

# Utilizing Pediatric Therapeutic Resource Guides in Developing Countries

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## About Us

**Jacqueline:** 

- 3rd year OTD student at A.T. Still University in Arizona
  - Declined acceptance to medical school to pursue my OTD
- Went to occupational therapy as a child
  - Still in touch with the OT and keep her updated on my OTD journey

**Alison:** 

- 11.5 years practicing
- Lead Occupational Therapist with Travel & GIVE
  - Volunteering for 6+
- Master's Degree from Stony Brook University
- Certified Stroke Rehab. Specialist
- Certified Brain Injury Specialist

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## Learning Objectives

1. **Explain** the OT Doctoral Capstone experience with the non-profit organization, Travel & GIVE and its significance
2. **Identify** the needs of the pediatric population in developing countries through an occupational therapy lens
3. **Demonstrate** the importance and strength of utilizing a therapeutic resource guide with the pediatric population in developing countries
4. **Identify** barriers to implementation of guide and strategies to overcome
5. **Compare** and contrast resources available among developed and developing countries

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### Doctoral Capstone Experience

- Phase 1:
  - Planning → Topic, Plan, and Proposal
    - Literature review
    - Theoretical Framework
    - IRB application
    - Outcome measures

(A.T. Still University, 2022)

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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

(A.T. Still University, 2022)

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### Travel & GIVE

- Mission:
  - Improve youth's quality of life regardless of disability
    - Training, advocacy, and direct services
- Goal:
  - Dispel stigma and provide access to quality services in developing countries
- Consist of allied health professionals
  - SLP
  - PT
  - OT

(Travel & Give, n.d.)



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### Travel & GIVE

- 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

(Travel & GIVE, n.d.)

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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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### Literature Review



- Current availability of OT services in Haiti, Kenya, Jamaica
- Potential applications and barriers to provision of OT services through the use of a resource guide
- Approaches for implementing remote interventions to eliminate disparity between developing and developed countries

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## Literature Review

- What was found:
  - Disabilities are highly stigmatized → discrimination
    - Translates into public schools as students with disabilities face discrimination → impacts school performance
    - Available resources are limited along with the number of trained professionals

(Association of Caribbean Occupational Therapy, n.d.; Association of Caribbean Occupational Therapists, n.d.; Barbadosi et al., 2011; Bagan, 2013; Clewé & Otaguin, 2009; Phillips, 2011; Thorburn, 1998; Wamba, 2020; Wilson-Scott, 2018)

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

- History of oppression
- History of natural disasters → 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 accommodations 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

- Approximately 40 million people in Kenya and 1%, or 400,000, are children in Kenya with a disability
  - Many more are not accounted for
- Ties to spiritual practices and beliefs
  - Can influence how they view disabilities
- Little access to education
  - According to a United Nations Human Rights report, only 37% of children with a disability are receiving a primary education
  - Researchers noted lack of teachers and infrastructure to accommodate students with disabilities

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

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### 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

(Elder & Foley, 2015; Njogu, 2009; Republic of Kenya, 2009; World Health Organization, 2013)



Figure 7. Kenyan Flag by Microsoft, Commons

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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 being unemployed
- Free education policy
- Special education programs
  - Those with disabilities are still at a disadvantage

(Gayle-Geddes, 2020; Wilson-Scott, 2018)



Caption 8. Jamaica Flag by Microsoft, Commons

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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 clearly define inclusivity in education
  - Does not have national procedures to guarantee curriculum adaptations

(Gayle-Geddes, 2020)



Caption 8. Jamaica Flag by Microsoft, Commons

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### 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)




Figure 16. Haiti: Play by Handily, 2020

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### Need for OT in Haiti

- Study: Short Term Medical Missions
  - Training for Haitian community
    - Barriers:
      - Language
      - Short trip
      - Lack of staff and resources
    - Positives:
      - Caregiver coaching
      - Translated home programs

(Schlegel & Mathieson, 2020)



Figure 17. Haiti: Play by Handily, 2020

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### Need for OT in Kenya

- By 1971
  - OT services were established but many were employed by the government
- 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

(Béguin, 2013; Punwar, 1994)




Figure 18. Kenya: Play by Handily, 2020

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### 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.; Gayle-Geddes, 2020; Henry-Lee, 2014; Morris, 2011; United Nations Children's Fund, 2005; Wilson-Scott, 2018)

Figure 19. Journal Post by Rosalyn Anderson

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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



Figure 20. Graph by ARIY, ATEL, Cinnamon

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### Challenges and Barriers

- Developing countries → Lack of resources/Different resources
- Must maintain cultural humility and sensitivity
- Needs Assessment
- Possibility for translation
  - Health literacy
- Licensure
- Time Zones
- Communication
- Political climate



Figure 21. Stock by Shutterstock, Comstock

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