



# International Bobath Instructors Training Association

An international association for adult neurological rehabilitation

## IBITA

### A Competency Profile for Qualification as an IBITA Advanced Course Instructor

#### INTRODUCTION

These draft competencies are focussed on skills that do not fall under the competencies for certification as an IBITA recognised basic course instructor. In particular they focus on clinical decision-making, advanced clinical skills and on the ability to assist in the development of potential candidate-instructors and the further development of basic course instructors.

For qualification as an Advanced Course Instructor, the candidate should also satisfy all the competencies required for successful completion of the basic course as well as all the competencies for a basic course instructor. These competencies should all be performed at level 5, which the highest level of the clinical competency profile.

The candidate will usually show evidence of experience in working with persons who have a variety of conditions affecting the central nervous system. If the candidate is working largely in the area of stroke or only with a specific age-group, they should be able to demonstrate an enhanced ability to interpret, implement and evaluate evidence-based practice in their particular field.

The candidate should also demonstrate the ability to plan courses which satisfy the criteria for the content and level of advanced courses, including advanced courses on specific themes.

#### COMPETENCIES

The competency profile for qualification as an IBITA Advanced Course Instructor is divided into the following areas:

- Clinical decision making
- Advanced clinical skills
- Advanced teaching skills
- Interpretation and application of the underlying concept
- Interactive skills
- Organizational skills
- Self-directed learning and research
- Commitment to future instructor-training

1.

<b>Clinical decision-making</b>	<b>Level</b>
Upon qualification as an Advanced Course Instructor the candidate will be able to:	
<ol style="list-style-type: none"> <li>1. Utilise all the steps of the clinical decision-making process in order to analyse participation restrictions, activity limitations and underlying impairments in the specific individual, regardless of the central nervous system pathology.</li> <li>2. Set attainable patient-centred goals, both short- and long-term.</li> <li>3. Determine what type of intervention is appropriate, including whether other forms of intervention may be indicated for the specific condition.</li> <li>4. Determine appropriate instruments for the measurement of outcome.</li> <li>5. Determine the frequency, intensity and duration of treatment in order to achieve the optimum functional potential.</li> </ol>	

2.

<b>Advanced clinical skills</b>	<b>Level</b>
Upon qualification as an Advanced Course Instructor the candidate will be able to:	
<ol style="list-style-type: none"> <li>1. Display insight and accuracy in problem-analysis.</li> <li>2. Demonstrate the ability to use a wide range of handling skills with precision, with the ability to develop and adapt as required.</li> <li>3. Bring about positive change within a single treatment session.</li> <li>4. Bring about change in the person's functional ability, or give reasons why this has not been possible.</li> <li>5. Demonstrate a creative approach to treatment sessions, with the ability to develop novel ideas to stimulate interest and overcome specific problems as need be.</li> <li>6. Ensure active interaction with the individual and (where appropriate) his caregivers.</li> <li>7. Adapt these skills as appropriate for a wide range of CNS conditions.</li> <li>8. Deal effectively and safely with emergency clinical situations.</li> </ol>	

3.

<b>Advanced teaching skills</b>	<b>Level</b>
Upon qualification as an Advanced Course Instructor the candidate will be able to:	
<ol style="list-style-type: none"> <li>1. Set learning objectives for the specific advanced course, as well as for individual teaching sessions, incorporating the self-expressed goals of the participants.</li> <li>2. Select the appropriate subject content and level, in accordance with the requirements for advanced courses bearing in mind the specific needs of different countries, groups and institutions.</li> <li>3. Develop advanced courses on specific themes, in accordance with new knowledge or in accordance with needs that have been expressed.</li> <li>4. Select an appropriate level of presentation.</li> <li>5. Select an appropriate style of presentation that emphasises interactive problem-analysis and problem-solving.</li> <li>6. Select appropriate and effective audiovisual teaching media, which demonstrate a professional approach to the transfer of information.</li> <li>7. Recognise individual preferences, skills and experience and develop these to the benefit of the group as a whole.</li> </ol>	

4.

