

ENOTHE

# 21<sup>st</sup> Annual Meeting of ENOTHE ABSTRACTS

ENOTHE

EUROPEAN NETWORK OF OCCUPATIONAL THERAPY IN HIGHER EDUCATION

Join Us for **the 21st ENOTHE Annual Meeting**  
University of Ruse "Angel Kanchev", **Bulgaria**  
**22nd - 24th October, 2015**



РУСЕНСКИ  
УНИВЕРСИТЕТ  
"АНГЕЛ КЪНЧЕВ"



**2015 European Year  
for Development**

**our world  
our dignity  
our future**

**Thursday 22 October 2015**

## **Panel Session:**

### **Panel 1: Community and curriculum development**

Facilitators: Inés Viana-Moldes and Johanna Stadler-Grillmaier (ENOTHE Board)

*Presenters:*

- *Sarah Kantartzis, PhD. Senior Lecturer, Queen Margaret University, UK*
- *Liliya Todorova, PhD. Assistant Professor, University of Ruse, Bulgaria*
- *Filip Dejonckheere. COHEHRE academy. Senior Lecturer, University College Arteveldehogeschool, Ghent, Belgium*
- *Hanneke van Bruggen, Hon.Dscie. Dalhousie University, FAPADAG Director, Netherlands*

## **Workshops**

### **Workshop 1. JIP: International collaboration on research projects related to health-promotion and self-management**

*Ton Satink, Hogeschool van Arnhem en Nijmegen, Netherlands, Daniela Senn, ZHAW/Zurcher Hochschule Winterthur, Switzerland, Kee Hean Lim, Brunel University, UK, Ursula Costa, Univerwsity of Applied Sciences, Tyrol, Austria, Patricia De Vriendt, Artevelde University, Belgium*

*ENOTHE funded project*

In 2013, different partner institutions agreed upon the development of a 'Joint International Project' (JIP) regarding the topics of 'Health Promotion' and 'Self-management'. Main objectives were to promote internationalization and collaboration between institutions in higher education on several levels, and to facilitate exchange and development of knowledge on an international level in a mono- as well as multi-professional context. Furthermore, the aim is to contribute to the discourse and knowledge development in health promotion and self-management from an OT perspective.

The JIP means that on at least two different places, 'project groups' work separately or together. They organize 'reflective meetings' via Skype, mail, or work visits. Topic related questions can be shared, and outcomes of the (shared) research can be compared or discussed together. Several 'pilot-OT-JIP's' have been running in the last two years.

In the workshop we will introduce the JIP and share the first experiences in developing and organizing the JIP. After the introduction, we aim to have a dialogue in order to collect ideas for

- future development of joint international research projects among existing and new participating institutions
- the use of e-learning tools
- to stimulate learning among students participating in the JIP

### **Workshop 2. & 32. Addressing inequalities by strategic reasoning in occupational therapy towards inclusive development**

*Hanneke van Bruggen, FAPADAG / Ivane Javakhishvili Tbilisi State University, Georgia*

The aim of this workshop is to provide an intellectual challenge and a space to discuss possible practical engagements for those who want to be involved in (planning) strategic development and innovation or community projects.

The workshop will enable the participants to develop and deepen their understanding of

International, national and local social and health policies in relation to the development of occupational practice.

The workshop is a demanding one, but is bringing considerable benefits to those who participate.

#### General Aim

The participants will make a start to think strategically about the future of occupational therapy within an International, European and national context and will be able to relate innovative social and health issues to OT-practice

#### Specific Objectives

The participants will experience thinking outside the box, will learn to network/ partner effectively, to discover opportunities and barriers, will analyse their professional context to understand how best to promote partnerships as a way of tackling specific development imperatives

Methods: Introduction to strategic thinking, case Example – to facilitate /prompt participants to think outside the box, theoretical underpinning of partnership –scoping and networking , group brainstorm, summary and conclusion

### **Workshop 3. Relating occupational therapy research /education to the marginalised population of begging EU-migrants**

*Ann Johansson and Petra Wagman, Jönköping University, Sweden*

#### Introduction

In recent years, the public space in Swedish city centers have changed. Nowadays, they often include poor EU-migrants, finding no other opportunity than to beg in order to survive and get a better life.

This has caused a massive debate regarding the phenomenon itself; what to do about it and; about whose responsibility this is. The responses have been both positive and negative. Projects have been developed aiming at helping the migrants, but, incidents have also occurred where migrants have been threatened. Voices, demanding regulations and prohibits of begging are also heard.

The situation highlights extreme marginalization and occupational injustice and, probably warrants interventions on multiple levels including several professions. However, no research from an occupational perspective has been identified, eventually indicating a knowledge gap.

This workshop aims at discussing how occupational therapy can contribute in this area.

#### Working methods

The workshop will use guided group discussions based on questions from the authors.

#### Preferred outcomes

The participants are expected to have:

- shared their own experiences regarding occupational therapy in this population
- discussed our professions possible contributions
- discussed the need for future research and its implications for education
- identified potential areas for further networking

#### **Workshop 4. Citizenship and professional development: alternative perspectives to client-centred practice**

*Sarah Kantartzis, Queen Margaret University UK, Inés Viana-Moldes, University of Coruña, Spain, Nick Pollard, Sheffield Hallam University, UK and Hetty Fransen, University of Tunis-EL Manar, Tunisia*

*ENOTHE funded project*

#### *Introduction*

*In 2015 the ENOTHE Citizenship working group has an article accepted for publication in the upcoming special issue of the SJOT, with title 'Participatory citizenship: critical perspectives on client-centred occupational therapy'. This workshop aims to introduce to and discuss with participants some of the key issues that were raised within this article, including: a critique of the paradigm underpinning client-centred practice and an alternative view offered by the paradigm supporting citizenship; the possibilities offered by a citizenship perspective to practice focused on development; issues and questions such as the relationship of therapist and client in a shared world*

#### *Working methods*

*20 minute introduction to the key elements of the article*

*40 minute guided discussion in small groups*

*20 minute feedback, large group discussion and conclusions*

#### *Outcome*

*The outcomes of the group will be incorporated in the ongoing work of the Citizenship group which will result in a small ENOTHE publication*

#### **Workshop 5. A discussion on trends in modern healthcare and how to prepare students**

*Eva de Boer, Amsterdam University of Applied Sciences, Netherlands*

## **Introduction:**

The situation of the modern healthcare in the Netherlands and my vision on this issue as a OT student will be discussed.

Health care insurance companies gain power. Occupational therapists have to offer more quality in less time. This lack of time can have negative effects on the occupational justice of the clients. Do other countries struggle with the same problem and how can occupational therapist influence this situation?

## **Working Methods**

- Interaction: participants review the situation in their countries.
- Exercise: Think about how an occupational therapist can influence this situation in subgroups focussed on the role as occupational therapist to advocate and to reform our profession in a more efficient way. Every group choose one of their ideas and make a concrete action plan.
- Discussion: Start a discussion about how we can influence this situation as occupational therapist by better research and education

## **Outcome**

As result of the discussion we summarize the best suggestions. These suggestions contribute to a concrete plan to make occupational therapy ready for modern healthcare.

## **Workshop 6. Role emerging occupational therapy placements in the Netherlands**

*Chris van der Molen and Anna Koel, Amsterdam University of Applied Sciences, Netherlands*

In the Netherlands, an increasing number of occupational therapists is working in primary care or community care, from 15,7% in 2004 until 20% in 2011 and this number is still increasing (Hingstman & Kenens, 2012). Recent numbers are expected this year. Since January 2015 there is a change in accessing healthcare in the Netherlands. Financial budgets are relocated from national government to local municipalities (Rijksoverheid, 2014). In response to this change, municipalities are often establishing community health teams and these will be responsible for the healthcare and wellbeing of citizens. This would be a role-emerging area for occupational therapists to work in. It seems important to prepare occupational therapy students to work in such areas by offering them role-emerging placements.

Started in February 2015, 16 occupational therapy students from the Amsterdam School of Health Professions are doing a role-emerging placement in either community care teams (8) or primary schools (8). It is important to gain knowledge about the advantages and limitations of role-emerging placements for occupational therapy students to guide future decisions about the implementation of fieldwork models. The influence of role-emerging placement on skill development, attitude and preparation for practice in occupational therapy students needs to be evaluated (Clarke, Martin, Sadlo and de-Visser, 2014)

## **Keywords:**

Role-emerging placements, education, occupational therapy

## References:

Clarke, C., Martin, M., Sadlo, G., & de-Visser, R. (2014). The development of an authentic professional identity on role-emerging placements. *British Journal of Occupational Therapy*, 77(5), 222-229. doi:10.4276/030802214X13990455043368

Hingstman, L., & Kenens, R. (2012). Het aantal (vrijgestigde) ergotherapeuten blijft groeien. *Ergotherapie Magazine*, (jul/aug), 16-23.

Rijksoverheid. (2014). Decentralisatie van overheidstaken naar gemeenten. Retrieved from <http://www.rijksoverheid.nl/onderwerpen/gemeenten/decentralisatie-van-overheidstaken-naar-gemeenten>

## Workshop 7. Panel Forum – Education Topics: Innovation, interdisciplinary and teaching for the future

*Johanna Stadler-Grillmaier, ENOTHE Board, Ulla-Maija Seppänen, Oulu University of Applied Sciences, Finland, Filip Dejonckheere, Artevelde University College, Ghent*

*Continued exploration and discussion of topics*

## Workshop 8. Masters Workshop

*Masters Working Group, ENOTHE funded project*

*Daphne Kos, KU Leuven University of Ghent, Belgium, Ursula Costa, Univerwsity of Applied Sciences, Tyrol, Austria, Alison Laver-Fawcett, York St John University, UK, Sandra Schiller, HAWK University of Applied Sciences & Arts, Hildersheim, Germany and Fenna van Nes, Hogeschool van Amsterdam, Netherlands*

*Update and further discussion of the progress made within this project group*

## Friday 23 October 2015

### Oral Presentations

#### 9. Occupational injustice for refugees: a service learning programme for students

*Nadine Blankvoort, Hogeschool van Amsterdam and researcher at ZUYD University of Applied Sciences and Lisette Rodenburg, Rotterdam University of Applied Science, Netherlands*

The link between Occupational Therapy (OT) and the occupational injustices in the refugee experience is an emerging area in OT practice. It has been demonstrated that OT and occupational science have much to contribute in the area of addressing the engagement issues of refugees during the transition and resettlement processes. This relation and identified value has translated into educational programs in places such as America and Australia. These educational opportunities allow for a service-learning experience for

students, while addressing the occupational injustice issues such as occupational deprivation present in the refugee experience.

