

Rehabilitation's Global Outreach



From left to right:
Dina Brooks, Acting Co-Chair of Physical Therapy, Luigi Girolametto, Chair of Speech-Language Pathology, Susan Rappolt, Chair of Occupational Science and Occupational Therapy and Chair of the Graduate Department of Rehabilitation Science; Sharon Switzer-McIntyre, Acting Co-Chair of Physical Therapy

MESSAGE FROM THE DEPARTMENTAL CHAIRS

We are proud to celebrate our international accomplishments and very excited about our future as we showcase our international work. In 2011, through strategic partnerships in 44 countries, we have extended the Rehabilitation Sector's global impact in education, knowledge dissemination, and research. Many of our faculty members are involved in boundary-crossing investigations with scientists, clinicians, and communities worldwide. For this report, we asked six professors in different

stages of their careers to talk about their research and its global impact in Canadian Aboriginal communities and in developing countries around the world. Additionally, many of our research students are conducting research in other countries, extending our global outreach. Some of their work is also highlighted in this report. We are also fortunate to have 450 bright and energetic professional master's students, many of whom complete internships in countries that

experience high levels of poverty (e.g., Kenya, Tanzania, India, Cameroon). We are very grateful to the donors who support our students in their international placements and highlight the creative initiatives of two of our donors who connect with students through their global interests. We close with a sincere thank you to everyone – faculty, staff, students, clinical educators, and donors – who are collectively launching the Rehab Sector's educational programs and research onto the global stage.



INTERNATIONAL STUDENT PLACEMENTS

"After completing a placement in rural Kenya, I feel that I have an improved awareness of the role of a speech-language pathologist in an underserved area. This placement really pushed me 'out of the nest' in terms of becoming independent and confident in my clinical skills."

Hilary Cochrane

(MHSc, SLP Class of 2011)

"I recently used the example of a school in Kenya with a high level of stuttering during a job interview to illustrate a time when I was challenged and how I overcame that. My experience in Kenya sharpened my clinical skills and caused me to be more flexible than I had ever anticipated."

Katie Vikken

(MHSc, SLP Class of 2011)

"Working in Tanzania helped me see how culture affects people's health care decisions and the overall health care of a region. The main lesson I learned from our Tanzanian physiotherapist was universal - how to help children with disabilities experience their surroundings like able-bodied children."

Sarina Tsai

(MScPT, Class of 2011)

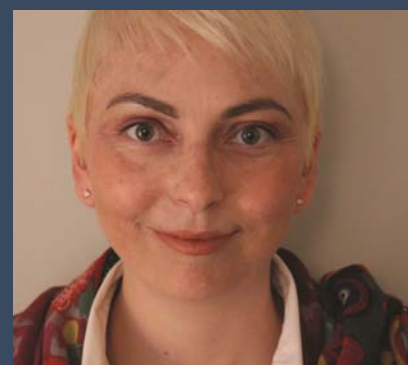
"In Trinidad, I investigated the use of a tablet computer with clients who had autism, developmental delay, Down syndrome, and cerebral palsy. My research report will be used to obtain much needed funding for assistive technology within the school."

Brittany Wiley

(MScOT, Class of 2012)



SHAUN CLEAVER



JANET NJELESANI

STUDENTS' GLOBAL IMPACT

GRADUATE DEPARTMENT OF REHABILITATION SCIENCE

FROM HAITI TO SOUTHERN AFRICA

Prior to beginning studies in the Graduate Department of Rehabilitation Science, **Shaun** spent three years developing rehabilitation services in Haiti. For his doctoral studies Shaun shifted his focus to Southern Africa, where clinical rehabilitation departments struggle with limited human and financial resources. As a result, many people with disabilities in Southern Africa receive insufficient support. Funded by a Canadian Institutes of Health Research (CIHR) fellowship, Shaun is collaborating with African partners in Zambia to explore rehabilitation services that use sustainable resources to meet local priorities for individuals with HIV/AIDS and related conditions.

IMPROVING ACCESS TO SPORTS PROGRAMS IN ZAMBIA

Janet used a "critical occupational science lens" to study how sports programs for disadvantaged youth in Zambia have affected their lives. She examined the effects of five sport-for-development organizations in Zambia by observing program activities, interviewing staff and youth, and analyzing the organizations' policies. She found that soccer, which is primarily a male sport in Africa, was the dominant activity the programs offered, meaning that athletic, non-disabled boys living in urban areas received the most benefit from the programs. Her research highlighted the need to modify programs to meet the needs of girls, rural youth, poor youth, and youth with disabilities.

