Implementing an international DM training program in Belgium: Lessons Learned after 3 editions

Marie-Claire Lambrechts, François Perl, Saskia Decuman, Laurence Paquier, Lode Godderis

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NIHDI

Authors

Marie-Claire Lambrechts [1,2], François Perl [3], Saskia Decuman[3], Laurence Paquier[3], Lode Godderis[1,4]

1. KU Leuven, University of Leuven, Department of Public Health and Primary Care. Centre Environment and Health (CEH) - Belgium
2. VAD, the Flemish centre of expertise on alcohol and other drugs
3. Institute of Health and Disability Insurance (NIHDI), department of Benefits
4. IDEWE, External Service for Prevention and Protection at Work

Implementation of an Canadian
Disability Management Training Program in Belgium

Making a consortium

- In 2016, a consortium of different organisations was made to **adapt** and to **implement** Disability Management training program of NIDMAR in Belgium.
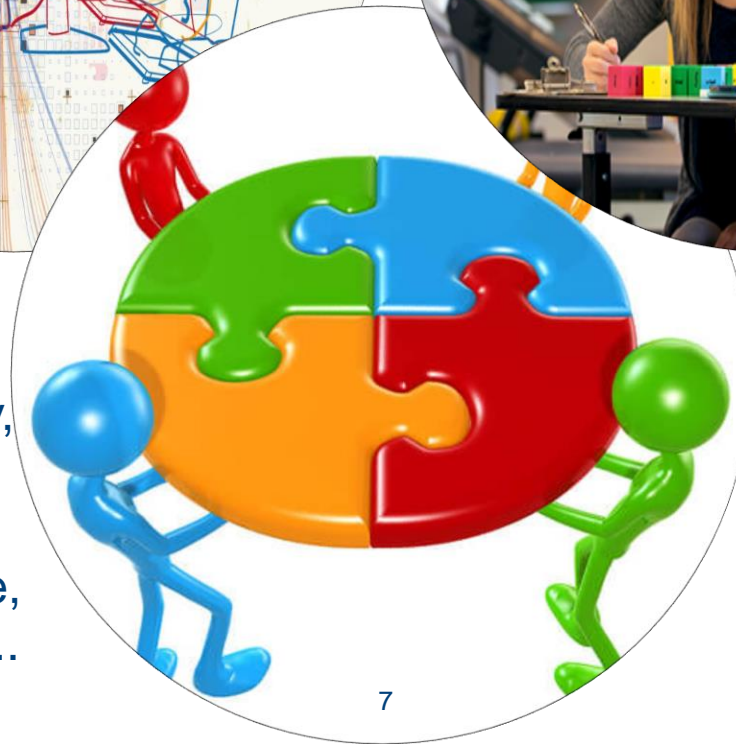
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Combination of Science and Practice - Multidisciplinary
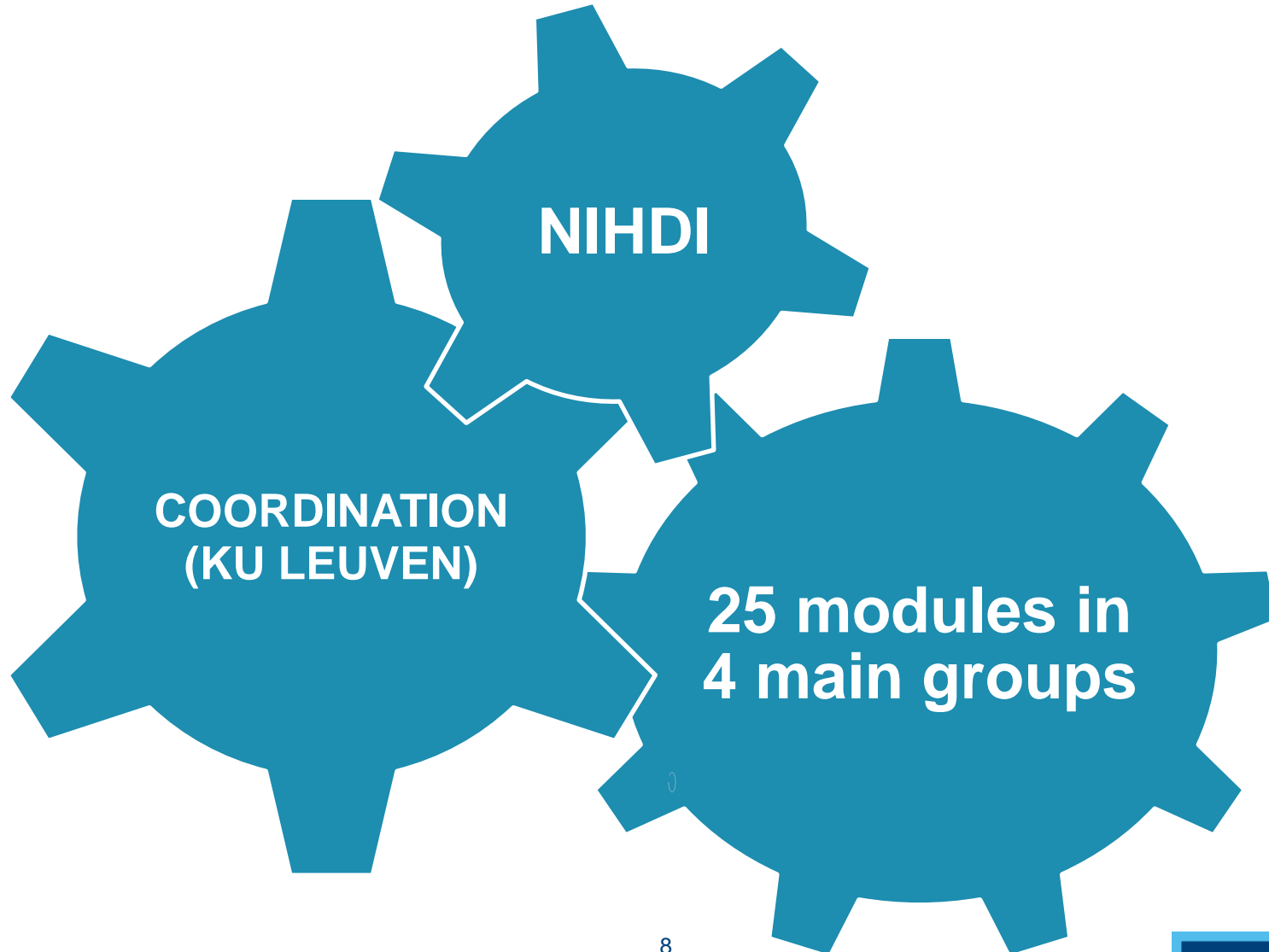
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KU Leuven, Ghent university, Liège université, Vrije Universiteit Brussel, Université libre de Bruxelles