This presentation will explore service-learning for health students and the information on occupational injustice for refugees in the Netherlands. The project will aim to develop, implement and evaluate a sustainable occupational therapy program for centres for refugees in the Netherlands. We will discuss the development of a multi-institutional project, which includes internship opportunities as well as a student-led interest group for the topic area.

Time will be spent exploring the direction for the future, including implementation, maintenance and scientific evaluation of both the benefit of the service-learning experiences, as well as the benefit to refugees of the occupational therapy programming.

Key-words are: occupational injustice, service-learning and refugees

## **10. Adopting occupational justice framework to transform communities**

*Kristy Coen, Zoe Feyi-Wabosa, Marjolein Cleaver and Leanne Moon, Coventry University, UK*

This presentation will look at developing the OT role outside of healthcare. OTs have a valuable role working with the community and adapting an ABCD approach to help combat poverty and unemployment through education. An area to be developed further is working with retired individuals to share their occupations with community members to enable them to learn valuable skills needed for job roles and daily life. We aim to highlight the positive influence of sharing knowledge by using the occupational justice framework and how involving the community will provide opportunities for jobs and a better life as highlighted in the European 2020 strategy report.

Key words: Occupational Justice, ABCD Approach and Education

European Commission (2010) A strategy for smart, sustainable and inclusive *growth* [online] available from <[http://ec.europa.eu/europe2020/index\\_en.htm](http://ec.europa.eu/europe2020/index_en.htm)> [27 April 2015]

Nurture Development [2013] *Building Communities* [online] Available from <<http://www.nurturedevelopment.org/building-communities.html> [27 April 2015]

Townsend, E., and Wilcock, A (2004) 'Occupational justice and client-centred practice: A dialogue

in progress' *Canadian Journal of Occupational Therapy* [online] 71 (2), 75-81. Available from [http://www.caot.ca/CJOT\\_pdfs/CJOT71/Townsend%2071\(2\)75\\_87.pdf](http://www.caot.ca/CJOT_pdfs/CJOT71/Townsend%2071(2)75_87.pdf) [27 April 2015]

Wolf, L., Ripat, J., Davies, E., Becker, P., & MacSwiggan, J. (n.d) 'Applying an Occupational Therapy Framework' *Occupational Therapy Now* [online] available from <http://www.caot.ca/otnow/jan10/justice.pdf> [27 April 2015]

## **11. Integrating a university occupational therapy society with the local community**

*Kirsty Daly, Queen Margaret University, UK*

Topic: To create stronger ties between the Occupational Therapy Society at Queen Margaret University, UK and the local community in order to develop more collaborative learning opportunities for the society's members and the community.

Main Issues: One of the OT Society's primary aims is to provide additional learning opportunities for its members to aid them in developing their skills and knowledge for practice. It has been identified by the students union and the members of the society, as well as members of staff within the university, that there is limited integration between the local community and the university. Previous literature suggests that collaboration between universities and communities can be beneficial to both (McGrath et al. 2014).

Aim: Following a brief introduction to the development of the OT Society, the presentation will present the process and results of a project that aimed to identify the current use of university facilities and potential needs for such use, by the local groups in the community. The results will be used to develop joint activities with the OT society and the community groups, and plans for these will also be presented.

Key Words: Community, partnerships, development

MCGRATH, M, MOLDES, I, FRANSEN, H, HOFSTEDE-WESSELS, S, & LILIENBER, K 2014, Community-university partnerships in occupational therapy education: a preliminary exploration of practice in a European context, *Disability & Rehabilitation*, 36, 4, pp. 344-352.

## **12. Talents United: a self-esteem boosting programme with socially disadvantaged children**

*Margarita Asparuhova, Elize Aalders, Ivelina Georgieva, Maria Todorova and Ekaterina Petrova, University of Ruse 'Angel Kanchev' Bulgaria*

The poster's aim is to inspire audience to embrace and even to seek for cultural diversity in their programs as something that highly enriches a program's outcomes. To do that we will share our very positive experience from a community OT program, that united people from several generations, at least six different cultural backgrounds and from various social backgrounds. Differences were hardly noticed - all people involved had a say and contributed equally to our program. Moreover, cultural diversity added colors, rhythms, and passion in our talents' shows and everyone enjoyed both sharing and willingness to receive what others have to share.

Students from the University of Ruse together with socially disadvantaged children organized two events - "Talents in Action" Show for celebrating the World OT Day and "Christmas Talents Show". The children took real ownership of the show and participated consciously in the planning and the organization stages. They also took their roles seriously and for three months dedicated their time and efforts to master their acts.



**Key words:**

Social inclusion, cultural diversity and equality

**References:**

Kielhofner, G., de las Heras, C.G., Suarez-Balcazar, Y. (2011). Human occupation as a tool for understanding and promoting social justice. In Kronenberg, F., Pollard, N. and Sakellariou, D. Occupational therapies without borders: volume 2, towards an ecology of occupation-based practices. (Pp. 269-277) Edinburgh: Elsevier

Diversity Matters: Guiding Principles on Diversity and Culture. World Federation of Occupational Therapists. (2009)

**13. Mouv'Burkina: a students' NGO to promote health and occupational therapy in Burkina**

*Line Vionnet, Juliane Neuhaus, Niklaus Anaëlle and Valentine Perrelet*

*University of Applied Sciences and Arts of Western Switzerland*

Mouv'burkina is a nonprofit development association. It has been created by OT students from Switzerland in 2009. Its main aim is to promote disabled peoples' inclusion and social participation in Burkina Faso. It is centred on OT domains of action and particularly focused on the respect of local culture. The situation of physically handicapped people in Burkina Faso is deplorable. A study showed that 995 of disabled people were illiterate, they needed to beg to survive and they earn less than beggars (Traore, 2006). "People with disabilities often have less education and have deprived living conditions – including insufficient food, poor housing, lack of access to safe water and sanitation" (OMS, 2013). Mystical beliefs are widespread and disability is often perceived as a bad fate, which amplifies stigmatization and rejection (Cameron et al., 2013). Our goals are:

- Support for local construction of wheelchairs
- Handling skills training and management of aids
- Readaptation through sport (training for "handibasket", enrolment of a sport coach, construction of two teams)
- Subsidies of instructors

We also have a long-term project, which is the creation of a readaptation centre with a contribution from every professional health domain.

At the end of our studies, the association will be transferred to the next students to keep it as an OT student association.

Keywords – involvement, learning and development

**14. How does a small rural community perceive and integrate new asylum seekers?**

Tamara Sindler, Lisa Froehlich and Lena Wimmreuter and FH Joanneum University of Applied Sciences, Austria

**Problem:**

According to the Austrian Federal Ministry of Internal Affairs 28 027 asylum applications were filed in 2014, 25% percent of them by Syrian citizens. Many of the latter were taken in small numbers to small communities all over the country, which caused new challenges both for them and their new “home communities”. This paper takes a look at the situation in one of these communities near our university.

**Research questions:**

1. How do volunteer carers and staff of the Caritas (NGO) perceive the daily living of asylum seekers in an Austrian village?
2. How can community members support and promote integration of the asylum seekers in the existing village everyday life?
3. How have attitudes of community members towards asylum seekers changed by living together in the community and which factors have influenced this change?

**Method:**

Qualitative method (interviews) for research questions 1 and 2; plus a questionnaire for research questions 2 and 3.

Interview partners: A volunteer caregiver; an employee of the Caritas; three community members. Questionnaire handed to two clubs in the village covering different age and social groups, about 30 returns.

Results are being analysed at the moment (as part of a class ending in June).

**References:**

Anzenberger, J., Bodenwinkler, A. & Breyer, E. (2014). Migration und Gesundheit. Literaturbericht zur Situation in Österreich. Arbeiterkammer, Wien und des Bundesministeriums für Gesundheit. Wien: Gesundheit Österreich GmbH.

Bautz, W., Berrut, St., Bonkowski, D., Brayer, W. & Bunge, C. & Butler J. et al. (2006). Gesundheit und Integration. Ein Handbuch für Modelle guter Praxis. Berlin: Beauftragte der Bundesregierung für Migration, Flüchtling und Integration.

Gupta, J. & Sullivan, C. (2013). The Central Role of Occupation in the Doing, Being and Belonging of Immigrant Women. *The Journal of Occupation Science*, 20(1), 23-35.

Law, M., Polatajko, A., Carswell, A., McColl, M., Pollock, N. & Baptiste, S. (1999). Das Kanadische Modell der Occupational Performance und das Canadian Occupational Performance Measure. In *Konzeptionelle Modelle für die ergotherapeutische Praxis*. (Kap. 7).

UNCHR. (2013). Flucht und Asyl in Österreich – die häufigsten Fragen und Antworten. Download vom 19. April 2015, von

[http://www.unhcr.at/fileadmin/user\\_upload/dokumente/02\\_unhcr/in\\_oesterreich/Questions\\_Answers\\_2013.pdf](http://www.unhcr.at/fileadmin/user_upload/dokumente/02_unhcr/in_oesterreich/Questions_Answers_2013.pdf)

## **15. Experiences and reflections of occupational therapy on short-term international mobility**

*Vera Kälin, Zurich University of Applied Sciences, Switzerland, Susanne Guidetti, Karolinska Institute, Sweden, Soemitro Poerbodipoero and Nadine Blankvoort, Amsterdam School of Health Professions, Netherlands*

The EU 'Agenda for change' outlines the importance of assisting developing countries in strengthening their policies, capacities and activities in the area of migration and mobility, with a view to maximising the development impact of the increased regional and global mobility of people (EU, 2011). Increasing migration into Europe can lead to challenges for the accessibility of health system and outlines the importance of competences on culture and diversity for health professionals such as occupational therapists (WFOT, 2009). Addressing and training these competencies in education programs is therefore vital (WFOT, 2009) as well as developing empirically based knowledge on how internationalization is perceived and understood by involved students. Research shows a statistically significant positive effect on intercultural competence when students go abroad (Hungerford Salisbury, 2011). It is not known so far how short-term exchange influences competences on culture and diversity. Therefore the potential for short-term exchanges has been explored amongst four education institutes to gain deeper understanding of students' experiences and reflections on short-term mobility. Focus groups interview were made at two universities with students participating in short-term mobility. Gathered data was transcribed and analysed. The aim of this presentation is to present preliminary findings of this ongoing study.

Keywords: short-term mobility, intercultural competences, education

References:

World Federation of Occupational Therapists (2009). *Guiding Principle on Diversity and Culture*.