DONORS' GLOBAL IMPACT



MARILYN ERNEST CONIBEAR (CLASS OF 1958)

An ingenious innovator, Marilyn created an online database of occupational therapy literature (OTDBASE) that now contains over 10,000 abstracts from over 20 national and international journals. OTDBASE is provided free to new and developing occupational therapy programs to help them keep up with international standards for best practices. To support global outreach through student placements, Marilyn donated funds to the Department of Occupational Science and Occupational Therapy for students' travel to distant fieldwork placements.

Photo: Marilyn Conibear



CHRIS GANDY (CLASS OF 1961)

As a retired speech-language pathologist, Chris has volunteered in South Africa, Nepal, China, Tanzania, and Panama. Throughout her travels, Chris kept thinking of ways to encourage students in Speech-Language Pathology to work in countries experiencing high levels of poverty. Her answer was to donate funds for students in Speech-Language Pathology to complete their final internships internationally. That donation is now making a difference to the lives of four students in Speech-Language Pathology annually, and to countless individuals with communication and swallowing disorders globally.

Photo (from left to right): Hilary Cochrane, Katie Vikken, Chris Gandy (donor), Claudia Morillon, Carlee Juurakko

REHAB SECTOR QUICK FACTS

- More than **200** international scientific presentations by students & faculty
- Over **10%** of MSc/PhD students completing theses focused on global health
- **31** international placements for professional master's students in OSOT, PT, & SLP
- **12** professional master's students completing research related to global health
- **10** international keynote presentations
- **10** faculty members with cross-appointments to universities and/or research institutes outside Canada
- **16** registrants in the first Comprehensive Bridging Program for internationally educated physical therapists funded by the Ministry of Citizenship and Immigration



INTERNATIONAL CENTRE FOR DISABILITY AND REHABILITATION 2011-2012 RESEARCH HIGHLIGHTS

IMPROVING THE LIVES OF CHILDREN AND ADULTS WITH DISABILITIES:

- **The Physical Activity Study** (D. Cameron, J. Njelesani). Explores parents' perceptions of the needs and challenges related to physical activity for their children with developmental disabilities in Trinidad
- **The Disability Awareness Study** (L. Passalent, E. Yeung). Facilitates disability awareness and community mobilization regarding inclusive education and other priorities for children with disabilities in Cambodia
- **The Best Practices Study** (L. Cockburn). Develops best practices in disability and rehabilitation in Cameroon

IMPROVING THE LIVES OF PEOPLE LIVING WITH HIV AND DISABILITY:

- **The Kids and HIV Study** (M. Stevens and others). Investigates the experiences of children living with HIV in Zambia using a disability framework
- **The Sepo Study** (S. Nixon and others). Examines the experiences of women and men living with HIV and disability in Zambia

IMPROVING OUR GLOBAL ENGAGEMENT AS A REHABILITATION SECTOR:

- **The Map Study** (S. Nixon). Develops a harmonized, equitable, and high quality approach to international clinical internships
- **The Global Health Competencies Study** (S. Nixon, C. Cassidy). Identify ideal competencies for Canadian PTs interested in working in developing countries
- **The Impact Study** (D. Cameron, B. Knight, A. Haro). Studies the impact of international clinical internships on future practice in OT

PHOTOS:

(Top) Student Brittany Wiley working with a client in Trinidad

(Right) from left to right: Stephanie Nixon, Academic Director and Penny Parnes Executive Director

ICDR QUICK FACTS

- Formed in 2004, the International Centre for Disability and Rehabilitation aims to be a leader in research and education in the rehabilitation sciences in order to improve the lives of people with disabilities globally
- Founding Executive Director: Penny Parnes (SLP) and Academic Director: Stephanie Nixon (PT)
- Long-standing partnerships in 10 countries: Bangladesh, Cambodia, Cameroon, Ethiopia, Kenya, Pakistan, Philippines, Tanzania, Trinidad, Zambia
- In partnership with the Graduate Department of Rehabilitation Science, launched an MSc/PhD course: "International Issues in Disability and Rehabilitation"
- Organized 28 clinical internships with international rehabilitation partners for students in OSOT, PT, and SLP
 - 5 in Cameroon
 - 10 in Kenya
 - 8 in Tanzania
 - 5 in Trinidad