Occupational Prevention services (Idewe & Mensura) – Act Désiron

Ergonomics, psychology, sociology, insurance medicine, occupational health, general medicine, law, human resources, ...

7

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We warmly thank all members of this consortium for their highly appreciated collaboration.

The implementation chain

NIHDI

COORDINATION
(KU LEUVEN)

25 modules in
4 main groups

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- Selection modules based on content and workload.
- **Adaptation** (context, recent research) of Canadian material by trainer(s) and co-worker(s) of each module.
- **Review** of all presentations, exercises and syllabi by the 4 supervisors.

A B P Q S T U V Y

C E F O R W

25 modules in 4 main groups

D G H K M X

I J L N

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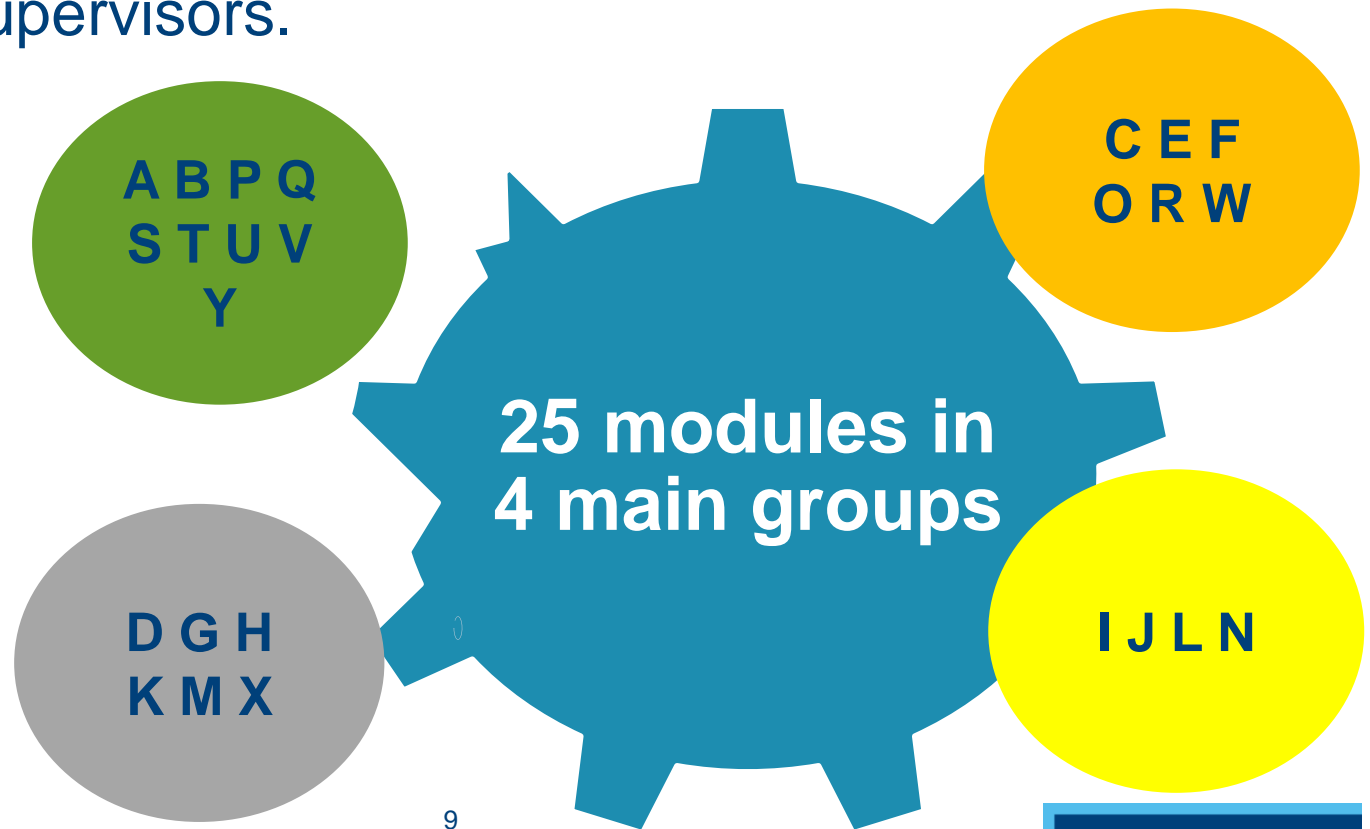
- Check of **content** of each module – of **congruence** with other modules – final **lay-out.**
- Revised material to NIHDI.
- Consortium meetings and individual contacts.

COORDINATION (KU LEUVEN)

