

2.3 Framework for Digital Rehabilitation Competences in East Africa (FDRC-East Africa)

| Health (digital service) | | | | | | | | | | | | | | | | | | | | |
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| Outcomes | <p>Clients of rehabilitation</p> <ul style="list-style-type: none"> - have equal access to health services and participation in digital activities necessary to achieve the highest possible standard of health - know how to achieve good levels of health and participate in digital activities contributing to their health - participate in digital activities that prevent illness and disease - engage in planning and carry out Digital Rehabilitation activities with the required services - have access to suitable digital tools, can use them and know how to use them in everyday life | | | | | | | | | | | | | | | | | | | |
| Competences | Competences and activities for Digital Rehabilitation | | | | | | | | | | | | | | | | | | | |
| 1. Practice | Competences and activities related to (digital) interaction between rehabilitation professionals, the client and family. Competences and (digital) activities include those necessary for establishing appropriate digital driven working relationships, assessment, planning, delivering and monitoring digital driven interventions. They use adequate decision-making and problem-solving for the entire Digital Rehabilitation process. | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>Key competences:</th> <th>Behaviors</th> </tr> </thead> <tbody> <tr> <td rowspan="3">1. Places the client and their family at the center of practice</td> <td>Supports the client and their family to be active partners in their rehabilitation, including decision-making</td> </tr> <tr> <td>Seek (digital) support to adapt practice towards the desired outcome of the client and their families responding to their needs, preferences, goals and circumstances</td> </tr> <tr> <td>Seeks (digital) support to recognize and address barriers to the client and their family's engagement in rehabilitation, including their ability to access services</td> </tr> <tr> <td rowspan="2">2. Communicates effectively with the client, their family, and their health-care team</td> <td>Adapts communication to a range of needs and practices, including through the use of interpreters, assistive technology, and relevant accommodations</td> </tr> <tr> <td>Manages the environment to support effective communication, taking into consideration noise, privacy, comfort and space</td> </tr> <tr> <td rowspan="2">3. Adopts a rigorous approach to problem-solving and decision-making</td> <td>Identifies personal, environmental, and health factors and seeks support to use them in conceptualizing problems and identifying solutions</td> </tr> <tr> <td>Seeks support to identify innovative approaches to addressing challenges with a client and their family</td> </tr> <tr> <td rowspan="2">4. Integrate evidence in practice</td> <td>Maintains an awareness of current evidence-based practice</td> </tr> <tr> <td>Follows current evidence-based guidelines and protocols</td> </tr> <tr> <td>5. Works within scope of practice and competence</td> <td>Seeks support and guidance when encountering situations beyond scope of practice and competence</td> </tr> <tr> <td>Digital activities:</td> <td>Tasks</td> </tr> </tbody> </table> | Key competences: | Behaviors | 1. Places the client and their family at the center of practice | Supports the client and their family to be active partners in their rehabilitation, including decision-making | Seek (digital) support to adapt practice towards the desired outcome of the client and their families responding to their needs, preferences, goals and circumstances | Seeks (digital) support to recognize and address barriers to the client and their family's engagement in rehabilitation, including their ability to access services | 2. Communicates effectively with the client, their family, and their health-care team | Adapts communication to a range of needs and practices, including through the use of interpreters, assistive technology, and relevant accommodations | Manages the environment to support effective communication, taking into consideration noise, privacy, comfort and space | 3. Adopts a rigorous approach to problem-solving and decision-making | Identifies personal, environmental, and health factors and seeks support to use them in conceptualizing problems and identifying solutions | Seeks support to identify innovative approaches to addressing challenges with a client and their family | 4. Integrate evidence in practice | Maintains an awareness of current evidence-based practice | Follows current evidence-based guidelines and protocols | 5. Works within scope of practice and competence | Seeks support and guidance when encountering situations beyond scope of practice and competence | Digital activities: | Tasks |
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| Digital activities: | Tasks | | | | | | | | | | | | | | | | | | | |

