

Romania

- Deinstitutionalization of Romanian orphanages called upon occupational therapists (OTs) to reintegrate children into the community (Marinela Rață, n.d)
- World Federation of Occupational Therapy approval in 2018
- Educational requirement- bachelor degree
- 150 practicing occupational therapists in Romania
- Occupational therapists in Romania have limited access to norm-referenced standardized assessment tools - lack of resources and challenges with translation from English to Romanian

Connections with Global Partners

- Developed connections with local therapists, families, and students
- Explored Romanian culture and resources available
 - Hospitals, rehabilitation settings, schools
 - Therapists' resources
- Needed open mindedness, cultural sensitivity, collaborative discussion

Maintaining partnerships over time:

- Open communication
- Determine optimal format
- Accommodate for time differences
- Sensitivity to cultural differences
- Take time to get to know partners professionally & personally
- Post project - continue communication and collaboration
 - Follow up - OT faculty provided ideas for intervention and Romanian therapists reported effectiveness
- Learn from one another and use each other's resources to grow professionally

Implementing an International Webinar

- 1. Determined content** - Education needs for Romanian OT Association
- 2. Chose platform** - Zoom selected
- 3. Planned visuals** – PowerPoint and video models
- 4. Language barriers**
 - Presenters provides materials in advance for translation
 - Romanian OT partners conducted a live translation of webinar
- 5. Practiced presentation** with team prior to global workshop
- 6. Schedule** – accommodated different time zones
- 7. Promoted Access** – collaboration and support from Romanian OT partners
- 8. Follow up with Romanian OT partners** – discuss success of webinar to plan future collaboration

Utilizing International Partnerships for a Successful Workshop in Romania



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Content of Webinar

- Activity analysis - a process that assesses the elements of an activity to identify its fundamental requirements and opportunities for therapeutic use (Kuhaneck et al., 2010)
- Observation and activity analysis are useful evaluation methods, especially in the instance of limited or no standardized assessments (Kuhaneck et al., 2010)
- Observing a client's occupational performance in an activity allows the occupational therapist to analyze the steps and skills required to complete it (Ratcliffe et al., 2013)

Summary of Service Learning

- SHU OT faculty and students observed pediatric therapy sessions and collaborated with Romanian OTs for treatment planning
 - Settings: outpatient clinic and a family run school for children with special needs
- SHU OT student PowerPoint presentation - performing pediatric evaluations when standardized assessment tools are not available
- Attendees: Romanian OTs, OT students from Alba Iulia and Oxford Brookes University
- Methods highlighted: Parent interviews, observation, activity analysis
- Parent interviews help develop an occupational profile, support family-centered care
 - Students filmed a parent interview to show the value of gathering information i.e.: family routines and utilizing a strength-based approach
- Activity analysis examines typical demands and skills required for an activity in a particular context
- Video models allow OTs to observe children in their natural environment and compare performance to typical developmental milestones
 - Video models of an infant and toddler were analyzed during occupations of education, play, and feeding
- Supplemental materials that summarized FOR and developmental milestones (0-4) were provided to the audience (English and Romanian)

References and Contact Information