Retrieved April 10, 2014, from

<http://www.wfot.org/ResourceCentre/tabid/132/did/306/Default.aspx>

EU (2015). *Horizon 2020*. Retrieved 20-03-15

from [https://ec.europa.eu/europeaid/policies/european-development-policy/agenda-change\\_en](https://ec.europa.eu/europeaid/policies/european-development-policy/agenda-change_en)

Hungerford Salisbury, M. (2011). *The effect of study abroad on intercultural competences among undergraduate college students*. Retrieved 20-03-15 from

<http://ir.uiowa.edu/cgi/viewcontent.cgi?article=2458&context=etd>

## **16. Cancelled**

## **17. Post implementation review of an OT programme for international practicing clinicians**

*Lise Poissant and Marc Rouleau, Universite de Montreal, Canada*

Several countries has the need to accommodate foreign occupational therapists wishing to obtain a right to practise in their adoptive country. Using a collaborative approach, the occupational therapy (OT) programme L'Université de Montréal (UdeM) and the Quebec Regulatory Body for Occupational

Therapists (OEQ) developed a programme targeting the refreshing and levelling of competencies of foreign Ots. This presentation is a one year post implementation review of this programme. UdeM conducted an analysis of interviews of the candidates in order to better understand their needs and to improve the programme itself. The analysis allowed a better comprehension of the different necessities in terms of support for candidates, the types of mentorship required and to better identify how to help maintain the development of a professional reflexive practice. It also highlighted the need to inform academic professors and fieldwork educators of certain particularities of these students and the different pedagogical approaches. Moreover it provided a better understanding of the realities the candidates face when going through the process asked by the adoptive country and underlined various non-academic aspects to consider. Key lessons learned from this experience will be discussed.

Keywords: culture, competency and levelling courses

### **18. Student platform occupational therapy (SPOT): an internationalisation network for students by students**

*Danéé Arends, Amsterdam University of Applied Sciences, Netherlands*

The main topic of my presentation will be the platform.

I will explain how our platform started, what we do, what we want to achieve and what we experienced so far.

Our platform started as an initiative from the international coordinator. He asked three students to set up the platform and to make it work.

We, as a platform, want to reach all the occupational therapy students, so from every year there are students in the platform. We want to achieve that students will see how valuable international partnerships are and that you can learn a lot from the international community, for example guest speakers. We also want to be a bridge between the students and the international office and coordinators.

We started in February and I already notice how many unanswered questions there are about the international activities or studying abroad. We help them by answering the question or by referring them to the people who can answer the question. I also notice that people just don't know about the options there are and that when I tell my fellow students about it, that they are interested, but that they just didn't know it was possible.

#### **Keywords:**

Student platform, international partnership

#### **References:**

Bekker, de, J.M.A., Eliens, A.M., Wigboldus, M.E., Schouten, L.M.T. & Haan, de, J.H. (2010) *Kwaliteitszorg en patiëntveiligheid*. Dwingeloo: Uitgeverij Kavanah

## **19. EEE4all: five years later**

*Barbara Piškur, ZUYD University, Netherlands*

### **Background**

Student exchange in occupational therapy education is no longer an exception but reality. The European ERASMUS curriculum development project “Euro-Education: Employability for all - EEE4all”, was executed by four Occupational therapy institutes and ENOTHE. The aim of EEE4all was the design of joint educational modules regarding ‘employability of disadvantages groups’ to be implemented in different European educational institutes to foster student/teachers mobility. The project has been finished in 2010; since then the educational modules are part of occupational therapy curricula. Though, implementation of new educational modules in existing curricula is not always easy.

### **Aim**

The aim of this presentation is to show the advantages of international educational modules in OT curricula and the challenges from students’ point of view.

### **Method**

Student evaluations and digital storytelling reflections have been used to collect data.

### **Results**

Results show students’ satisfaction with (1) focusing on employability issues (2) gaining new knowledge, skills and attitudes, (3) working with real stakeholders, (4) being able to work in an international team and (5) learning to use new technologies. However, it is experienced as challenging to work with technologies effectively in real time on a distance.

### **Conclusion**

Working in co-creation as an interprofessional - international team with a real stakeholder seems to be the key success factor of this education. In order to support sustainability of international education reliable and motivated partners are needed, as well as enabling conditions at each educational institute.

key words: EEE4all, joint module, employability

Craig, C. & Piškur, B., Student perspectives on the development and evaluation of a joint international education to promote employability in Europe, *Work* 41 (2012) 439–446 439, DOI 10.3233/WOR-2012-1309.

## **20. Children with Disabilities in Bulgaria. Parents viewpoints guide OT practice**

*Elaine Jane Struthers, Bulgarian Occupational Therapy Association*

Abstract:

Using qualitative methods and community based participatory research (CBPR) including discussions, focus groups, participant observation, and written responses, parents of children with disabilities in Sofia, Bulgaria provided insights into their needs. Written responses to eco-map and open-ended questions (n = 28) are evaluated for themes including obstacles and joys of parenting. Parents (n = >60) participated in discussions in varied settings, describing difficulties and satisfaction in parenting responding to open-ended questions. Analysis of emerging themes provide client-centered guidance to the profession of occupational therapy in Bulgaria as it defines its service role in the development of a socially inclusive society for children with disabilities. Comparative description is made with parent report data previously collected in Ruse, Bulgaria (Velikova, 2014) for common themes. Suggestions are made for occupational therapy strategies to facilitate the social inclusion of children with disabilities in Bulgaria.

Keywords:

Children Inclusion Bulgaria

References:

Todorova, L. 2012; COTEC Application for ABET (Bulgarian occupational Therapy Association)

Troeva, B. 2014; The path to inclusive education for children with disabilities in Bulgaria; <http://www.globi-observatory.org>

Velikova, E. 2014; Community Based Participatory Research Needs Assessment for Families of Children with Disabilities in Ruse, Bulgaria. Masters Thesis, University of Ruse, Dept. Of Public Health & Social Services.

## **21. Community gardening for refugees: organising volunteer support in Hildershiem (Germany)**

*Jesska Beissner, Vanessa Boock, Jana Liebert, Vanessa Möller, Laura Stumpf and Sandra Schiller,*

*HAWK-HHG University of Applied Sciences, Germany*

The occupational deprivation of refugees has been discussed in occupational science for some time and working with refugees is emerging as a new field of activity in occupational therapy (Schiller et al. 2012). Here community gardens may help to promote social health (Bishop & Purcell 2013, Frei 2013). In Germany, community gardening projects for refugees, mainly self-organized and/or supported by social workers have already existed for some time (Mueller, 2002). In Hildesheim a

new community garden was recently started. Due to their specific situation, refugees interested in gardening often need individual support to facilitate their initial contact with local projects (Liebig, 2014). In many German cities, the increasing number of refugees has been met with increasing activities of volunteers. However, a network of individual volunteers and volunteer organizations is only slowly emerging. The project presented here accordingly has its focus on learning about existing needs and resources, on networking between various stakeholders and on designing a concept to enable refugees to join community gardening activities with the support of volunteers. As cooperation and networking in the social sector is a new task for students of OT in Germany, their personal experience with this new professional role is also reflected.

Keywords: Community Gardening, Networking, Refugees

References:

Bishop, R. & Purcell, E. (2013). The Value of an Allotment Group for Refugees. *BJOT* 76(6), 264-269.

Frei, S. (2013). Gemeinschaftsgärten als Möglichkeit zur Gesundheitsförderung durch soziale Inklusion. BSc-Thesis HAWK Hildesheim.

Liebig, C. (2014). Gaertnern mit Flüchtlingen – Möglichkeiten der Nutzung von Gemeinschaftsgärten in der gemeinwesenorientierten Ergotherapie. BSc-Thesis HAWK Hildesheim.

Mueller, C. (2002). Wurzeln schlagen in der Fremde: Die internationalen Gärten und ihre Bedeutung für Integrationsprozesse. Munich: Oekom Verl.

Schiller, S, Kraeft, K, Buchner T, Freytag J. (2012). Unterstützung von Flüchtlingen: Eine Aufgabe der gemeinwesenorientierten Ergotherapie. In: *Ergotherapie & Rehabilitation* 51 (9), 14-19.

## **22. Talents show with abandoned children**

*Pavel Petrov, Sofia Marku, Alexander Petrov, Maria Novakova and Elvin Yuseinova,*

*University of Ruse 'Angel Kanchev' Bulgaria*

Children raised in orphanages are at high risk of social exclusion and marginalisation due to lack of experiences and opportunities for development and building social relationships. The Talents Show provided the children with the chance to positively express themselves and to develop social, as well as some specific skills. They had ownership of the show because they were fully engaged with the planning and preparation. The final performance took place at the Kaneff centre of the University of Ruse and was attended by wider audience. In this way the show was beneficial not only for the children, but also brought about changing societal attitudes.

Key words: abandoned children, opportunities for development, changing attitudes

References:

Kielhofner, G., de las Heras, C.G., Suarez-Balcazar, Y. (2011). Human occupation as a tool for understanding and promoting social justice. In Kronenberg, F., Pollard, N. and Sakellariou, D. *Occupational therapies without borders: volume 2, towards an ecology of occupation-based practices.* (Pp. 269-277) Edinburgh: Elsevier

### **23. Occupational therapy and disaster relief: an exploration of the impact of disaster and the possible role from an occupational perspective**

*Ratidzo Ogunade, Jackie Hannon and Laura Jones, Coventry University, U*

This presentation will explore the possibilities of developing and expanding the role of occupational therapy in situations of natural/human disaster. Disasters whether manmade or natural, affect the most vulnerable members of the world's poorest populations – the young, elderly, women and the disabled. Increased population growth and density, mass migration and unplanned urbanization and global climate change are some of the contributing factors to an increased level of vulnerability in times of devastation (United Nations Environment Programme (UNEP) 2009). Therefore, occupational therapists worldwide should consider how our role can respond to the challenges and needs of those affected.

As well as rehabilitation, other areas to be explored are assisting individuals/communities to recover, rebuild and develop their communities. Occupational therapy is unique through the use of occupation which is regarded as a basic human need and a fundamental human right, it brings meaning to life and those who participate in them: it has the potential to be therapeutic (Townsend and Polatajko 2007). Therefore through empowerment, recovery and education, with implementation of various co-operative initiatives, which would help reduce barriers promote engagement and participation to aid social and economic growth and influence health and wellbeing.