RESEARCHERS' GLOBAL IMPACT

STEPHANIE NIXON, ASSISTANT PROFESSOR DEPARTMENT OF PHYSICAL THERAPY

Addressing HIV and disability in Southern Africa

Stephanie started her career as a physiotherapist at the Wellesley Hospital in Toronto in 1995. There she learned about the clinical management of HIV and the power of HIV activism. Stephanie attributes her current research interests to those early experiences. Her research investigates the relevance of lessons learned from HIV and rehabilitation in Canada for the African context, and vice versa. In her advocacy-oriented research in Zambia and South Africa, she explores the intersection of HIV and disability. She collaborates with key researchers and community leaders in the countries hardest hit by HIV to attempt to improve the lives of people living with HIV and related disabilities.



LYNN COCKBURN, ASSISTANT PROFESSOR DEPARTMENT OF OCCUPATIONAL SCIENCE AND OCCUPATIONAL THERAPY

Promoting mental health and quality of life in Cameroon

With collaborators in Cameroon, Lynn established the Centre for Inclusion Studies in north-west Cameroon. The Centre's main objective is to improve rehabilitation services in Cameroon, include an awareness of disability in public health efforts, such as in HIV programs, and ensure that children with disabilities have the opportunity to attend school. The Centre recently completed the first prevalence study of impairments and disability and is helping develop practice guidelines in rehabilitation. Lynn's research program focuses on quality of life and mental health in Cameroon, including disability and rehabilitation issues in a number of communicable and non-communicable diseases and disorders (e.g., diabetes, HIV and AIDS, stroke, malaria). She is also collaborating with university partners in Cameroon to develop health professional education and research capacity.

ROSEMARY MARTINO, ASSOCIATE PROFESSOR DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY

Eliminating risks associated with swallowing disorders worldwide

The presence of swallowing difficulty in patients with stroke is associated with aspiration pneumonia, malnutrition, and even death. Rosemary pioneered a screening tool for swallowing disorders that accurately detects individuals with unsafe swallowing so that they can be referred for earlier evaluation, thereby reducing unnecessary medical complications. Rosemary's TOR-BSST© is designed to be used by any health care professional with minimal training. Through international partnerships, the tool has been translated into seven languages. Rosemary's research will further expand its implementation to non-English speaking patients across Canada, and worldwide.



RESEARCHERS' GLOBAL IMPACT

ALICE ERIKS-BROPHY, ASSOCIATE PROFESSOR **DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY**

Using Telehealth to improve services in Aboriginal communities

In Aboriginal communities, the incidence of speech and language disorders is high and access to services is inadequate. Alice collaborates with local community personnel, researchers, and Telehealth providers in the Sioux Lookout Region of Northern Ontario to examine the feasibility of delivering speech-language services using videoconferencing technology. Her results indicate that Telehealth can be used to deliver culturally appropriate assessment and interventions if local personnel are trained to act as informants and assistants in the assessment and intervention processes.



KELLY O'BRIEN, ASSISTANT PROFESSOR **DEPARTMENT OF PHYSICAL THERAPY**

Investigating health and disability of people living with HIV

Kelly is a co-founder of the Canada-United Kingdom HIV and Rehabilitation Research Collaborative, an international research collaborative that includes people living with HIV, researchers, clinicians, representatives from AIDS service organizations, and policy stakeholders in Canada and the United Kingdom with an interest in HIV and rehabilitation research. Through this international research collaborative, Kelly has established partnerships with researchers and community organizations worldwide. In her research, Kelly has developed the HIV Disability Questionnaire, a health status instrument designed for individuals living with HIV, in Canada, the United Kingdom, and Ireland. She has future plans to validate this questionnaire in other countries that share similar disability issues among people with HIV.

HELENE POLATAJKO, PROFESSOR **DEPARTMENT OF OCCUPATIONAL SCIENCE AND OCCUPATIONAL THERAPY**

Using the Canadian experience to improve OT Education in China

In collaboration with other OT educators, Helene designed an educational initiative to engage Chinese rehabilitation educators in a process of professional redevelopment. The goal was to provide faculty in existing rehabilitation programs with the necessary skills and knowledge to create and deliver OT educational programs that meet international standards. The program consisted of online and face-to-face components, culturally appropriate educational materials, translations of relevant international documents, and a group of bilingual, experienced occupational therapists as online tutors. The first cohort of OT professionals completed training in May 2011.

