

# MODEL OF JOINT TRAINING OF SPECIALISTS-MEMBERS OF MULTIDISCIPLINARY REHABILITATION TEAM ON THE BASIS OF PROBLEM-ORIENTED TRAINING WITHIN ONE FACULTY

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## **Abstract**

The rehabilitation industry of Ukraine is currently undergoing the process of reforming and developing in a new format, in accordance with international standards. The first step was due to the conclusion of the evaluation Mission of the WHO in 2015, which found the complete non-compliance of the system of rehabilitation services with the requirements of international standards and practices. Since 2017, training specialists for the rehabilitation industry of the country (doctors of physical and rehabilitation medicine, physical therapists, ergotherapists and their assistants) has started in Ukraine. Since 2019, the Ministry of Health of Ukraine has begun declaring the transition to a model of rehabilitation care by specialists in multidisciplinary teams on the basis of evidence-based rehabilitation. However, today the training of specialists-future members of multidisciplinary rehabilitation teams in universities of Ukraine is carried out uncoordinatedly without developing skills of effective cooperation and communication within the future team on a client-centered principle. We have developed and started the implementation of a new model of training specialists-future members of the multidisciplinary rehabilitation team in a compatible part of conditional teams with application of problem-oriented learning approaches within one faculty of Uzhhorod National University.

## **Keywords:**

Training of specialists. Multidisciplinary rehabilitation team. Problem-oriented training.

## **Резюме**

Реабілітаційна галузь України на сьогодні проходить процес реформування і становлення в новому форматі, згідно міжнародних стандартів. Перші крок був зумовлений заключенням оціночної Місії ВОЗ 2015 року, де констатовано повну невідповідність системи надання реабілітаційних послуг вимогам міжнародних стандартів та практик. З 2017 року в Україні розпочато підготовку фахівців для реабілітаційної галузі країни (лікарів фізичної та реабілітаційної медицини, фізичних терапевтів, ерготерапевтів та їх асистентів. З 2019 року Міністерство охорони здоров'я України розпочало декларувати перехід на модель надання реабілітаційної допомоги фахівцями у складі мультидисциплінарних бригад на засадах доказової

реабілітації. Але, на сьогодні підготовка фахівців-майбутніх членів мультидисциплінарних реабілітаційних команд в університетах України проводиться розрізнено без вироблення навичок ефективної співпраці та комунікації в межах майбутньої команди за клієнтцентрованим принципом. Нами розроблено і починає впроваджуватись нова модель підготовки фахівців-майбутніх членів мультидисциплінарної реабілітаційної команди сумісно в складі умовних команд з використанням підходів проблемно-орієнтованого навчання в межах одного факультету Ужгородського національного університету.

**Ключові слова:**

Підготовка фахівців. Мультидисциплінарна реабілітаційна команда. Проблемно-орієнтоване навчання.

**Introduction**

According to The Special Mission of the World Health Organization (WHO), which conducted a comprehensive assessment of the rehabilitation system in Ukraine in December 2015, working as part of technical consultations to support the development of a national plan for disability, health and rehabilitation system in Ukraine, it was clearly stated that the training system for the rehabilitation aids in the country does not meet international standards and approaches. In particular, it was recommended by this Mission to change completely both the system of training professionals for the rehabilitation system at the undergraduate stage, in accordance with international and European standards, as well as organize the work of specialists on a multidisciplinary approach [1]. The Ministry of Ukraine has officially announced the way to develop new positions in Ukraine in the field of rehabilitation (physician and medical rehabilitation, physical therapists, occupational therapists and their assistants) and the organization of rehabilitation care by specialists in multidisciplinary rehabilitation teams in 2019. [2]. The development of a multidisciplinary approach in various areas of rehabilitation care has been widely implemented in the country, in particular, there were suggested models for the formation of multidisciplinary teams in transition in a significant shortage of essential professional staff [3]. Nowadays, the system of rehabilitation assistance to the population in Ukraine has developed significantly. Thus, systemic changes in the provision of rehabilitation assistance are reflected in the new Law of Ukraine "On Rehabilitation of People with Disabilities", which has already been adopted in the first reading by the Verkhovna Rada of Ukraine [4]. Article 10 of this Law of Ukraine defines a multidisciplinary rehabilitation team (MRT) as a separate independent subject of rehabilitation for the first time. A separate article

of this Law (Article 12) defines the essence of the MRT, its composition and principles of formation, forms and organization of work, etc. It is important that the Law provides a differentiated approach to the formation of multidisciplinary team: "Professional and quantitative composition of the team depends on the peculiarities of the restrictions of life of the patient, who is in need of rehabilitation, as well as the specifics of the rehabilitation institution, department, unit "[5]. In the same document, for the first time is defined a complete list of rehabilitation specialists which includes: doctors of physical and rehabilitation medicine, physical therapists; occupational therapists, speech therapists, prosthetic orthoses; psychologists, psychotherapists, rehabilitation nurses, assistants of physical therapists and occupational therapists. They form the main composition of the RTO, which can also be introduced and other professionals: social workers, correctional teachers and others.