Keywords: Occupational deprivation Disaster Disaster Preparedness, response and recovery (DPRR)

#### References

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Yodamani, S (2009) *Disaster Risk Management and Vulnerability Reduction: Protecting the Poor* [Online] Available from <http://www.adpn.net/infores/adpdocuments/PovertyPaaper.pdf> [accessed 5 May 2015]

### **24. Restoring work confidence for long term unemployed people: a pilot programme**

*Lucy Zurich, Sheffield Hallam University, UK*

UK government initiatives such as the Work Programme<sup>1</sup> have aimed to assist long-term unemployed people to find and keep jobs; however, these have yet to be fully evaluated.<sup>2</sup> There is



limited evidence on the extent to which they contribute to sustained employment, restoring and preserving confidence and self-worth, or, conversely, whether they are damaging to individuals' sense of dignity. Current vocational rehabilitation provision is situated largely within institutional clinical and workplace settings<sup>3</sup> with a focus on work-specific activities. However, the magnitude of occupational deprivation faced by long-term unemployed people encompasses more than job seeking and improving job skills, and might require a more broad-based occupation-focused approach to address the impact of the negative effects of worklessness.<sup>4</sup> Despite the terms vocational rehabilitation and occupational rehabilitation being used interchangeably, this presentation raises the query around whether these are two separate roles and whether, in fact, occupational rehabilitation requires its own definition that encompasses a more traditional occupational therapy approach.

Main aim of the presentation:

I will present the design, content and evaluation of a six week structured programme for a diverse range of unemployed people aimed at raising aspirations, fostering sustainable confidence building and positive risk taking<sup>5</sup> to improve occupational balance, increase work opportunities and reduce barriers to engaging with traditional employment services.

Keywords: Long-term unemployment, vocational rehabilitation, occupational balance

References:

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4. Waddell G, Burton A. K. *Is work good for your health and well-being?*. : London: TSO; 2006.
5. Morgan S. *Positive risk-taking: an idea whose time has come*. : Health Care Risk Report; 2004; **10** (10):18-19

## **25. How to integrate client-centred co-design in a current curriculum: a good practice**

*Anne Dejager and Indy Lonnoy, Howest (University College West-Flanders), Belgium*

Passing students the attitude of Life Long Learning is very important. From the start in an Occupational Therapy Program, students must be triggered to look further and wider at the approach and scope of occupational therapy.

The minor Adaptation and Design, small modules with a total of 9 ECTS, is implemented to support those competences. First of all students are learning how to give professional advice concerning adjustments in the clients personal environment. Secondly students will train to coach 'designers' to create a customized product.

The use of this innovative assistive technology is unique, due to the absence of mass production, standardized ideas and assumptions. Here, co-designing and the optimal use of assistive technology are used to reach wellbeing and increase the quality of life of our occupational therapy clients.

The content of this minor will be proposed, starting from theory such as materials and production design which is important background knowledge. Innovative methods and an evolving creativity tool database will be presented. Subsequently students develop a project, resulting in a small prototype. Beyond, the assignment of observing and adapting an occupation is followed. Finally students are developing co-design with a real life case-study and a marketable product as professional result.

Keywords: Co-design, Minor Adaptation&Design, Occupational Therapy curriculum

References:

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## **26. Innovation through collaboration: the partnership of two institutions for the delivery in Greece of a degree in occupational therapy from UK**

*Panagiotis Siaperas, AMC Metropolitan College, Athens and Linda Rento, Queen Margaret University, UK*

### ***Innovation through collaboration: The partnership of two institutions for the delivery in Greece of a degree in Occupational Therapy from UK.***

The innovative process for delivering a collaborative Bsc. in Occupational Therapy in two European countries following the developments of European education through the Tuning Process and OT Education in Europe. The background of this specific collaboration of a UK degree being delivered in a Greek partner organization is being described, highlighting the two education systems and legal frameworks. The development and the delivery of the programme started by sharing experiences of academics from a Scottish University and academics from a Greek College. The process is explained

in six steps 1) Negotiation; collaboration formed with the Scottish university and partner institution in Greece; risk assessments, procedures, due diligence, contracts. 2) Relationship; discussions with Collaborative Programme Leader and Home Academic Link Person, 3) Curriculum Design; cultural contextual reformations. 4) Validation 5) Implementation in two sites in Greece and 6) Evaluation after the first three years of the collaboration. An exploration of the challenges, barriers, limitations, and achievements of such collaboration, drawing on the shared experiences from Scotland and Greece is being presented. This paper contributes to the innovative work being undertaken on collaborative working across European educational institutions to deliver shared BSc(Hons) in OT Programmes.

Keywords: Education, Collaboration, Development

## **27. How collaboration between students, teachers, actors and experts improves education**

*Ine Gerrits, Julian Hernandez Gonzalez and Babette Nimwegen, Rotterdam University of Applied Sciences, Netherlands*

Presentation of the development of comprehensible education material for students with student

OT students sometimes have difficulty's to imagine the impact of certain illnesses on participation. Teachers attempt to level with students.

Therefore we decided to design education about this subject with students with various education appliances.

In this presentation we want to illustrate this process by of the education we developed about a complex case of a women with borderline.

A workgroup of 3 students and me started to develop a digital case to provide the OT students with an image of the impact of borderline to participation. First we interviewed a women with borderline, who wrote an autobiographical book. Together we designed a digital case, wrote diary scenes and scenes of OT in which the main dilemma's and different approaches were presented. The written and filmed case and theoretical background eventually were presented to students who experienced a role-play as an occupational therapist with an actor.

The result of this education method was evaluated with 6 students, including 3 members of the workgroup. This method helped students to understand the impact of the borderline personality disorder better than a written case they worked with before.

Writing, talking about the case and dilemma's and contact with experts and actors helped to understand this case and it helped us to adapt education to the needs of students

Keywords: tuning, digital, practice

References:

“professioneel beoordelen” Inaugurele rede, Sluijsmans, D, 2013

experts story's “borderline cases”, Prieto 2008

“The Power of Feedback” John Hattie; Helen Timperley, 2007

## **28. Face Validity and Clinical Utility of the Activity Card Sort – United Kingdom (ACS-UK)**

*Alison Laver-Fawcett, York St John University, UK*

Eight occupational therapy students were collaborative researchers in a dissertation project which contributed to the development of the Activity Card Sort – United Kingdom (ACS-UK; Laver-Fawcett and Mallinson, 2013).

Study aims: examine the face validity of the ACS-UK with community dwelling older people; evaluate the clinical utility of the ACS-UK, including time taken to administer/score; collect ACS-UK participation data for a sample of community dwelling older people for a future discriminant validity study.

Method: ACS-UK administration followed by an audiotaped semi-structured interview to explore participants' experiences of undertaking the test. Interviews were transcribed verbatim.

Sample: convenience sample, n = 27, 65 years and above.

Findings: The ACS-UK was found to have acceptable face validity. The global range of activities retained was 51.09% - 89.47% (mean 70.10%, s.d. 10.32). For social cultural activities the range was 28.94% - 85.71% (mean 63.49%, s.d.14.60). Students reported the ACS-UK was straightforward to administer and score. The time required for administration (mean 9 minutes 41 seconds) and score (4 minutes 50 seconds) was considered acceptable.

Keywords: Student research; Assessment; Activity Participation

References:

Laver-Fawcett AJ, Mallinson S H (2013). Development of the Activity Card Sort - United Kingdom version (ACS-UK). **OTJR: Occupation, Participation and Health**, 33(3), 134-145.

## **29. The 21<sup>st</sup> century skills occupational therapy students learned on an international and inter-professional mental health course**

*Marinela Rață, 'Vasile Alecsandri' University of Bacău, Romania, Ulla-Maija Seppänen, Oulu University of Applied Sciences, Finland*

The aim of this presentation is to reflect how occupational therapy students, according their own feedback, learned 21<sup>st</sup> century skills during one international and interprofessional course.

Part of the results of occupational therapy students' feedback from Community Based Mental Health (CBMH) course on years 2013-2015. Occupational therapy students (n=36) from six different countries (Belgium, Finland, Latvia, Poland, Romania and the Netherlands) gave their feedback about their own professional and personal learning during CBMH. Data was analysed using deductive content analyses. This analyses was based on 21<sup>st</sup> century learning skills. 21<sup>st</sup> century learning skills are skills that are needed in fast changing society and technological development. Students are used to learn to use ICT and internet for their learning, that is really different from the previous generations. This development is also challenge for many teachers, because their skills to use technology might be less developed than the skills of the students are.

Analyses showed that students learn in CBMH disciplinary knowledge, self knowledge, communication, responsibility and collaboration. They learned less about innovations and creation, even feedback about these issues were also given.

keywords: 21<sup>st</sup> century skills, interprofessional, international course

**Keywords:** mental health, interprofessional course, learning skills

### **References:**

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3. Seppänen U.M., Vaes P., Inspired by learning, *Gymnasium - Scientific Journal of Education, Sports and Health*, ISSN 2344 – 5645 No. 2, Vol. XV, 2014 pp. 291-296
4. Trilling B. & Fadel C. 2009. 21<sup>st</sup> Century Skills: Learning for Life in Our Times. Jossey-Bass.
5. [http://www.euro.who.int/\\_data/assets/pdf\\_file/0019/74710/E82976.pdf](http://www.euro.who.int/_data/assets/pdf_file/0019/74710/E82976.pdf)

## **Workshops**

### **Workshop 30. Development of sustainable projects in Nepal and Bali: challenges for the visitor**

*Bea van Bodegom and Ton Satink, Hogeschool van Arnhem en Nijmegen, Netherlands*

The workshop will be organized as an open dialogue in which participants collect together main topics and guiding principles with regard to the central question “how all stakeholders can learn and benefit in partnership from each other in a variety of cultures?”.

As a start, we will present how, together with partner institutions in Bali and Nepal, the OT-department of the HAN has started projects in which bachelor students can conduct a small scale research for the stakeholders. After a short introduction of the projects, the applied method of action research, and examples of student activities in the different projects, the evaluation of the projects from perspective of the partner institutions abroad will be presented.

In the workshop, participants will be invited to start a dialogue on issues such as:

- How to learn in partnership with stakeholders in a variety of cultures?

- How to enable students in the development of their professional role, attitude and communication skills within a project abroad?
- How to enable students in developing their research skills in a project abroad?

The preferred outcome of the workshop is an overview ( maybe mind map) of important issues when students conduct a (research) project abroad.

### **Workshop 31. Empowering vulnerable parents in the inclusion, development and rehabilitation of their child**

*Niki Bulckmans and Maya Bruyneel, University of Ghent and KU Leuven, Belgiu*

#### Introduction

In 2012, 10,6 % of the children in Flanders were born in socially vulnerable families (Progress report BLOSO, 2013). It is a group that is hard to reach by occupational therapists. Moreover, a national study in Nepal indicated the prevalence of disability to be 3% in the total population.

Every individual has the right to access and fully participate in society and throughout the occupational therapy profession we will support inclusion.

#### Working Methods

Based on the current scientific knowledge, the workshop will comprise the importance and best practices of involving parents in community based therapy. Additionally the concepts 'community education'/ 'community based OT', 'lifelong learning' and 'social inclusion' will be explained in relation to this topic. Projects in Belgium and Nepal are used to illustrate good practices.

