

## Earn Your Certificate in the Principles of Conductive Education

Conductive Education is described as habilitation through learning. This unique group method of active learning allows individuals living with motor disorders opportunities to maximize their functional independence. The intervention technique provides a cost-effective, time-efficient group program, which promotes success and personal goal achievement.

### This progressive certificate program:

- Is targeted towards therapists and educators working with individuals with motor disorders;
- Was developed in conjunction with international faculty, including an expert, formerly of Hungary's Peto Institute;
- Is a unique group method of active learning which allows individuals living with motor disorders opportunities to maximize their functional independence;
- Will benefit professionals in school-based, hospital-based, and long-term residential care facilities.

### Why Pursue This Certificate?

Conductive Education provides a method of intervention that maximizes a practitioner's time with the client. Based on clinical practice settings, CE can offer a variety of advantages.

#### CE for School-Based Therapists

- educationally relevant model
- maximized client function and independence
- time-efficient and effective
- cost-effective
- contributes to a systematic change in the way that services are delivered
- intensive motor training within the school environment

#### CE for Hospital-Based Therapists

- intensive rehab model
- maximized therapy time
- cost effective
- time effective
- transdisciplinary

#### CE for Long-Term, Residential-Care Settings

- group model
- maximized client independence
- cost-effective
- enhanced rehab service delivery
- increased socialization opportunities

### For More Information!

For application or program information, contact Dr. Roberta O'Shea: 708.235.3994 or [roshea@govst.edu](mailto:roshea@govst.edu).



# Certificate in the Principles of Conductive Education

# College of Health & Human Services

## About Our Program

- Online part-time program
- Sixteen credit hours in one year
- Program is eligible for 45 PT or OT continuing education units
- Practicum experience may take place at the Center for Independence through Conductive Education in Countryside, IL, or similar environments.
- Faculty consists of experienced OTs, PTs and Conductive Education teachers.

## Certificate Requirements

The certification program will include 16 semester credit hours of instruction.

### Required Courses

- OCCT/PHYT5510 Principles of Conductive Education (3)
- OCCT/PHYT5520 Disease Processes Relevant to Conductive Education (2)
- OCCT/PHYT5530 Advances in Motor Control and Motor Learning (3)
- OCCT/PHYT5550 Research in Conductive Education (2) OR OCCT/PHYT5580 Non-for-Profit Management (2)
- OCCT/PHYT5560 Practicum in Conductive Education (3)
- OCCT/PHYT5570 Learning Processes in Conductive Education (3)

### Total 16 credit hours

A capstone project of 45 hours will accompany the practicum experience. The practicum will take place at the Center of Independence through Conductive Education.

## Evidence in Practice

### Evaluation Research into the Efficacy of CE

Evidence exists to support the efficacy of CE, although more studies are needed (*AACPDM: Bourke-Taylor, O'Shea, Gaebler, 2007*). This certificate program aims to equip graduates with the skills to conduct research that will add to the evidence base.

### Need for Evidence-Based Practice in CE Programs

All practitioners providing an intervention service for children with CP must provide evidence to support the efficacy of their service. CE programs must comply with such standards, and ensure that programs are inclusive of progress occurring within medicine and the health sciences. One such advance is the importance of addressing functional goals within the context that the task is most frequently performed. This would suggest that professionals do need to provide services within the child's natural context, including practitioners working within a CE setting (*Bourke-Taylor, O'Shea, Gaebler, 2007*).

An example is evident in the change in approach to improve hand use in children with CP. Therapy goals have progressed from reducing impairment in the affected limb to models of practice that focus on increasing participation in specific activities using frequent practice of the exact task requirements in similar contexts. Wider environmental issues have a major influence on the child's participation in activities at home, school, and community. Intervention to reduce task constraints and provide a more enabling environment for children with CP at home demonstrates improvement in the abilities of the child in identified tasks of importance (*Bourke-Taylor, O'Shea, Gaebler, 2007*).

