usually stated briefly in the abstract of the article, and again in more detail in the introduction. It may be phrased as a research question.
APA Citation Style Guide

Formatting

- 1" Margins on 8.5”x11” paper
- 12 pt. Times New Roman font
- Double spacing
- Two spaces after “.”
- Page numbers - top right

Basic In-text Citation Styles

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<th>Parenthetical Format</th>
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<td>(Bradley, Ramirez, &amp; Soo, 1999)</td>
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<td>One work by four authors</td>
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http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx
The Basics of APA Style®

This tutorial is designed for those who have no previous knowledge of APA Style®. It shows users how to structure and format their work, recommends ways to reduce bias in language, identifies how to avoid charges of plagiarism, shows how to cite references in text, and provides selected reference examples.

View the tutorial >

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TDD/TTY: (202) 336-8123

APA Style Blog:  Blog Home | RSS Feed | About the Blog
COMMUNITY-BASED REHABILITATION

Bill Roberts
Occupational Therapist

Kelaniya University
Colombo, Sri Lanka
March 24, 2012

OT and CBR

Possible roles for the OT in CBR:
• Transfer of basic rehabilitation skills to community members, creation of positive attitudes and limitation of burden (Training)
• Provision of therapy when needed in preparation for participation (mobility aids, basic advocacy skills, etc.)
• Referral services
• Program implementation at government and community level
• Facilitating collaboration among the different CBR sectors and actors

(Fransen, 2004, pg. 170)
Practical Exercises

Please complete Exercise 7
Thank you!!

Material developed by: Karin Saric, MLIS
ksaric@usc.edu

Information Services Librarian
University of Southern California

On behalf of the Research4Life programmes

The HINARI Team
World Health Organization
Geneva, Switzerland
researchforlife@who.int
hinari@who.int
Twitter: @R4LPartnership; @hinari_trainers