Faculty Development Showcase Week:
When the Rubble Settles: Rehabilitation in Post-Earthquake Haiti

Course Description:
Background: In 2010, the devastating earthquake which hit Haiti left an estimated 4,000 individuals with quake-related limb amputations, spinal cord injuries, bone fractures, paralysis, and mental trauma in a country where rehabilitation services had not yet been established. To address this need, an occupational and physical therapist created a 16 month program to train Haitians in occupational and physical therapy techniques. Description: This session will describe how an educational program was created and delivered to Haitians allowing them to provide occupational therapy services at a technician level to address the urgent need for post-earthquake rehabilitation. Additionally, the perspectives of 9 graduates regarding how well the information learned enabled them to serve their community, as well as their recommendations, will be discussed. Results: Three groups of students have graduated from the program at Universite de Adventiste in Haiti. The technical skills learned, together with adoption of Loma Linda University values of compassion and whole person care, enables graduates to meet the complex rehabilitation needs of their community. Contribution to practice: Through the experiences of the presenters, this presentation reviews concepts to guide practitioners toward thinking of volunteerism and service towards promoting and establishing the profession worldwide.

Course Objectives:
The participant will:
1. Explain occupational therapy disaster relief efforts in Haiti after the 2010 earthquake.
2. Identify the need for occupational therapy in Haiti and the challenges experienced in trying to establish occupational therapy as a profession in the country.
3. Describe the curriculum developed and utilized to train rehabilitation technicians, which has been completed with three cohorts of Haitian students, and a fourth currently enrolled.
4. Describe alumni experiences about how well the information learned aids them in meeting the rehabilitation needs of their community.
Presentation Objectives

» Explain why a Rehabilitation Technician Training Program (RTTP) was implemented in Haiti
» Describe the curriculum developed
» Discuss lessons that have been learned along the way
» Provide recommendations for future program development

Presentation Overview

» Part One: Background Information (Heather Thomas)
  ~ Needs assessment
  ~ Program planning
  ~ Acceptance criteria
» Part Two: Getting Started (Karen Pendleton)
  ~ Curriculum overview
  ~ Sample class activities
» Part Three: Collaboration & Learning Curves (Dragana Krpalek)
  ~ Importance of a collaborative effort
  ~ Challenges encountered along the way
  ~ Success stories
  ~ Recommendations
Part One

Background Information

In 2010, the devastating earthquake which hit Haiti left an estimated 4,000 individuals with quake-related limb amputations, unknown numbers of spinal cord injuries, bone fractures, paralysis, peripheral nerve damage, and mental trauma.
June, 2010- OT Volunteers

Translators were eager to learn…
No OT or PT programs in Haiti
»So… what happens when the volunteers leave?

It started as an idea
»What if we trained Haitians to provide rehabilitation?

Loma Linda University (LLU)
»Co-program creators:
  ~ Heather Thomas, Ph.D., OTR/L
  ~ Everett Lohman, DSc, PT
»Curriculum created by: LLU OT & PT faculty
»Funding for 3 years: Loma Linda University
»Instructors: Flown for 1-2 weeks from Loma Linda University or other areas from U.S.
»Title: Rehabilitation Technician Training Program (RTTP)
LLU + HAH + UNAH

» Where: Training will be provided at Hospital Adventiste d’Haiti (HAH) and at Universite Adventiste d’Haiti (UNAH), both in Dicquini (on the outskirts of Port-au-Prince).

» These two sites are geographically parallel to each other and serve as the ideal place to train health care professionals.

RTTP Classrooms – Upper Floor Post Remodeling
Purpose

Train rehabilitation technicians, who will serve to rehabilitate persons with disabilities back into Haitian society.

RTTP

» Started as a 9 month program
» Moved to a 16 month program
» Includes lecture and hands-on lab experiences
» Experienced teachers
» 16 students each year
» Program started June 2012

Publicity & Application Process

» The minimum admissions requirement:
  - High school diploma or the equivalency
  - Three letters of recommendation
  - One-page personal written statement
  - Interviews
  - Entrance exams: French & General Knowledge
Future Plans
» Discuss initiatives made to ‘hand-over’ the RTTP

Part Two
Getting Started

Curriculum: Based on occupational and physical therapy
» First quarter courses include:
» Intro to Rehabilitation Services
» Medical Terminology & Documentation
» Human Anatomy & Physiology
» Infectious Disease & the Health Care Provider
» Orthopaedic Interventions I – PT Therapeutic Modalities
» Acute Care & Early Rehabilitation
» Cardiopulmonary Care
» Intervention Techniques for Independence in Self Care
» Adaptation & Implementation of Devices
» Mobility, Transfers, and Accessibility
» Wound Care
» Neurological Interventions I – PT
» Neurologic Interventions II - OT
Curriculum