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| | 1. Obtaining an environment for (digital) rehabilitation | Providing basic explanations of what may be involved in the client's (digital) rehabilitation, including potential benefits and harms, in the context of routinely delivered interventions |
| | | Clarifying the understanding of, and expectations for, (digital) rehabilitation of the client and their family |
| | | Articulating information needs, searching for data, information and content in digital environments, accessing them and navigating between them, inclusive information retrieval |
| | | Managing strategies to access digital resource |
| | | Confirming consent according to legal and/or organizational policy |
| | 2. Conducting (digital) rehabilitation assessments | Obtaining a basic health, environmental and personal history, clearly relevant to the needs of the client and their family |
| | | Conducting routine and basic assessments of body structures and functions |
| | | Identifying typical barriers and facilitators in the client's environment |
| | | Conducting basic assessments of the client's performance in relevant activities and their participation in meaningful events and life roles |
| | | Assessing (digital) resources and make choices what resources to include in the rehabilitation process |
| | 3. Developing and adapting (digital) rehabilitation plans | Identifying rehabilitation goals with the client and their family based on their priorities and expectations and the service context |
| | | Identifying (digital) rehabilitation interventions required to address the goals of the client and their family |
| | | Participating in the development and coordination of interprofessional rehabilitation plans |
| | 4. Implementing (digital) rehabilitation interventions | Providing the client and their family with customized education and training to promote self-efficacy and self-management |
| | | Providing and guiding the client and their family in the use of (digital) assistive products, constructing and/or modifying them according to needs |
| | | Identifying and facilitating innovative modifications to the client and their family's environment to improve (digital) safety, (data) privacy, access and functioning |
| | | Using preventative, restorative and compensatory exercises, techniques and physical modalities |
| | | Development of digital content and integration into rehabilitation |
| | 5. Using evidence | Using approaches to evidence implementation in practice |

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| | 6. Evaluating progress towards desired outcomes | Using evaluation measures, also including data evaluation to assess progress towards desired outcomes |
| | | Analyzing, interpreting and critically evaluating the data, information and digital content |
| | 7. Discharging and ensuring appropriate continuity of care | Following-up with the client and their family after discharge, initiating further routine services if necessary |
| | | Organizing, storing and retrieving data, information, and content in digital environments |
| | | Establishing a discharge plan with the client and their family |

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| | Education (in a Digital Rehabilitation setting) | | |
| Outcomes | Clients of rehabilitation - participate in a variety of learning opportunities based on their needs and desires - make use of learning opportunities to improve their health skills and health conditions - experience equal opportunities to participate in learning opportunities that meet their needs and respect their rights | | |
| Competences | Competences and activities for Digital Rehabilitation | | |
| 2 Learning & Development | Competences and (digital) activities related to a digital driven development of the rehabilitation professional themselves and others. Competences and activities within this domain involve continuous professional development, teaching and learning. | | |
| | Key competences: | Behaviors | |
| | 1. Continues to learn and develop | Reflects on practice, seeking support to identify alternative approaches and their implications | |
| | | Applies learning to practice with support as needed | |
| | | Seeks and reflects on feedback, amending performance accordingly, with support as needed | |
| | 2. Supports the learning and development of others | Identifies opportunities for learning according to the needs and preferences of the learner(s) | |
| | | Shares information and practices in terms appropriate to the needs of the learner | |
| | 3. Works to strengthen rehabilitation education and training | Encourages and motivates others in the pursuit of ongoing learning and development | |
| | | Advocates for expanded opportunities for rehabilitation education and training | |
| | Digital activities: | Tasks | |
| | 1. Supervising and teaching others | Appraising the learning needs of others in the context of (digital) rehabilitation | |
| | | Initiating and leading education and training (digital) activities | |
| | | Providing constructive feedback | |
| | 2. Creatively using digital technologies | Using digital tools and technologies to create knowledge and to innovate processes and products | |
| Planning and developing a sequence of understandable digital instructions to perform a specific task | | | |
| Being aware of behavioral norms and know-how while using digital technologies and interacting in digital environments | | | |
| Adapting communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments | | | |
| 3. Integrating and re-elaborating digital content | Modifying, refining and integrating new information and content into an existing body of knowledge | | |