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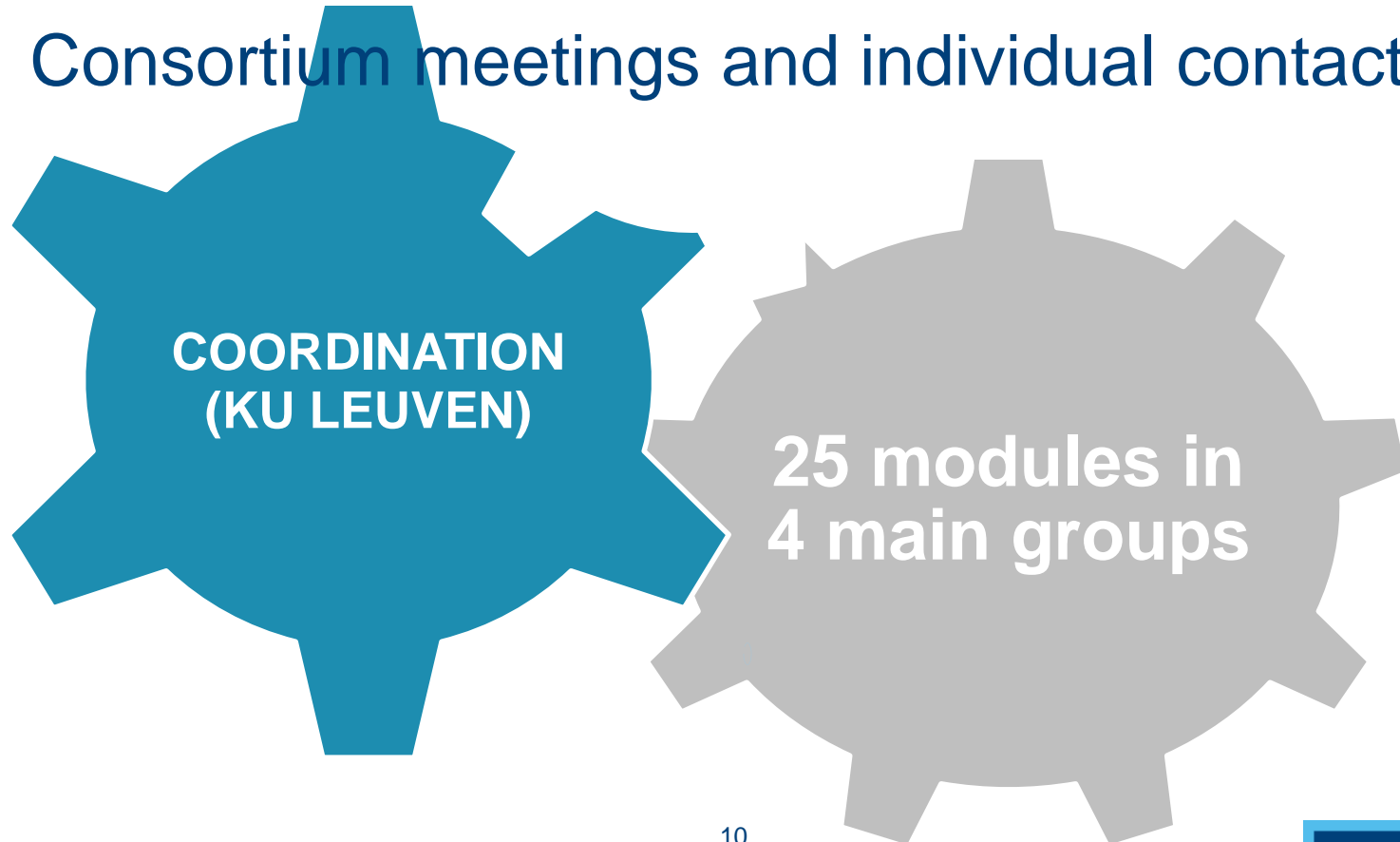
- Discussion in the reverse order of remarks and suggestions of NIHDI coordinator.
- **Translation!**

NIHDI

COORDINATION (KU LEUVEN)