In the second part of the workshop, case studies will challenge participants to apply their knowledge and to discuss their notions.

#### Outcome

The outcome of this workshop is to list barriers and possible solutions for occupational therapists to involve vulnerable parents in the inclusion of their child. During this workshop participating occupational therapists will gain knowledge of projects in Europe and East Asia. A report will be provided with the current evidence, presented projects and insights gained during the workshop.

Japan International Cooperation Agency Planning and Evaluation Department. (2012). Country Profile on Disability, Kingdom of Nepal [pdf].

Progress report BLOSO. (2013). Voortgangsrapport Vlaams Actieplan Armoedebestrijding 2010-2014: met inbegrip van het Actieprogramma Kinderarmoede [pdf].

### **Workshop 32 see Workshop 2 repeated**

### **Workshop 33. Breaking the glass ceiling: empowering OTs to promote their academic careers**

*Saskia Buschner, Wannsee Schule e.V. Ergotherapie, Germany*

Young academics play a crucial role in the development of both academic programmes and reliable research. The workshop will start by introducing established tools as mentoring programmes, networks and professional meetings as an option to support academics on their way to a PhD and further.

In the second part the participants will discuss in small groups existing support programmes in their home countries and develop a profile of a sufficient support strategy. In this discussion the perspective of academics and students will be entangled with challenges like work-life-balance and compatibility of carrier and family.

The workshop aims to raise awareness for the difficulties of an academic carrier especially for woman in a small profession like Occupational Therapy. The participants will take home a collection of best practice examples and ideas for own supporting strategies.

### **Workshop 34. Retain and motivate male students in occupational therapy education**

*Tania Hansen , Lisbeth Kern Hansen and Rikki Hansen, University College Zealand, Denmark*

A research project called “Inclusion of Men and Boys through Education in the region of Zealand; IMODUS” has been focusing on how to retain male students in the Occupational Therapy Bachelor degree program. The workshop will present and discuss how to explore and develop teaching methods incorporating practice perspectives which aims to motivate and retain male students. The working methods will be group work and guided discussions. The aim is to discuss and inspire each other on how to develop teaching methods used within the OT education focusing on how to retain male ( and female) students.

### **Workshop 35. The value of creative activities in occupational therapy**

*Astrid Kisser, and Larisa Baci, University of Applied Sciences Krems, Austria*

Introduction:

The engagement in creative activities may have a positive impact on health and wellbeing (Peruzza & Kinsella, 2010). Based on the example of the OT Bachelor’s Degree Program at the IMC FH Krems, examples of creative activities in the curriculum will be outlined.

Participants are invited to discuss the value of creative activities in European OT Programs and to explore various approaches to teaching.

Working methods:

- theoretical input
- “speed dating”
- group work
- plenary session

Outcome:

To raise participants’ awareness of the value of creative activities in OT teaching and practice.

### **Workshop 36. Who is a wolf and can spaghetti be a challenge for learning?**

*Minjou Lemette, Rotterdam University of Applied Sciences, Netherlands and Renée Mulders, Hogeschool van Arnhem and Nijmegen, Netherlands*

In this workshop students and teachers can work (together) to explore their own collaboration skills and qualities. By playing games learning processes are facilitated. Working methods : interactive gaming, group work, relational learning and reflection.

The development soft skills, critical thinking and problem solving contribute to some essential elements of the process of knowledge. 21 st century skills are needed in a world that is facing global economic swings affecting social exclusion, unemployment and inequality.

These skills are an important vehicle that provides access to the knowledge and knowledge network of others. As society changes, the skills needed to negotiate the complexities of life also change.

The result of educational gaming was evaluated with 12 students who worked together. The students reported that all understood the meaning of gaming as metaphor in combination with reflection can be a way to become more aware of their collaboration & problem solving skills , personal talents and way of learning.

References :

Mitham, M.D. ( 2014) Education as engine ( American Journal of occupational therapy 68, 636-648)

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### **Workshop 37. WFOT/COTEC/ENOTHE:**

#### **WFOT Minimum Standards; developing occupational therapy education programmes**

*Facilitators: Brian Ellingham President of ENOTHE, Samantha Shann, Vice-President of WFOT and Stephanie Saenger, President of COTEC*

Aims

1. To develop understanding of the WFOT Minimum Standards of Education for Occupational Therapists.
2. To explore ways that the 1,000 assessed fieldwork hours can be incorporated into OT education curricula.
3. To understand the WFOT education approval system.



## Workshop 38. ENOTHE Strategy 2015 - 2020

ENOTHE Board

**Saturday 24 October 20**

### Oral Presentations

#### **39. Fighting for occupational justice, a community development approach targeting multi-cultural populations**

*Hannah Adewale, Sheffield Hallam University, UK*

Emerging literature calls for the reconceptualisation of occupational therapy practice to take into account a broader social and global responsibility (Frank 2012).

It has been acknowledged that the profession should advocate a need to promote occupational justice by addressing inequality and poverty with people experiencing disabling conditions (Kronenberg, Algado and Pollard 2005). It is also recognized for OT's to meet the challenges of poverty and inequality they need to build on their abilities to work cooperatively and in partnership with communities (Pollard, Sakellariou and Kronenberg 2009). This workshop discusses and demonstrates the needs of, and materials used to engage clients within hard to reach culturally diverse community. Targeted to meet the needs of an increasingly multi-cultural UK population who frequently use health and social community services (Foot et al. 2014). The communities' capacities are strengthened, and self-reliance increased through the use of adaptive strategies. Thus increasing access to meaningful participation in occupations. Leading to improved health and well-being.

Participants will be invited to complete a Kawa river model activity during the workshop (Iwama 2003), as a demonstrated method of engaging culturally diverse hard to reach communities. Discussion and brainstorming session will follow.

FOOT, C.; (2014). Managing quality in community health services. Kings fund trust [online] available at: [http://www.kingsfund.org.uk/sites/files/kf/field/field\\_publication\\_file/managing-quality-in-community-health-care-services.pdf](http://www.kingsfund.org.uk/sites/files/kf/field/field_publication_file/managing-quality-in-community-health-care-services.pdf)

FRANK, Gelya (2012; 2011). The 2010 Ruth Zemke lecture in occupational science occupational Therapy/Occupational Science/Occupational justice: Moral commitments and global assemblages. *Journal of occupational science*, **19** (1), 25-11.

IWAMA, Michael (2003). Toward culturally relevant epistemologies in occupational therapy. *The American journal of occupational therapy: Official publication of the American occupational therapy association*, **57** (5), 582-588.

KRONENBERG, Frank, ALGADO, Salvador Simó and POLLARD, Nick (2005). *Occupational therapy without borders: Learning from the spirit of survivors*. Edinburgh, Churchill Livingstone.

POLLARD, Nick, SAKELLARIOU, Dikaios and KRONENBERG, Frank (2009). *The political practice of occupational therapy*. Edinburgh, Elsevier.

#### **40. Occupational therapy and European social reform; complacent or contributing?**

*Linda Renton, Queen Margaret University UK and Hanneke van Bruggen, FAPADAG / Ivane Javakhishvili Tbilisi State University, Georgia*

Topic: This work presents an informed opinion on occupational therapy and social reform. It questions why only a few occupational therapists have responded to the social issues evident in Europe. It recognises that although some European occupational therapists worked with social reform before the introduction of the Bologna and Tuning Processes, both offered important direction in relation to considering society's needs in occupational therapy education. These processes revealed social injustice, which underpinned a different occupational therapy education focusing not only on the individual but also on populations and social reform. Social reform projects including work in Eastern Europe are presented. Occupational therapists are urged to minimise complacency towards addressing social reform and are challenged to develop new approaches to contribute to social reform.

Key Words: social reform, occupational therapy.

References.:

Bruggen van H (2011), Eastern European transition countries: capacity development for social reform in Kronenberg F, Pollard N, Sakellariou, Occupational Therapy without Borders, Volume 2 London, Churchill Livingstone/Elsevier,

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Watson, R. & Swartz, L (2004), Transformation through occupation, Whurr Publishers.

#### **41. Project- based learning and community development**

*Minjou Lemette, Ine Gerrits and Lisette Rodenburg, Rotterdam University of Applied Sciences, Netherlands*

Project-Based Learning (PBL) is an innovative approach to learning that teaches a multitude of strategies critical for success in the twenty-first century. Students drive their own learning through inquiry, as well as work collaboratively to research and create projects that reflect their knowledge. In Rotterdam OT students work in their 2<sup>nd</sup> and 3<sup>rd</sup> year with authentic projects in the community based on the PBL method. For example in one project, students were asked to design ways to set up a collective device to enhance mobility of civilians who could not participate due to limited walking.

In other projects students explore how occupational therapy can be meaningful to advance social development, commissioned by the city council.

As students become more proficient in the PBL approach, they learn to self-monitor their progress through daily agenda setting. Students must use their work time effectively and stay focused and on-task to succeed. Goalsetting helps students learn to manage their own time and learning content.

Learning responsibility, independence, and discipline are three outcomes of PBL.

Students demonstrated a high level of motivation that is uncommon in traditional learning settings. They stated that they could develop their ideas and skills fully. These skills are critical for future success in both school and life.

References :

Mitham, M.D. (2014) Education as engine. *American Journal of occupational therapy* 68, 636-648.

Bel, S. (2010) Project-Based Learning for the 21st Century: Skills for the Future. *The Clearing House*, 83: 39-43, 2010 Taylor & Francis Group.

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DOI: 10.2182/cjot.2010.77.1.3 2010 77: 15 *Canadian Journal of Occupational Therapy*

#### **42. Activity Card Sort NL 2.0: future proof development of an instrument measuring participation in activities**

*Soemtro Poerbodipoero, Amsterdam School of Health Professions, Netherlands*

Chronic and infectious diseases, pandemic threats and antimicrobial resistance are on the rise. Also, the side effects of an ageing population will need to be addressed - the number of people in the EU aged over 65 will have grown by 70% by 2050. European research and innovation in health helps to tackle these challenges<sup>(1)</sup> Untangling the complexity of engagement in social activities is a part of OT by using comprehensible instruments to foster true client-centeredness and shared decision making. The Activity Card Sort (ACS) is a photo based standardized assessment tool used widely mainly by occupational therapists to assess participation in older patients with a variety of diseases and disabilities<sup>(2)</sup>. Combining research, involvement of clients, students, practitioners and teachers in developing the ACS-NL 2.0 is needed<sup>(3)</sup>. Improving the knowledge, skills and attitudes in analyzing and optimizing engagement in meaningful activities is needed to optimize capacity building, improve the implementation of the instrument and strengthen the role of occupational therapists. The aim of this presentation is to give updates on the development and implementation of the ACS-NL in OT practice and education and present the results of ongoing research on the (construct) validity of the instrument.

