



Implementation of the Disability Management training program and certification in Belgium

Steps taken!

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- **NIHDI:**
 - Sickness benefits
 - Reintegration initiatives
 - Employees (white, blue collar workers) / unemployed AND independants
 - Not able to work due to private accident/ disease
 - Evaluation work incapacity (< 1 year versus > 1 year)
 - Medical advisors – sickness funds
- **Other regulations (other institutions responsible):**
 - civil servants
 - occupational diseases
 - work accidents

- **High rates of work incapacity:**
 - mental disorders
 - MSD
- **Complex**
 - Legislation (federal – regions)
 - Jobmatching (capacities – requirements)
 - Communication
- **⇒ Initiatives to stimulate RTW**
 - Progressive reintegration
 - Professional re-education

- **Offering tools: two levels**

- **Knowledge**

- Research
 - Networking

- **Education:** implementation of the DM educational framework

- **⇒ Development**



Implementation the DM-program in Belgium

- The basic education of professionals may not be enough to adequately guide the RTW-process of the person on WD
- NIHDI wants to develop hand-on tools to support professionals
- One tool is offering a broad educational framework in the domain of WD
- The Canadian National Institute of Disability Management and Research (NIDMAR) offers such a 25-modules DM curriculum



Back in time ... June 2014

- My first day
- My first mails
- My first job

“We have signed the licence, so we can search for teachers!!!!”

4 years later: we have found them, and we are in our third year. First students are certificated! Second exam took place!

How did we implement in Belgium?

Licence NIDMAR

Projet-team

Education

Certification NIHDI

- Examination committee
- Testagency (Fed. Gov.)

Step 1:
**Curriculum screening
by experts:**

- Update
- Alignment with Belgian context eg. legislation, reintegration trajectories
- ...

Step 2: Public call

- Modules → groups
- Multidisciplinary
- Background specific for module
- DM – Belgian social security
- Teaching skills
- Practical & scientific experience
- Network

CRTWC

CDMP

- **NIHDI**
 - Coordinator of the project
 - Educational framework
 - Lessons take place in our buildings
 - Check the material - Translation
 - Continuous evaluation (incl. research)
 - Certification
- **Teachers**
 - Coordinating the consortium
 - Lessons
- **OFO-IFA**: test agency

- **Scientific background and practical experience**
- **Main partner:** KU Leuven (Prof Godderis & Drs Marie-Claire Lambrechts)
- **Other Partners :**
 - Universities: KU Leuven/HIVA, UGent, ULB, ULg, UCL, VUB
 - External services for prevention and protection at work: IDEWE, Mensura
 - ACT-Desiron, Arbeid Consulting Team
- **Different disciplines:** each teaches in his/her expertise and sometimes 2 teachers for one module (and from different discipline)
- **Large group: needs coordination**

- Per module: ppt + syllabus
- Teacher → 'group responsible → coordinator → NIHDI ↔ teacher
- Check for
 - Allignment with original module + other modules
 - Translation
 - Correctness
- Some teachers give several modules but mostly other module = other teacher

- **Number of students**
 - **2016:** 55 students
 - **2017:** 64 students
 - **2018:** 66 students
- **Differ in:**
 - Background (discipline)
 - Theoretical knowledge
 - Experience
 - Working place
 - Implementation of DM



**Difference
year 1 - 3**

- **How do we evaluate?**
 - From our perspective
 - Students: questionnaire (paper – online) + focusgroup + personal contacts (during the whole trajectory)
 - Teachers have steering group
- **Strong points:** multidisciplinary, experts, networking, students heterogeneity (also a challenge), coordination
- **Learning points:** deadlines, exercises (feedback + adaptations), modules: one in two of vice versa, order of modules, ...
- **IMPLEMENTATION:** big step from class to daily practice due to several reasons. ⇒ LT guidance!

- **300 questions**
 - Keep
 - Adapt: degree of modification very different
 - Replace: we respected the max.
- **72 %**
- **No difference between languages** (sample size!)
- **First year so problematic questions were analyses BUT**
 - One correct answer option
 - 72% maintained

	CRTWC	CDMP	Total
F	7/13	4/8	11/21
D	11/14	3/7	14/21
	18/27	7/15	25/42

	CDMP		CRTWC	
	Min.	Max.	Min.	Max.
F	67.47	77.51	64.44	82.04
D	66.55	81.38	67.71	82.29

- **Mix of activities are taken into account**
- **Categories**
 - **Education**
 - Following/giving education
 - Attending congresses: (inter)national or give presentations
 - **Meetings with colleagues**
 - Intersession, discussion of cases ... with the aim to work better in line with the principles of DM
 - Workshops DM
 - Literature reading

- **Professionalisation**
 - Participation in professional association
 - Profiling DM
- **Development**
 - Development product/process
 - Publishing
 - (Chapter) book
 - Presentations
 - Education
 - Research

- **Adaptations versus alignment** with original material (certification)
- **Language**
- **Coordination as critical success factor** : consortium and NIHDI: both one contact person
- **Students:**
 - Different level of
 - theoretical knowledge
 - practical experience
 - Curriculum to obtain competences (better practice) versus obtaining certification



A real journey





Thanks to the consortium and the colleagues of the NIHDI!