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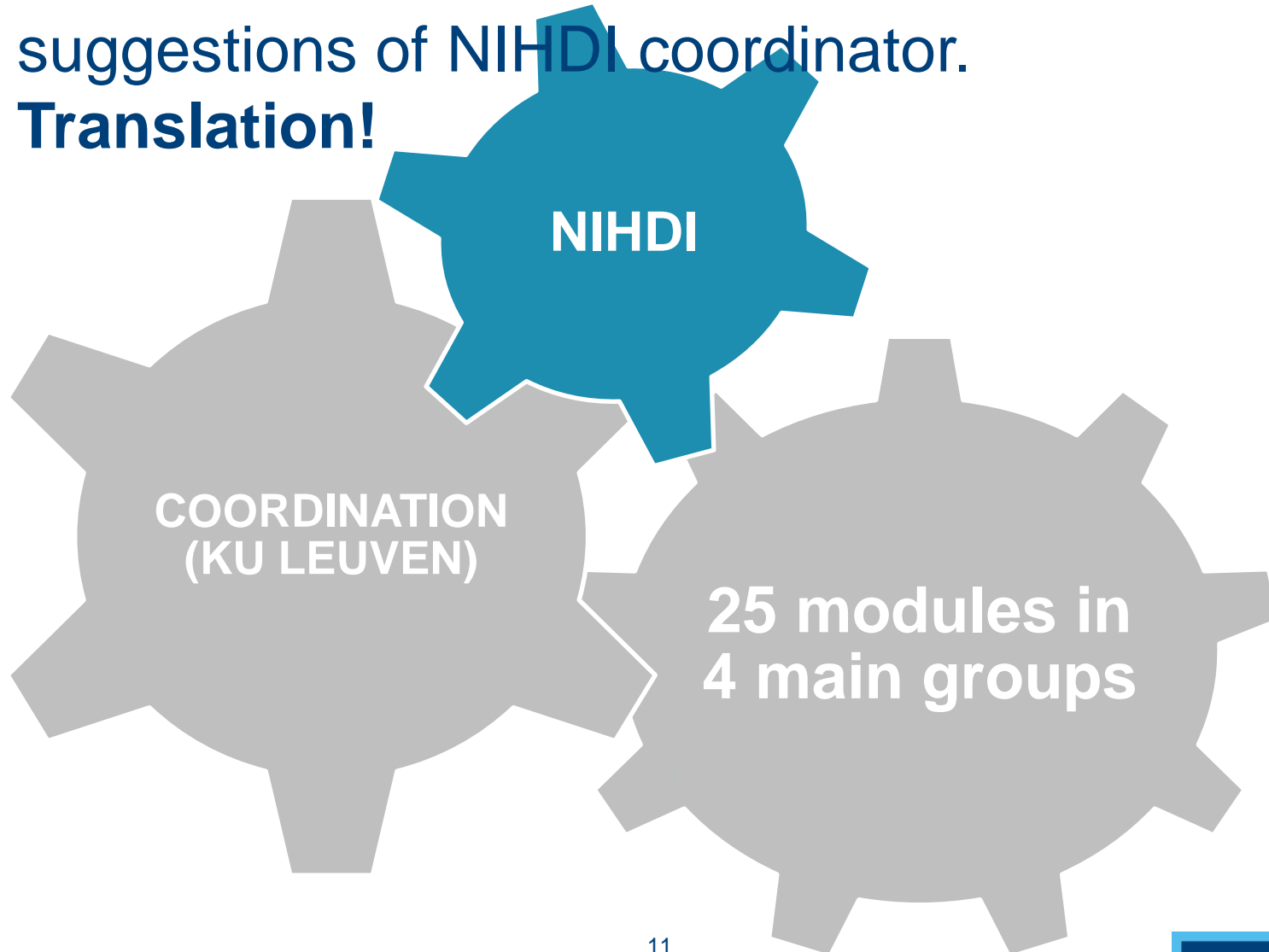
- Communication to **participants via coordination teams**