Key words: Activity Card Sort, participation assessment, development

References:

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#### **43. The emerging development of an 'occupational' teaching tool**

*Joan Howarth, University of Derby, UK*

The concept of occupation is highly complex, and definitions of occupation struggle to clarify what occupation is without losing elements of the dynamic, multidimensional nature of the concept. Hocking (2009) identified that students who develop a more comprehensive understanding of the concept of occupation will also develop greater appreciation of the interdependent relationship between occupation, health and well-being. Understanding of a subject occurs when students become actively engaged with the subject, empowering use of knowledge in innovative ways (Newton, 2012).

Presentaation initial findings regarding the impact of a newly developed occupation teaching tool on students' understanding of the concept of occupation. Ethical approval was gained from two UK Universities for this investigation which is part of a larger PhD study.

Findings indicate that the occupation teaching tool enables students to develop a greater depth of understanding of the concept of occupation, whilst recognizing the multidimensional nature of occupation.

The contribution of this research is identification of an occupation focused teaching tool that facilitates the development of understanding and appreciation of the multidimensional aspects of occupation. This enables individuals to use their knowledge of occupation flexibly, applying it in novel situations of health and well-being.

Keywords: Occupation; Knowledge; Education

#### **44. Attitudinal skills as the main determinate of competence performance in fieldwork training**

*Sylvie Scurti, Universite de Montreal, Canada*

Studies have shown that difficulties of students in fieldwork training are more related to attitudinal issues than a lack of knowledge or abilities. These difficulties have a bigger impact on the roles of communicator and occupational expert expected in OT practice. But what about exceptional students? Our objective was to explore the fieldwork evaluations of students having rated above expected performance as well as underlying knowledge, abilities and attitudinal skills supporting such a high score. An analysis of content of all final evaluation forms completed by supervisors during two academic years was done. More than half of students were rated as exceptional for at least one of the evaluated roles. Preliminary qualitative analysis of comments suggests attitudinal skills as being the principal factors justifying exceptional ratings. Conclusion: While great efforts are put to better support students facing challenges, our results suggest we may learn from better understanding what contributes to rate a student as exceptional. Again, attitudinal skills appear to emerge as being determinant of performance. Is there sufficient space for this type of knowledge in actual university curriculum?

Key words: competency, attitudinal skills, fieldwork

Reference: Rochette A. and Scurti S. (2013). Becoming a competent occupational therapist: Quite a challenge! *OT Now*, 15 (1), 8-10.

#### **45. Cancelled**

#### **46. Active ageing: the link between mobility and activities of daily living**

*Floris Vitse, Sara Willems and Mariotte Wyckaert, Artevelde Hogeschool, Belgium*

A survey in a random selected sample of 161 community dwelling elderly was used. The survey researched the personal elements, environmental elements and **ADL** of each participant. The sample contained 115 women and 46 men. The average age was 77,83 years old (minimum age 70 years old and the maximum age 93 years old). **Mobility** was scored based on the Elderly Mobility Scale (EMS1). Activities of Daily Living were evaluated based on an ICF-based translation of the Katz- and Lawton-scale for basic (b-) and instrumental (i-) ADL. Correlations were measured by means of Spearman's rank correlation coefficient.

The results of the analysis established:

Two statistically significant negative correlation ratio between mobility and b-ADL and between mobility and i-ADL, which means how weaker the mobility, how weaker the ADL. It is also proven that i-ADL is more interwoven with the mobility capabilities of the elderly, then b-ADL.

A statistically significant positive correlation ratio between the b-ADL and the i-ADL, which shows that a weak b-ADL score is an indicator for a weak i-ADL score.

The correlations make way for countless **possibilities for OT** e.g. manage mobility loss and prevention in community dwelling elderly through their activities. The results reveal that the biggest challenge for OT will be to mobility programs. This entails that OT's will have to work more closely with other disciplines, especially physiotherapy, to create successful results.

EM

S: Smith R. ( 1994) Validation and reliability of the Elderly Mobility Scale. *Physiotherapy*, 80 : 744-747.

#### **47. When the batteries are flat; patients' experiences with burnout**

*Daniela Beisteiner, and Anna-Maria Bieber, University of Applied Sciences, FH Wiener Neustadt, Austria*

More and more people develop burnout. To find out more about burnout, we are going to run two case studies where we talk to patients with burnout to find more about their experiences and strategies to find meaningful occupations. In this respect we interview them to find out if there was a trigger event about their feelings and how they experienced the different interventions, including occupational therapy and how they try to restart their life.

We want to find out what helped them to recover and what kind of resources they drew on. We are also going to talk about the things that they experienced as needless.

As we connect the experiences of the patients to the knowledge of burnout we want to give an insight into what it means for people to suffer from burnout for their everyday life.

Keywords: burnout, intervention and work-life balance

#### **48. The multiple dimensions of the phenomenon of suicide**

*Markella Giannakaki, Marios Nikolopoulos, Aimilia Zampeli and Nikolaos Maniatis, Metropolitan College of Athens, Greece*

The presentation will briefly present the spectrum of suicidal behavior and mentioned risk and support factors directly linked to it. There will be a brief reference to the characteristics which should be taken under consideration from the health practitioners to provide a meaningful therapeutic approach and critical information relating to the prevention of suicide. The purpose is to demonstrate a clinical reasoning, based on OT therapeutic intervention, for people with high suicidal risk, in parallel consideration of their environment.

TORMOEN, A.J., ROSSOW, I., LARSSON, B. and MEHLUM, L., 2013. Nonsuicidal self-harm and suicide attempts in adolescents: differences in kind or in degree? *Social Psychiatry and Psychiatric Epidemiology*, vol. 48: pp. 1447-1455.

KERKHOF, A.J.F.M., SPIJKER, B.A.J. and MOKKENSTORM, J.K., 2013. Reducing the burden of suicidal thoughts through online cognitive behavioural therapy self help. In: B.L. MISHARA and A.J.F.M., eds. *Suicide prevention and new technologies*. UK: PALGRAVE MACMILLAN, pp. 50-62.

POSNER, K., BRODSKY, B., YERSHOUD, K., BUCHANAN, J and MANN, J., 2014. The Classification of Suicidal Behavior. In: M. K. NOCK, ed. *The oxford handbook of suicide and self-injury*. Oxford: Oxford University Press, pp. 7-22.

BARZILAY, S. and APTER, A., 2014. Psychological models of suicide. *Archives of Suicide*, vol. 8: pp. 295-312.

CHEHIL, S. and KUTCHER, S., 2012. *Suicide risk management: a manual for health professionals*. 2<sup>nd</sup> ed. Chichester: John Wiley and Sons Ltd.

**49. A small research project: Influences of Buddys in mental health** *Lara van Opdorp, Aglaya van Essen, Naline Cloet* VIVES University College, Belgium

Since 2011, in mental health in Belgium, we use volunteers as a buddy. Three students developed a small research project to see what literature mentions about the effects of buddy projects and they compared it with reality. For that, they interviewed both the volunteers as the buddy's. In this presentation, they would like to share their experiences on this research project and their conclusions about volunteering as a buddy.

Key Words: Mental Health, Buddy, Research

References:

Thornicroft, G., Brohan, E., Kassam, A., Lewis-Holmes, E. (2008). Reducing stigma and discrimination: Candidate interventions. *International Journal of Metal Health Systems*. 2:3

Doi: 10.1186/1752-4458-2-3 <http://www.buddywerking.be/>

**50. Goodbye Stress**

*Maria Steigmiller, Julia Knievel, Kristin Schubach, , Annika Hammann, Andrea Ackley, Larissa Miller and Larissa König, Berufsfachschle für Ergotherapie Reutlingen, Germany*

Our plan is to design a curriculum that will interactively teach the students stress prevention as well as coping mechanisms. We will be working with female students at the age of 13/14 years. The goals is to teach students:

To prevent and reduce stress, self-awareness, mind-body relation and ownership

**51. Cancelled**

**52. From student behaviour to professional behaviour**

*Babette Nimwegen, Julian Hernandez, Lara Droog and Jacco Wapenaar, Rotterdam University of Applied Sciences, Netherlands*

In this presentation we want to show you how the professional behavior is developed.

We start the first year and we work in our study to explore different aspects of ourselves; personally and professionally, we work on developing different skills that are important to create such thing as professional behavior. You could think about confidence and making your own choices.

Partly this is done by working with a study coach, he or she guides you in the process of working on multiple goals, the goals are made by yourself. How do we know where to work on?

Which skills you need to work on? This is a question we will answer with our presentation.

And how do you work on them, how do you make this aspects or skills your own.

We work on this in different ways at Rotterdam's University of Applied Sciences. During this presentation we will explain what worked for us. Our presentation is made from the different perspectives.

Keywords :Developing professional behavior, student experiences

### **53. The views of elderly people and occupational therapy students regarding the views of e-Health in the Netherlands and Germany**

*Patric Duletzki, Melissa van Alff, Erry Verhoeven and Sarah Samter, Zuyd University, Netherlands*

E-Health has a potential to improve access to as well as support efficient and effective care for the elderly. Furthermore, the European commission describes eHealth as a toll and solution to ensure individualized patient health care, and so assist health professional. However, little is known about the use of eHealth by elderly and occupational therapy students from the Meuse-Rhine Euro-region.

Purpose/ Aim:

The purpose of this quantitative study is to explore the use of eHealth by elderly people and occupational therapy students from the Netherlands and Germany.

Methods:

A quantitative study using interviews with elderly people and occupational therapy students from the Meuse-Rhine Euro-region will be applied.

Implications:

This presentation will provide information regarding the use of eHealth by elderly population as well as how it is addressed in OT education from a student point of view. Opportunities to integrate new technologies within everyday occupational practice and education should be taken into account when seeking to improve client centeredness, quality of treatment and effectiveness of outcomes.

Keywords: eHealth, elderly people, poverty

Van Gemert-Pijnen, J.E.W.C., (2013). Improving eHealth. The Hague, NL: Eleven International Publishing.

European Commission, (2012). eHealth Action Plan 2012–2020 — Innovative healthcare for the 21st century (8.).

Retrieved from [http://ec.europa.eu/information\\_society/newsroom/cf/dae/document.cfm?doc\\_id=4188](http://ec.europa.eu/information_society/newsroom/cf/dae/document.cfm?doc_id=4188)

Jacobs, R., & Lou, J. O. (2014). A systematic review of eHealth interventions to improve health literacy.