| Livelihood + Social (in a Digital Rehabilitation context) | | |
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| Outcomes | Clients of rehabilitation - acquire skills on an equal basis with others through a range of inclusive training opportunities - have access to digital service on an equal basis with others - access formal and informal social protection measures they need - access and control the way needed personal assistance is provided | |
| Competences | Competences and activities for Digital Rehabilitation | |
| 3 Professionalism | Competences and (digital) activities related to professional integrity, collaboration, (digital) safety and privacy as well as quality of care, that enable a digital driven performance of the professional role. | |
| | Key competences: | Behaviors |
| | 1. Demonstrates ethical conduct | Complying with professional standards, legal regulations and organizational procedures and guidelines Seeking support to identify and managing real or potential conflicts of interest |
| | 2. Maintains professionalism | Manages professional boundaries with colleagues and stakeholders Employs strategies and seeks support to maintain own health and well-being |
| | 3. Works collaboratively | Sharing and seeking information with/from relevant colleagues and external stakeholders Cooperating with others across disciplines, roles, cultures and organizational hierarchies Working respectfully and constructively, seeking support to prevent and resolve conflict |
| | 4. Manages professional responsibilities | Prioritizing and managing workload with support as needed Adapting to uncertainty and change, seeking support when needed |
| | Digital activities: | Tasks |
| | 1. Managing risks and hazards | Conducting basic assessments of routine hazards and risks Reporting hazards, incidents and errors and solving technical problems |
| | 2. Interacting through digital technologies | Interacting through a variety of digital technologies and understanding appropriate digital communication means for a given context |
| | 3. Undertaking quality improvement initiatives | Contributing to quality improvement activities as directed |
| | 4. Participating in team forums | Contributing to team meetings and interprofessional case conferences Participating in society through the use of public and private digital services |



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| | | Seeking opportunities for participatory citizenship through appropriate digital technologies |
| | 5. Advising on rehabilitation | Addressing questions and concerns about rehabilitation |

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| | Empowerment (in a Digital Rehabilitation context) | | |
| Outcomes | Clients for rehabilitation - make informed choices and decisions - use communication skills and resources (including supportive decision-making) to facilitate interactions effectively - play a catalyzing role in mobilizing key community stakeholders to create an enabling environment - engage in and benefit from self-help groups in local communities | | |
| Competences | Competences and activities for Digital Rehabilitation | | |
| 4 Management & leadership | Competences and (digital) activities related to teamwork, strategic thinking, management, service development and evaluation, resource management and data protection. | | |
| | Key competences: | Behaviors | |
| | 1. Works to enhance the performance of the rehabilitation team | Recognizes and values the roles and contributions of team members | |
| | | Engages in and supports teamwork | |
| | | Encourages others to provide quality practice according to rehabilitation core values and beliefs | |
| | 2. Works to enhance the performance of rehabilitation service delivery | Recognizes and promotes the needs and preferences of the population in service delivery | |
| | | Contributes to the development of and promotes a shared vision for service delivery | |
| | | Recognizes the environmental context of service delivery | |
| | | Recognizes the impact of system and structural inequalities on service delivery | |
| | | Engages in efforts to strengthen and integrate rehabilitation in the health system | |
| Being aware of the environmental impact of digital technologies and their use | | | |
| 3. Acts as a rehabilitation advocate | Participating in initiatives to promote rehabilitation provision for all who need it | | |
| | Promoting the role and value of rehabilitation within the immediate environment | | |
| | Encouraging and supporting people to advocate for their rehabilitation needs | | |
| Digital activities: | Tasks | | |
| 1. Managing digital approaches in a rehabilitation team | Allocating digital tasks and responsibilities, with support as needed | | |
| | Assisting in the establishment of lines of accountability and support digital structures for team members | | |
| | Utilizing and providing input on mechanisms to support team communication | | |
| | Using digital tools and technologies for collaborative processes | | |

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| | 2. Managing rehabilitation (digital) service delivery | Contributing to the identification of service goals and objectives |
| | | Sharing data, information and digital content with others through appropriate digital technologies |
| | | Complying with and providing input on policies and procedures for safe and inclusive service delivery |
| | 3. Identifying (digital) needs | Assessing needs and possible technological responses |
| | | Supporting others with their digital competence development |
| | 4. Monitoring and evaluating (digital) rehabilitation service delivery | Identifying, evaluating, select and using digital tools |
| | 5. Protecting personal data and privacy | Protecting personal data and privacy in digital environments |
| | | Understanding how copyright and licenses apply to digital information and content |
| | | Understanding how to use and share personally identifiable information while being able to protect oneself and others from damages |
| | 6. Protecting health and well-being | Being able to avoid health-risks and threats to physical and psychological well-being while using digital technologies |
| | | Being able to protect oneself and others from possible dangers in digital environments (e.g. cyber bullying) |
| | | Being aware of digital technologies for social well-being and social inclusion |