NIHDI

COORDINATION
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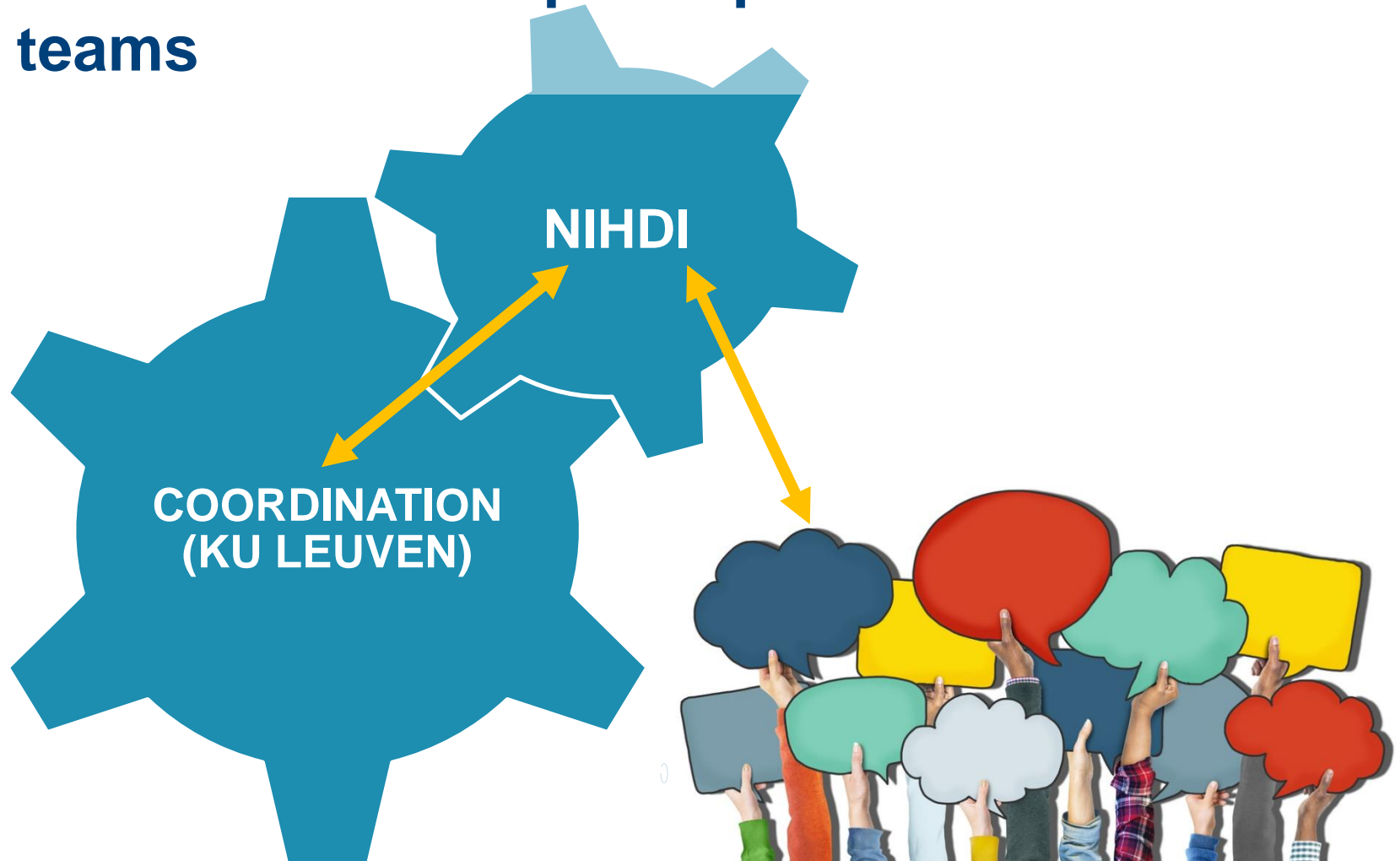
STUDENTS: PROFILES AND RESULTS

