Utilizing Pediatric Therapeutic Resource Guides in Developing Countries

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Learning – Objectives	<ol> <li>Explain the OT Doctoral Capstone experience with the non-profit organization, Travel &amp; GIVE and its significance</li> <li>Identify the needs of the pediatric</li> </ol>
	<ul> <li>population in developing countries through an occupational therapy lens</li> <li>3. Demonstrate the importance and strength of utilizing a therapeutic resource guide with the pediatric population in developing countries</li> <li>4. Identify barriers to implementation of guide and strategies to overcome</li> <li>5. Compare and contrast resources available among developed and developing countries</li> </ul>

### **Doctoral Capstone Experience**

• Phase 1:

- Planning → Topic, Plan, and Proposal
   Literature review
   Theoretical Framework

  - IRB application
  - Outcome measures

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#### **Doctoral Capstone Experience**

- Phase 2:
   Implementation
   40 hours/week
   14 weeks
   Virtual site



- Phase 3:

   Dissemination
   Analyze and synthesize capstone
   Finalize paper
   Formal presentation
   (vr. suit tiateraity, 20)

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#### **Travel & GIVE**

• Mission:

- Improve youth's quality of life regardless of disability Training, advocacy, and direct services
- Goal:
  - $\circ$   $\;$  Dispel stigma and provide access to quality services in developing
- countries • Consist of allied health professionals

  - o SLP o PT



#### **Travel & GIVE**

#### • Previous International Programs

- Previous International Programs

   Professional Development
   Travel and GIVE volunteers sharing skills, techniques and their knowledge with school staff and orphanages in Haiti since 2016
   Stocking libraries with books
   Travel & GIVE gathered books for young students attending schools in Jamaica in 2017

   Current International Program

   Telehealth Program
   Travel & GIVE volunteers provide opportunities for professional development and supervision for their partnered organizations via video chat and shared cloud drive

   The team of professionals offer screeners, treatment plans and goals

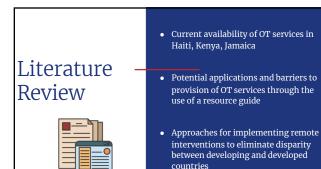
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### OT Doctoral Capstone with Travel & GIVE

- Pediatric therapeutic resource guide For Travel & GIVE and their educational partners in Haiti, Kenya, and Jamaica

  - Consists of activities and education
     Must keep in mind literacy level and their resources
- Travel & GIVE is best suited for this project
  - Mission and goals closely aligning with my values and experience

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#### **Needs of Pediatric Population in Developing Countries: Haiti**

- History of oppression
- History of natural disasters  $\rightarrow$  earthquakes
- Negative view about people with disabilities
  - Teachers in Haiti unable to assist their students with disabilities
  - Preconceived biases, developed attitudes, stigmatized views
     Approximately 400,000 Haitian children had a disability with about 5% having access to educational services
  - Policy makers not mandating accomodations be put into place for students with disabilities (Desrosiers & St. Fleurose, 2002; Landry et al., 2010; Pazapa, n.d.; Phillips, 2011; Wamba, 2020)



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#### Needs of Pediatric Population in Developing **Countries: Kenya**

- with disabilities

(Cloete & Obaigwa, 2019; Elder & Foley, 2015; Gona, 2016; Kenya National Bureau of Statistics, 2015; Opini, 2011; Owuor, 2017)



### **Needs of Pediatric Population in Developing Countries: Kenya**

- Revision of Kenyan Constitution → outlaw discrimination in educational institutions based on disability
  - Some developmental disorders have not been addressed by the government

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#### **Needs of Pediatric Population in Developing Countries: Jamaica**

- Increased likelihood of being impoverished, unemployed, and
  - with little education if they have a disability In 2012, 25% of people with a disability were considered poor as compared to approximately 20% of people who did not have a disability Primary education was highest achieved by those with a disability→ risk of be intervented with the second se
    - being unemployed
- Free education policy
- Special education programs ٠
  - Those with disabilities are still at a disadvantage



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## **Needs of Pediatric Population in Developing Countries: Jamaica**

- Disabilities Act of 2014
  - Protect rights of an education for people with a disability

  - Does not have national procedures to guarantee curriculum adaptations



#### **Need for OT in Haiti**

- Increased vulnerabilities for people who have a disability
- January 2020
  - Haiti's new OT program graduated their first class of OTs

    - Work in many settings
      OTs still travel to Haiti from other countries on short term medical missions
      - Not sustainable

(Association of Caribbean Occupational Therapy, n.d.-a; Schlegel & Mathieson, 2020; United Nations Children's Fund, 2005; World Health Organization, 2017)



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#### Need for OT in Kenya

- By 1971
   OT services were established but many were employed by the
- By late 1980s
   OTs were in hospitals and participating in community-based hospitals By 1993

   There were at least 400 OTs in various settings
   As of 2013

- There were 2 OT programs, 1,800 OTs but only 850 were employed President of Kenya's OT Association, David Kabarak Ebongon, says more needs to be done

#### **Need for OT in Jamaica**

- Under 10 OTs in Jamaica

  Lack of a program

  At least 15% of children under nine years of age have a disability in Jamaica
  About 27% of children with a disability in a 2011 census were not going to school because most of them did not have access to any educational program

  Some improvement in inclusivity but outcomes are subpar when compared to children who do not have disabilities in Jamaica
  Lack of access to classrooms or testing
  Parents report a need for OT in schools for their children

(Association of Caribbean Occupational Therapists, n.d.-b; Gayle-Geddes, 2020; Henry-Lee; 2014; Morris, 2011; United Nations Children's Fund, 2005; Wilson-Scott, 2018)

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#### **Utilizing Pediatric Therapeutic Resource Guide**

- Tangible resource
- Collaborate with educational partners • Track students' progress
- Pediatric therapeutic resource guide consists of:
  - Illustrations, video presentations, and written narrative
  - Different sections based on areas of deficit



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#### **Challenges and Barriers**

- Communication • •
- Political climate



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