Second quarter courses include:

- Pediatric Interventions I - PT
- Pediatric Interventions II – OT
- Hand/Upper Extremity Rehabilitation & Splinting
- Orthopaedic Interventions II – OT
- Community Based Rehab (CBR)
- Introduction to Orthotics & Prosthetics Services
- Psychosocial Aspect in Healthcare
- Ethics & Whole Patient Care (RELE)
- Current Issues in Health Care - Haiti

The final quarter requires that all students complete 4 four week internships in the areas of pediatrics, inpatient, outpatient and community-based rehab.

The students return to do a final exam covering all material presented in the program.

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<tr>
<th>Course</th>
<th>Course Description</th>
<th>Length</th>
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<tr>
<td>Introduction to Rehabilitation Services</td>
<td>This course will introduce students to the basic concepts behind rehabilitation services, specifically that which is provided by occupational and physical therapists. Students will gain an understanding of the scope of practice of each profession, as well as key medical professionals involved in health care. Students will be introduced to the different approaches to rehabilitation, including restoration, adaptation, maintaining, creating and preventing to promote health and wellness.</td>
<td>1 week</td>
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<tr>
<td>Adaptation and Implementation of Devices</td>
<td>This course will provide an introduction to adaptive equipment and devices which allow for greater independence and mobility in people with disabilities. Students will be able to recognize how to adjust prosthetic limbs and adaptive devices for growth and changes in the patient’s limb and how to recognize physical/medical changes that may require re-assessment of the medical team.</td>
<td>1 week</td>
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<tr>
<td>Intervention Techniques for Independence in Self Care</td>
<td>This course emphasizes the physical and mental health implications of independence in completing self care tasks. Students will become proficient in adaptive dressing, grooming and bathing strategies as well as techniques for safe transfers, joint protection and energy conservation techniques to allow clients to become and stay independent in daily activities.</td>
<td>1 week</td>
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Introduction to hand, elbow, and shoulder rehabilitation. Approaches to common injuries and diseases will be presented as well as common orthotics and prosthetics used. Lecture and laboratory.

The course is part two of a two part course that will expand on diagnoses introduced in the first part. This course will include occupational therapy interventions for the orthopaedic population to promote engagement in daily activities, through promotion of skill or through adaptation of activities or the environment.

This course is part two of a two part course that will expand on those common neurological disorders introduced in course 1, to include occupational therapy interventions for the neurological population, focused on interventions which either help restore or promote the development of skills needed for independence, or adapt methods of activity to allow for returning to a higher level of independence in the community.

This course is part two of a two part course that will expand on childhood diseases and developmental processes, to include occupational therapy interventions for the pediatric population. Students will be introduced to intervention techniques focused on facilitation of proper development, adaptation to allow for engagement in childhood activities, and the role of the parents and community in promoting development and independence of the child in society.

On June 16, 2012- 16 students started
Pediatrics

Community Based Rehabilitation
Splint design and fabrication

Making Exercise glove

Examples of final exam splints
Part Three
Collaboration & Learning Curves

Collaboration

“Alone we can do so little; together we can do so much”

Helen Keller

International
National
Local
Organizational
Strengthening Partnerships

- Memorandum of Understanding (MOU) between LLU, HAH and UNAH

Local Collaborations

- Identifying rehabilitation technician program and rehabilitation centers

National-Level Collaboration

- PTA
- Ministry of Health
- Ministry of Education
International-Level Collaboration

- World Health Organization
- Examples from other countries
- International conferences
- Publications

Potential Challenges with Collaboration

“I’d collaborate with my clones, because I’m a team player who wants all the credit.”

— Jarod Kintz

Logistics

- Materials
- Faculty
- Future leadership
Clinical Placements
» Limited Supervision
» Limited Sites

Job Opportunities
» Limited job opportunities in the country
» Focus on training up those already employed

Some Success Stories
» Edgard

This is my country. I love it. I want to live in it.
Some Success Stories

» Cedieu & Kernand

Recommendations

» Collaborate across all levels
» Seek advice from outside sources
» Be familiar with and respect services and organizations already in place
» Be client-centered or ‘country-centered’
» Think about long-term hand over strategies
» Work with governments to create national standards
» Encourage students to be resourceful and creative
» Encourage students advocate for the role of occupational therapy in their own country
» View challenges as opportunities

Thank you for your attention