**The system of training specialists - members of multidisciplinary rehabilitation teams in Ukraine.**

Today, the ideal basic staff of multidisciplinary RT, which can provide a full range of rehabilitation measures at all stages of rehabilitation for the vast majority of patients, can be considered as the model shown in Figure 1 [3].

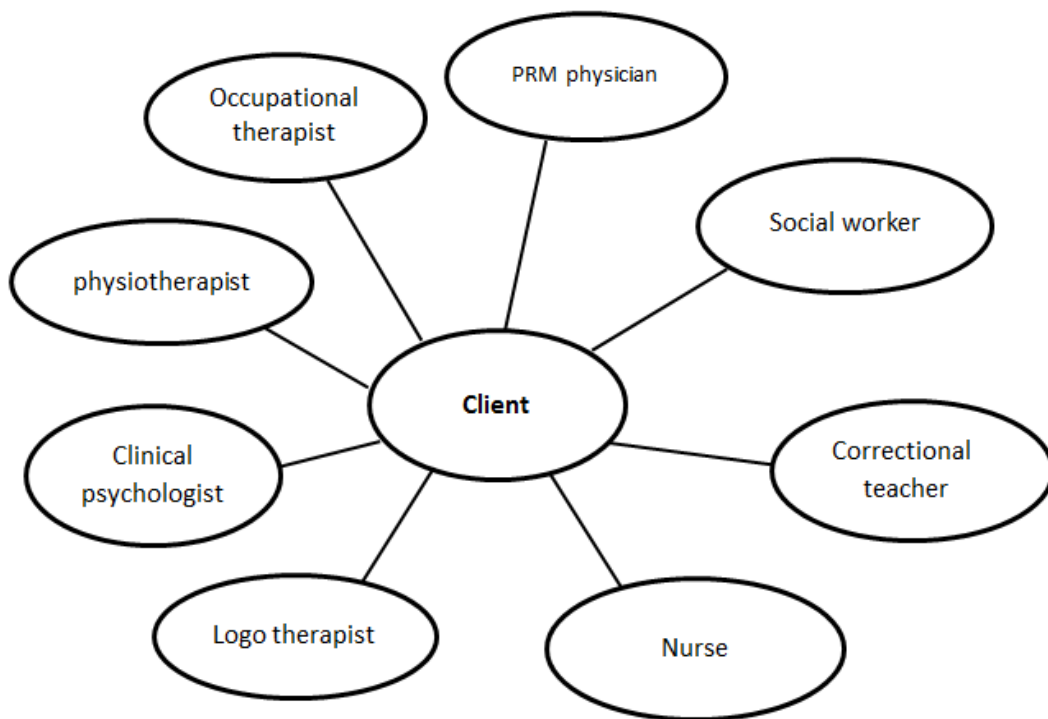


Figure 1. Idealized model of the basic staff of multidisciplinary rehabilitation teams

If we analyze the presented composition of the MRTs in terms of training specialists of this team in the higher education system of Ukraine, it becomes clear that their training is uncoordinated and completely separate. Thus, MRTs include specialists who are trained not only in various educational programs and specialties, but even in various fields of knowledge. Thus, the vast majority of MRT members are trained in the field of knowledge 22, Health care, but in different specialties: physicians of physical and rehabilitation medicine; physical therapists, occupational therapists and their assistants; nurses. At the same time, a correctional teacher is another branch of knowledge (01. Education / Pedagogics); social worker, psychologist - 05. Social and behavioral sciences. Speech therapist as a separate specialty has not yet been defined in Ukraine at all, and their functions are performed by speech therapists who are trained as teachers (field of knowledge 01. Education / Pedagogics). Of course, in such conditions, the training programs of these specialists are not coordinated with each other and do not provide students with the opportunity to obtain special knowledge and skills for effective cooperation with other members of MRTs in implementing individual rehabilitation plans of patients. Consequently, the process of practical communication and cooperation begins as a result of the practical work of MRTs. The problem of obtaining required skills of cooperation between specialists of MRTs is even deeper, because communication is absent during training even within one field of knowledge. Thus, according to the analysis of the official list of higher education institutions that train physical therapists and occupational therapists in Ukraine (data from higher education institutions that announced the admission of students to study in specialty 227. Physical therapy. Occupational therapy in 2020) revealed that Ukraine prepares physical therapists in 59 higher education institutions [6]. The distribution of educational institutions that train physical therapists in Ukraine, by specialization and profile of educational activities for 2020 are presented in the table.

Tab. Distribution of educational institutions that train physical therapists in Ukraine, by specialization and profile of educational activities (for 2020)

<b>Type of higher education institution</b>	<b>Quantity in Ukraine</b>
Universities of physical education and sports	4
Multidisciplinary national / state universities	15
Pedagogical universities	6
Medical and nursing institutions	10
Technical / non-specialized institutions	10
Private universities	16

Obviously, pedagogical, technical universities and universities of physical education face certain technical difficulties in providing joint training of MRTs even during practical training in clinical practice. Theoretically, such opportunities may exist in multidisciplinary universities and medical universities, where training is provided in most specialties, specialists of which are part of the MRT.

