A Collaborative Curricular Response to Rehabilitative Challenges in a Global Setting

July 28, 2017
Disclosure

Presenters
• Janice Cotrone, DNP, RN
• Connie Crump, DPT, PT
• Barbara A. Ihrke, PhD, RN

Objectives:
• The learner will be able to identify steps to develop a collaborative partnership.
• The learner will be able to describe rehabilitative activities to improve clinical outcomes.
• The learner will be able to integrate rehabilitative practices in baccalaureate nursing curriculum.
Disclosure

• Indiana Wesleyan University
  • Dr. Connie Crump
  • Dr. Barbara A. Ihrke

• Wesleyan University of Haiti
  • Dr. Janice Cotrone

• The authors declare no known conflict of interest or bias.

• There was no commercial support/financial sponsorship for this research.
Haiti -

Haiti –
In the Caribbean, Southeast of the USA

La Gonave
Haiti: Low-Resource Country

- 80% of the population lives below the poverty line, 54 percent of these people living in “abject” poverty
- Haiti the poorest country in the Western hemisphere.
- 50% of the population does not have access to safe water supply
- 60% of the population is unable to obtain sufficient food to eat
- 40% of the population have limited access to basic healthcare.

(http://reachh.org/healthcare-in-haiti/)
Development of a Collaborative Relationship with a BSN Program in a Developing Country

• The learner will be able to identify steps to develop a collaborative partnership.
• The learner will be able to summarize the benefits of a collaborative partnership.
Introduction to the Partnership

• 2012 – Initial meeting in Lexington, Kentucky
• 2013 – Leadership team retreat in Haiti – on La Gonave
  • Discussion of healthcare practices and nursing educational needs
Partnership Development

- Needs assessment/resource sharing
- Delineation of mutual goals
- Development of common didactic/clinical learning experiences

- 2014 – Development of WUH (Wesleyan University of Haiti) BSN curriculum
- 2015 – Development of IWU (Indiana Wesleyan University) semester abroad
- 2016 – First cohort of semester abroad (12 students)
Benefits to WUH (Wesleyan University of Haiti)

• Global awareness
  • Sophomore students from WUH and IWU study Transcultural Nursing together

• Professional development
  • For nurses and physicians in local hospital
  • For professors and staff in the SON

• Resource acquisition
  • Mannequins, fetal pigs, suction, books, etc.
Benefits to IWU (Indiana Wesleyan University)

- Teaching opportunities
  - DNP students, IWU faculty
- Semester abroad
  - Spring semester – 14 credits
- Global awareness
  - Transcultural Nursing
  - IWU students learn Creole
  - Friendships develop
- Professional development
  - Interprofessional opportunities
Adapting Rehabilitative Activities to Improve Clinical Outcomes in a Limited Resource Setting

• The learner will be able to describe rehabilitative activities to improve clinical outcomes.
• The learner will be able to describe interprofessional collaboration for safe patient handling programs.
Patient-centered Approach

- Discover prior level of function
  - Did the patient work? Other interests?
  - Did the patient have limitations previously?

- Discover living arrangements/setting
  - Independent or with family?
  - Is home safe?
  - Assistive devices available?

- Patient’s goals
  - Pollock et al. (2014) identified that successful outcomes were dependent on aligning treatments with patient’s priorities/purpose
Early Assessment & Implementation

• Implement active movement
  • Rehabilitative activities
    • Veerbeek et al. (2014) identified several activities with significant correlation to patient outcomes
  • Active-assist (or passive) to symmetry
  • If neglect of any parts, initiate recognition activities
• Implement caregivers training
  • Even the little things!
  • Encourage and/or assist
Safety for Patient and Caregivers

- Assess movement
  - Is there symmetry?
  - Active movement of all extremities?
- Assess the presence/capability of caregivers
  - Are there any?
  - Can they physically assist?
- Education for body mechanics
  - Lifting techniques
  - Facilitation and/or inhibitory techniques
  - Therapeutic positioning of paretic limbs
- Encouragement (and patience!) for as much patient involvement as possible
Clinical Outcomes

- Higher level of functional independence
- Fewer additional injuries of patient and caregiver(s)
- Improved quality of life post stroke (Pollock et al., 2014)
Integration of Rehabilitative Practices in a Baccalaureate Nursing Curriculum in Haiti

• The learner will describe a successful collaboration between global partners.

• The learner will be able to integrate rehabilitative practices in baccalaureate nursing curriculum.
Successful Collaboration Between Global Partners

Partnerships and Practice Setting
- Indiana Wesleyan University
- Mary Baldwin College

Wesleyan Hospital of La Gonave
- Established 1958; New facility opened 2015
- Only inpatient facility for 120,000 island residents
- 66-bed inpatient hospital
- No physical, rehabilitative, or occupational therapy

Wesleyan University of Haiti
- Established 2014
- One of 2 BSN programs in Haiti
Assessment of Needs

- High incidence of HTN and stroke throughout Caribbean
- La Gonave Island
  - Accessible by boat or small plane
  - 120,000 island residents
  - Poor access to healthcare
  - Uncontrolled HTN, stroke, debilitating effects, and death
Curriculum – Years One and Two

Year One
• Associated Coursework
• Concepts
  • Healthcare team
  • Interprofessional
  • Patient-centered care
  • Patient/family teaching

Year Two
• Associated Coursework
• Concepts
  • Maximum therapeutic benefit
• Nursing skills
Curriculum – Years Three and Four

Year Three
- Associated Coursework
- Concepts - optimal QoL
- Skills - outcome measures

Year Four
- Associated Coursework
  - Global health
- Concepts
  - Prevention
  - Health literacy
  - Holistic health
- Skills
  - Patient education/community education
  - Educational tools
References