### **54. Community gardens: exploring their potential for collective occupations and civic engagement**

*Sandra Schiller, HAWK-HHG University of Applied Sciences, Germany*

We see urban community gardening as an initiative to create opportunities for people to interact with each other and to get actively involved in the shaping of their physical environment through



collective occupations. As community gardening is about changing and appropriating the living environment in various ways, we consider the approach suggested by Mitchell (2003) and others (Rauterberg 2013, Mullis 2014) to be particularly apt for occupation-based initiatives; these approaches are concerned with the connection between the capacity for doing, for claiming public space and social rights in the city. The example of community gardening and its transformative relation to changing public place, rights and ideas about citizenship will allow us to explore how commonly known occupations such as gardening can bring people from various backgrounds together who are willing to experience a sense of collective agency. The main focus is on exploring the meaning of various types of collective occupations encountered in the context of community gardening. We argue that an exploration of the transformative potential of collective occupations needs to be based on the lived realities in the neighbourhoods concerned, while at the same time critically analysing these realities in terms of injustices and disempowering roles and relationships.

Keywords: Collective Occupation, Participatory Citizenship, Community Development

References:

ENOTHE (2013). Statement on Citizenship: Exploring the Contribution of Occupational Therapy. [http://www.enothe.eu/activities/meet/ac13/CITIZENSHIP\\_STATEMENT\\_ENGLISH.pdf](http://www.enothe.eu/activities/meet/ac13/CITIZENSHIP_STATEMENT_ENGLISH.pdf) (accessed on 24 Oct 2014)

Mitchell, D. (2003/2014). *The Right to the City: Social Justice and the Fight for Public Space*. New York/London.

Mullis, D. (2014). *Recht auf die Stadt: Von Selbstverwaltung und radikaler Demokratie*. Muenster.

Rauterberg, H. (2013). *Wir sind die Stadt! Urbanes Leben in der Digitalmoderne*. Frankfurt/Main.

## **55. Developing collaboration between the fire service and occupational therapy, improving client safety**

*Lynsey Robertson-Flannigan, Queen Margaret University, UK*

Topic/ Aim: How Occupational Therapists and the Fire Service can work together to prevent fire related injury and death. Presentation of a student project that developed a half-day educational training day in collaboration with Scottish Fire and Rescue to be delivered to 4<sup>th</sup> year Occupational Therapy students in Autumn 2015.

Main Issues: The Scottish Community Safety Network (SCSN) (2011) have created 37 recommendations to improve fire safety in homes, a number of which could arguably be achieved by OTs and the fire service working effectively in partnership.

As OTs, we have the opportunity to consider and assess a person's environment and what effect it has on their occupational performance (Kielhofner 2008). By having the knowledge, skills and resources required to identify potential fire risks in a person's home, and being able to address these risks, OTs will be able to ensure that the client's physical environment is as safe as possible.

Key Words: Development, Fire Safety

## References:

KIELHOFNER, G., 2008. *Model of human occupation theory and application*. 4<sup>th</sup> ed. Philadelphia: Lippincott Williams and Wilkins

SCOTTISH COMMUNITY SAFETY NETWORK., 2011. *Scotland together: a study examining fire deaths and injuries in Scotland* [online]. [viewed 16 March 2015]. Available from: <http://www.safercommunitiescotland.org/publications/scotland-together-a-study-examining-fire-deaths-and-injuries-in.pdf>

### **56. The necessity of using theoretical conceptual practice models of occupational therapy in Greece: a case study of a citizen with dementia**

*Nikolaos Maniatis and Poly Skaltsi and Panagiotis Siaperas, Metropolitan College of Athens, Greece*

As life limit expectancy of people is increasing, both the requirements for healthcare resources and the need to maintain the quality of life of older people are increasing respectively. But, in a country like Greece in economic crisis, limited time and quality of treatment due to reduced spending on health, it becomes extremely difficult. That is why it is very important for occupational therapists to encode their knowledge and support interventions research documentation. In this presentation it will be used a theoretical conceptual model of occupational therapy, more specifically Model Of Human Occupation, MOHO, for the study and understanding of a person with dementia and his difficulty to engage in activities of daily living

Key words: Dementia, Occupational Models, Greece

KIELHOHNER, G., 2002. *Model of human occupation: theory and application*. 3<sup>th</sup> ed. Philadelphia: Lippincott WILLIAMS & WILKINS.

LEE, J., KIELHOFNER, G., 2010. Vocational intervention based on the model of human occupation: a review of evidence. *Scandinavian Journal of Occupational Therapy*. September, vol. 17: pp. 177-90.

RABER, C., TEITELMAN, J., WATTS, J. and KIELHOFNER, G., 2010. A phenomenological study of volition in everyday occupations of older people with dementia. *British Journal of Occupational Therapy*. November, vol. 73: pp. 498- 506.

REED, K. and SANDERSON, S., 1999. *Concepts of occupational therapy*. 4<sup>th</sup> ed. Philadelphia: Lippincott Williams & Wilkins.

DUNCAN, E.A.S., 2009. *Skills for Practice in Occupational Therapy*. Philadelphia: Elsevier.

## **Poster Presentations**

### **57. Georgian Occupational Therapy students for the world with 'green' occupations**

*Nazibrola Qadjaia, Tamar Rekhviashvili and Ketevani Talkhadze , Ivane Javakhishvili Tbilisi State University, Georgia*

Exploring, finding and sharing "green" ways of performing occupations, addressing OT educational (occupational and activity analysis).

## **58. An adapted 'Alert' programme to enhance the sensory modulation of south African children diagnosed with ADHD or ASD**

*Robin Lietaer and Joyce Claeys, Howest University College West-Flanders, Belgium*

**OBJECTIVE:** This study investigated if an adapted version of the Alert Program improved the self-modulation abilities of South African children between eight and ten years old diagnosed with features of Autism and/or ADHD.

**METHOD:** All participants (learners) are learners at the special needs school where the research was conducted. The selection took place through consultation with all therapists and teachers involved. A Sensory Profile was taken of each learner from which qualitative information was obtained in order to set a personal goal around self-regulation for each learner. The learners followed a nine session Alert Program, after which each was followed up individually to address their specific difficulties.

**RESULTS:** The results were defined by collecting the observations from the parents, teachers and therapists and the similarities examined.

**Keywords:** ADHD, Alert program, South Africa

**References:**

Dolde, K. (2008). Sensory Challenges and Sensory Solutions for Children and Caregivers. NEWS-Line for Occupational Therapists and COTAs, Vol. 7, No. 9F. Consulted on January 10th 2015 via <http://www.alertprogram.com/documents/NEWSLine-Article.PDF>

Bazyk, S. (2010). Promotion of Positive Mental Health in Children and Youth With Developmental Disabilities. OT PRACTICE, 15, 17, pp CE 1 – CE8.

Williams, M.S. & Shellenberger, S. (1996). *"How does your engine run?": A leader's guide to the Alert Program for Self-regulation.* (17th ed.). Albuquerque, NM: Therapy Works, Inc.

## **59. How can occupational therapy interventions contribute in multidisciplinary work with palliative care for COPD-patients (Chronic Obstructive Pulmonary Disease)**

*Anja Mette Poulsen and Henriette Paaske, University College Zealand, Denmark*

WHO defined in 2002 palliative care as "an approach that improves the quality of life of patients and families facing the problems associated with life-threatening illness, through the prevention and relief of suffering by means of early identification and impeccable assessment and treatment of pain and other problems, physical, psychosocial and spiritual".

The main issue of this presentation is to raise awareness of how occupational-therapy can be part of the multi-disciplinary team caring for the palliative COPD-patient, which currently does not happen. This statement is based on an ongoing project by Nordsjællands Hospital called "CAPTAIN" (comprehensive and prospective treatment and individual nursing), which concerns palliative care for patients with severe COPD (lung function <50%), which is based on a pathogenic approach.

The aim of the presentation is to promote occupational therapy in the palliative care interventions for COPD-patients to enhance their quality of life.

Occupational therapist primary approach is the holistic human vision. By using COPM (Canadian Occupational Performance Measure) occupational therapists can help the palliative COPD-patient identify the resources and constraints to regain their goals and values of life.

Keywords: Occupational therapy, Palliative care and COPD-patient

References:

- Townsend EA, Polatajko HJ, Enabling Occupation II
- PAVI: (videncenter for rehabilitering og palliation) <https://www.lunge.dk/rapport-om-palliativ-indsats-til-kol-patienter>
- Sundhedsstyrelsen [https://www.lunge.dk/sites/default/files/palliativeindsats\\_anbef.pdf](https://www.lunge.dk/sites/default/files/palliativeindsats_anbef.pdf)
- kora: Det Nationale Institut for Kommuners og Regioners Analyse og Forskning <http://www.kora.dk/media/763556/sammenhaeng-i-tvaersektorielle-kol-forloeb.pdf>
- Projekt CAPTAIN, <https://www.nordsjaellandshospital.dk/presse-og-nyt/arrangementer/sygeplejesymposium/Documents/Symposium%202014/Sygeplejersymp%202014%206%20Organisering%20af%20ambulante%20tilbud.pdf?rhKeywords=captain#search=captain>

## 60. Parents' pressure concerning children's development: a perspective of paediatricians and OTs

*Elisa Barthofer, Martina Haslhofer, Michaela Mitter and Irana Grasser, FH Gesundheitsberufe OÖ GmbH,*

Based on observations in our private context we came to the conclusion that a lot of parents are under pressure because of certain factors.

A study of Lewicki and Greiner-Zwarg underlines that the stress and pressure are a result of the comparisons that are made, the access to a high amount of knowledge about development in childhood as well as the demands of society. Parents often put themselves under pressure because of these factors and most of them think that there are more requirements on them now, than 30 years ago (Lewicki/Greiner-Zwarg 2015).

Main issues:

We plan to interview two paediatricians and two occupational therapists working with children to find out what they experience about the parents situation within their everyday work.

The aim:

*Based on our findings we want to give OTs and students an understanding of the main aspects of this topic. The increased awareness of this topic might help dealing with the parents' situation in the context of OT.*

Keywords: demands on parents, children's development

Lewicki, Marie-Luise und Greiner-Zwarg Claudia (2015): Eltern 2015- Wie geht es uns? Und unseren Kindern?. Berlin *Austria*

### **61. Creative (dance movement) methods of occupational therapy effect for preschool children with autism**

*Ksenija Kolesnikova and Sigitas Mingaila, Lithuanian University of Health Sciences*

Main issues; How the creative (dance movement) method can help people with autism?