### **The model of joint training of specialists-members of a multidisciplinary rehabilitation team within one faculty**

The initial analysis of the ability of Uzhhorod National University to train specialists - members of the MRT showed that almost all the necessary specialties are already training the necessary specialists at various faculties of the university. Thus, the training of doctors and bachelors of nursing is carried out at the medical faculty; physical therapists, occupational therapists and their assistants, correctional teachers, speech therapists and masters of nursing - at the Faculty of Health and Physical Education; social workers and psychologists - at the Faculty of Social Sciences. Most of these specialists can undergo various forms of postgraduate training and advanced training at the Faculty of Postgraduate Education. Based on this, we started implementing a new model of

training specialists - potential members of the MRT (except for doctors) on the basis of one faculty of the university - the Faculty of Health and Physical Education. Thus, both theoretical and, especially, practical studies of disciplines of the block of professional training should take place not on separate specialties, but in compatible groups as a part of educational multidisciplinary teams (figure 2). In particular, the study of blocks of general disciplines and individual disciplines of purely professional training in each course will be conducted according to separate curricula for the selected educational program. And separate disciplines of professional training students of different specialties will study in the system of cycle training in mini-groups, which will be formed according to the principles of formation of MRTs on the basis of problem-oriented learning. Special emphasis will be placed on practical training. So, on one base of practice, in one period the already formed educational MDB as a part of students (on one representative) of all specialties of preparation there will be directed.

In particular, the future:

- Physical therapist
- Occupational therapist
- Assistant physical therapist and occupational therapist
- Speech therapist
- Social worker
- Clinical psychologist
- Nurse
- Correctional teacher

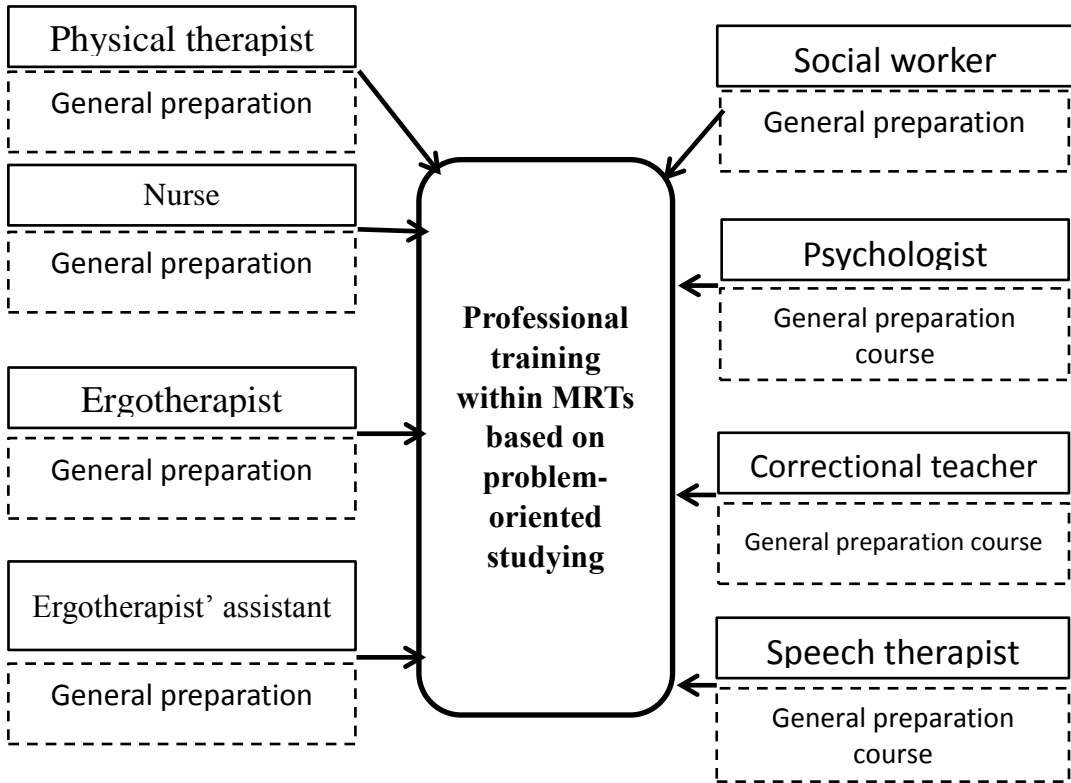


Figure 2. Model of training on the basis of one faculty (multidisciplinary approach)

## Conclusions

The new model of joint training of members of a multidisciplinary rehabilitation team within one faculty is a step towards changing the policy of the Faculty of Health and Physical Education of Uzhgorod National University and introducing new approaches which can provide educational services to improve the theoretical and practical competencies of graduates. The highlights of the new model are:

- Changing of the educational program with an emphasis on problem-oriented learning.
- Changing of the educational process and joint cyclical training in the format of a multidisciplinary team in clinical establishments.
- Changing of the internship through the introduction of dual learning system and intership taking place at the faculty.

The introduction of this model will allow graduates of educational programs - future members of the MRT to acquire additional competencies, as part of a team of specialists who in practice implement comprehensive rehabilitation programs for different categories of patients.

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