Students

- **Number of students**
  - 2016: 55
  - 2017: 64
  - 2018: 66

- **Differ in:**
  - Background (discipline)
  - Theoretical knowledge
  - Experience
  - Working place
  - Implementation of DM
  - Language

Certification

	CRTWC	CDMP	Total
	1st year	1st year	1st year
French speaking	7/13	4/8	11/21
Dutch speaking	11/14	3/7	14/21
	18/27	**7/15**	**25/42**

CRTWC: Certified Return To Work Coordinator
CDMP: Certified DM Professional

Evaluation

- **How** do we evaluate?
  - From <u>NIHDI</u> perspective; <u>students</u>: questionnaires + focus groups + personal contacts (during the whole trajectory); <u>teachers</u> (steering group).

- **Strong** points: multidisciplinarity, experts, networking, students heterogenity (also a challenge), coordination.

- **Learning** points:
  - Reorganisation of the original alphabetical order of the modules in congruent blocks (e.g. legislation, DM policy, RTW coordination) and revision of 'one day for each module' (already done).
  - Deadlines, exercices (feedback + adaptations).

Recertification: mix of initiatives

- **Education:** following/giving education; attending congresses (inter)national or giving presentations

- **Networking and professionalization (<u>alumni association</u>):** meetings with colleagues; intervision, discussion of cases … with the aim to work better in lign with the principles of DM; profiling DM; workshops DM; literature; participation in professional association

- **Development:** of product/process; publishing; (chapter) book; presentations; education; research

Lessons learned

- **'Implementation chain'**: very efficient, especially the link between the coordinators of the consortium and the NIHDI

- **International framework:**

  o Seemed to be <u>motivating</u>, both for participants (by receiving an international certification) and for consortium members,

  o But a <u>thorough adaptation</u> within a national framework is crucial. This was a very time consuming process. Many adjustments were required, especially in terms of legislation and national setting; translation including corresponding Belgian jargon.

What's next?

- **Prolongation** of the curriculum (NIHDI + consortium)

- **Consortium:** considering the timeframe, changes (new partners, new trainers, new co-workers) are probably.

- **Challenges:**

  - <u>Online</u> training;

  - Further adaptation versus alignment with original material (certification);

  - Heterogeneous group of students: different levels of theoretical and practical knowledge – language;

  - Objective of the curriculum: to obtain competences (better practice) versus obtaining certification.

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Presenter

Prof dr Lode Godderis

KU Leuven, Centre Environment and Health

lode.godderis@kuleuven.be

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