<b>Interpretation and application of the underlying concept</b>	<b>Level</b>
Upon qualification as an Advanced Course Instructor the candidate will be able to:	
<ol style="list-style-type: none"> <li>1. Develop the group's understanding of the underlying concept in the light of up-to-date knowledge of motor control and motor learning; perceptual, cognitive and behavioural factors; neural and muscle plasticity; neural and musculoskeletal biomechanics; pathology, treatment approaches and outcome studies.</li> <li>2. Explain how the current treatment session and ongoing treatment may impact on outcome.</li> <li>3. Explain how the previous experience of the individual and contextual factors may also influence the outcome.</li> <li>4. Foster interest and understanding amongst the participants, in order to enable them to become thinking, analytical and effective practitioners.</li> </ol>	

5.

<b>Interactive skills</b>	<b>Level</b>
Upon qualification as an Advanced Course Instructor the candidate will be able to:	

<ol style="list-style-type: none"> <li>1. Generate enthusiasm and motivation.</li> <li>2. Create an interactive milieu that encourages active and creative participation of group members.</li> <li>3. Utilise the experience and skills of group members to enhance the learning situation.</li> <li>4. Create new learning opportunities from incidents or comments that arise.</li> <li>5. Involve all individuals treated during the course, as well as with their family and/or caregivers as appropriate, in setting goals and taking part in treatment choices.</li> <li>6. Communicate constructively with other instructors involved in the course, using their ideas to enhance the success of the course.</li> <li>7. Advise individual course members on options to meet their specific needs and develop their professional competence.</li> </ol>	
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6.

<p><b>Organizational skills</b></p> <p>Upon qualification as an Advanced Course Instructor the candidate will be able to:</p>	<b>Level</b>
<ol style="list-style-type: none"> <li>1. Adjust the balance between theory, practical, clinical and discussion sessions in order to meet the needs of the specific course, the country, the institution and its clientele and the participants themselves.</li> <li>2. Select appropriate patients for demonstration and treatment on the course, ensuring that these represent different conditions and clinical pictures as well as different degrees of ability, different stages of the disease process and different ages.</li> <li>3. Demonstrate flexibility and the ability to cope with changing circumstances.</li> </ol>	

7.

<p><b>Self-directed learning and research</b></p> <p>Upon qualification as an Advanced Course Instructor the candidate will be able to:</p>	<b>Level</b>
<ol style="list-style-type: none"> <li>1. Offer suggestions for future self-development, both by building upon strengths and by identifying resources to assist in overcoming any needs.</li> <li>2. Critically evaluate the current literature in order to incorporate new insights into clinical practice and teaching.</li> <li>3. Have confidence in challenging practices which are not evidence-based.</li> <li>4. Have the ability to implement simple clinical research projects such as case studies and multiple case studies, utilizing appropriate outcome measures.</li> </ol>	

8.

<p><b>Instructor training</b></p> <p>Upon qualification as an Advanced Course Instructor the candidate will:</p>	<b>Level</b>
<ol style="list-style-type: none"> <li>1. Be a role-model for clinical excellence.</li> <li>2. Be able to identify potential instructor-candidates amongst the advanced course participants.</li> <li>3. Be committed to accepting candidate-instructors as assistants in basic courses as well as basic course instructors as assistants on advanced courses.</li> <li>4. Be able to guide candidates in their training process and give constructive and frequent verbal feedback, as well as the written feedback required by IBITA.</li> </ol>	

It is not expected that all Advanced Course Instructors will continue their training process in order to qualify as a Senior Instructor, and it is recognised that many of them may not wish to do so.

**IMPORTANT NOTICE**

Instructors may be invited to give courses in countries other than their home country. Before teaching in another country, please ensure that the contact member for the host country is aware of the invitation. If there is any doubt, please contact this member direct. Names and addresses of contact members are available on the IBITA web-site.