Keywords: occupational therapy, dance movement and autism

### **62. The development of new technologies to enhance children's communication**

*Maurine Futsh, Chloé Perrache and Marie Valentin, Institut de Formation en Ergothérapie de IUPEC, France*

This poster will be about the development of new technologies to enhance children's communication. A short review of literacy followed by a small investigation will be used. The aim is to open a reflexion about how those technologies can be used in occupational therapy in order to enhance children's participation in everyday life.

Keywords: new technologies, communication, children, occupational therapy

### **63. Occupational therapists as a dignified ally of the family caregiver**

*Marte van Langenhoven, Leander Lowie, Astrid Opgenhaffen and Carolien van Mileghem, University College Ghent (HoGent), Belgium*

Family caregivers make palliative care suitable as they became an important partner within our care system. Sadly, the emotional bearings of informal caregivers are often underestimated by their surroundings provoking stress and a lower rate of quality of life. How could an occupational therapist/professional become an ally during this period of being a family caregiver?

A literature study on palliative home care and interviews with family caregivers have been done to obtain a better understanding of their needs'.

Literature shows that (family) caregivers need support from professionals containing different issues such as giving clear and understandable information in order to clarify the patients' condition. Emphasizing the importance of the own well-being of caregivers seems to be indispensable during this support. Whenever appropriate, care should be transferred to respite care. Finally, discussions around preparedness for the patients' death may not be forgotten and need to be held within a safe and confidential environment, especially when the physical condition of the patient declines.

To conclude, we can state that support to (family) caregivers within palliative care is crucial and need to be incorporated into service philosophies of special trained multidisciplinary teams. Only than a professional can become an ally of the family caregiver.

Keywords: family caregiver, support, palliative home care.

References:

Brandstätter, M., Köglger, M., Baumann, Urs., Fensterer, V., Küchenhoff, H., Borasio, G.D. & Fegg, M.J. (2014). Experience of meaning in life in bereaved informal caregivers of palliative care patients. *Support Care Cancer*, 22, pp. 1391-1399.

Hudson, P., Aranda, S. (2013). The Melbourne Family Support Program: evidence-based strategies that prepare family caregivers for supporting palliative care patients. *BMJ Supportive & Palliative Care*, 4, pp. 231-237.

Hudson, P., Remedios, C., Zordan, R., Thomas, K., Clifton, D., Crewdson, M., Hall, C., Trauer, T., Bolleter, A., Clark, D.M. & Bauld, C. (2012). Guidelines for the Psychosocial and Bereavement Support of Family Caregivers of Palliative Care Patients. *Journal of palliative medicine*, 15, nr.6, pp. 696-702.

Visser, G. (2008). *Mantelzorg in de palliatieve terminal*

*e fase*. [Factsheet]. Retrieved April 21, 2015, from [www.expertisecentrummantelzorg.nl](http://www.expertisecentrummantelzorg.nl)

Visser, G., Verdonschot, A. & Royers, T. (2012). *Formulier Mantelzorg in het zorg(leef)plan: toelichting en instructie*. [digital form] Retrieved April 26, 2015, from [www.expertisecentrummantelzorg.nl](http://www.expertisecentrummantelzorg.nl)

#### **64. The Occupational therapist's communication skills throughout their personal development**

*Kim van Hofstraeten and Astrid Cooremans, AP University College Antwerp, Belgium*

*Introduction:* How are communication skills of occupational therapy students acquired throughout the years of study and how are they applied in the professional field?

Method: Comparison of the curriculum of AP University College Antwerp (Belgium), in particular the role of communicator, and survey in (former) students. Literature is studied to find similarities and differences between countries.

Results: The role of communicator at AP Antwerp has specific core competencies: "Therapist communicates qualitatively and collaborates inter-professionally with the client and all stakeholders." Students work on the role of communicator in the courses "inter-professional skills" (IPV) and "inter professional collaboration in health care" (IPSIG) and during placement. The following methods were endorsed in literature and might add value to the own education programme: role playing games recorded on video, inter-professional training and role-emerging placement. Professional communication with coworkers and clients is a crucial part of the OT's job. Within the field, Leary's circumplex is used as feedback material. Feedback of alumni demonstrates an upward trend in terms of relevance and importance of communication skills.

Conclusion: Work-related communication within an interdisciplinary team is highly important and educational programs should integrate both school-based and in-placement learning to acquire competences related to communication and professional development.

## 65. Pioneering role emerging occupational therapy in Amsterdam

*Ryosuke Asao and Darix Kuijs, Amsterdam University of Applied Sciences, Netherlands*

In the Netherlands, an increasing number of occupational therapists are working in primary care or community care, from 15,7% in 2004 until 20% in 2011 and this number is still increasing (Hingstman & Kenens, 2012). In some settings, an occupational therapist is also part of a home-care team, but still not common. With the reducing budget for home-care, it is important to increase self-management in service-users. This creates opportunities for occupational therapists to provide their services in this context. In our experience of this project, we realised that occupational therapy is not that well-known yet. In our poster we will present the context of our placement, new competences we developed, examples of projects we carried out during the placement, pros and cons. This will be based on the experience of the 8 students who participated in his placement.

Key words: Role emerging placements, Self management, Cost efficacy

References:

Hingstman, L., & Kenens, R. (2012). Het aantal (vrijgestigde) ergotherapeuten blijft groeien. Ergotherapie Magazine, (jul/aug), 16-23.

## 66. Active ageing: overview of results from a survey concerning mobility and ADL

*Sara Willems, Floris Vitse and Mariotte Wyckaert, Artevelde Hogeschool, Belgium*

Method:

A survey in a random selected sample of 161 community dwelling elderly (115 women/46 men, mean age 77.83y) was used. The survey assessed according to the Comprehensive Model of Occupational reasoning (CMO), factors related to the person, environment and activities. **Mobility** was scored based on the Elderly Mobility Scale (EMS1). **Activities of Daily Living** was evaluated based on an ICF-based translation of the Katz- and Lawton-scale for basic (b-) and instrumental (i-)ADL. Correlations were measured by means of Spearman's rank correlation coefficient.

Results:

Statistically significant negative correlations were found between mobility and b-ADL and between mobility and i-ADL. This illustrates that the weaker the mobility experienced by older persons, the weaker the performance in b- and i-ADL. In general, i-ADL is more vulnerable to mobility limitations than b-ADL. Also a statistically significant positive correlation ratio between the b-ADL and the i-ADL, which shows that a weak b-ADL score is an indicator for a weak i-ADL score.

Conclusion:

The study indicates the need for an approach based on the link between Mobility and ADL. Further research is required to develop **new programs**, based on that link.

EMS Smith R. ( 1994) Validation and reliability of the Elderly Mobility Scale. Physiotherapy, 80 : 744-

747.

### **67. Occupational therapy terminology in practice: pilot study**

*Vera Lehtinen, Emmi Pajamäki and Olga Kivilä, Turku University of Applied Sciences, Finland*

Keywords: Terminology, Delphi, Validation of terms

Main issues and aim of the poster: Qualitative differences in the use of the terms between Finnish occupational therapists. Translations of the OT terms used in practice. Delphi as a research method in terminology work. Using ENOTHE's protocol for further terminology work in Finland.

### **68. The development and integration of OT for children with disabilities into main stream French Schools**

*Virgile Paupelin, Marianne Bertsch, Marion le Devehat, Imen Nezar, Julie Seguin and Adèle Souciet,*

*ADERE Paris, France:*

Main issues: Vision of the disability in schools, from primary to high school. The different ways for OT to intervene on the vision of individuals with disabilities. In France a law in 2005 obliged schools to integrate child with disabilities. Did their vision change?

Aim of the presentation: To show to the different countries, professional and students the vision of individuals with disabilities in France.

Keywords: Handicap – Occupational therapy – Scholar system.

References: <http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000809647&categorieLien=id> : Law from the 02.11.2005 on the handicap in France.

### **69. Increasing participation for elderly people during detention**

*Yana Claeys and Elise Soete, Howest, University College West-Flanders, Belgium*

Background: The poster shows the goal of this study; introducing meaningful daily activities for elderly people. The literature study describes life in prison and the difficulties to participate for elderly people. Method: The sample for this study are prisoners with the age of 40 and more who do not participate in daily activities in prison. In the search for meaningful achievable activities, a checklist has been used. The Measure of Meaning and Occupational Performance (MMOP) was completed and a personal treatment plan, with adapted meaningful activities, was made. Results: Several new meaningful activities occurred and assessed with the MMOP after every session. Conclusion: The main conclusion was that meaningful activities, personal adapted for elderly people, shows a higher occupational performance and a higher level of participation in prison.

Keywords: elderly prisoners, occupational performance, participation

References:

Dielemans, C. & Stegges, E. (2013). CAOT Professional Issue Forum: Occupational therapy and criminal justice. *Occupational Therapy Now* 15 (4) 9-10.



Le Mesurier, N. (2011). *Older People in prison: A monitoring guide for IMBs*. United Kingdom: Age UK.

Van de Velde, D. (2014). *MMOP; Measuring meaning and occupational performance*. Onderzoeksrapport Arteveldehogeschool – UGent.

Van Alphen, B. & Oei, K. (2008). De toename van 60+criminaliteit in Nederland: Een verkenning. *Tijdschrift voor strafrechtspleging* 87 (3) 99-105.

Whiteford, G. (2000). Occupational Deprivation: Global Challenge in the New Millennium. *British Journal of Occupational Therapy* 63 (5) 200–204.

## **70. A small research project: influences of ‘Buddys’ in mental health**

*Lara van Opdorp, Aglaya van Eessen, and Naline Cloet, VIVES University College, Belgium*

Since 2011, in mental health in Belgium, we use volunteers as a buddy. Three students developed a small research project to see what literature mentions about the effects of buddy projects and they compared it with reality. For that, they interviewed both the volunteers as the buddies. In this presentation, they would like to share their experiences on this research project and their conclusions about volunteering as a buddy.

Key Words: Mental Health, Buddy and Research

References:

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## **71. Occupational therapy interventions with women victims of domestic violence in France**

*Amelie Bao Die, Carole Emeriau, Celine Loisel and Annabl Pruvel, IFPEK, France*

We are four students in Occupational Therapy in Rennes, France. In our second year, we have to elaborate a project. We have chosen to work on Occupational Therapy practice in the area of domestic violence. Indeed, we found some US documentation about it but we couldn't find any mention of it in France: the practice of OT in community health is not really developed.

Thus, we decided to ask for a partnership with a local association dealing with domestic violence victims. We elaborated an intervention plan, based on the Canadian Occupational Performance Measure, with assessments and occupations proposition. We come across some difficulties to set up OT in this kind of association. The conclusion we get out of several interviews we conducted is that due to the existence of different kind of social workers in France, OT in social world is undeveloped. Through our pathway, we would like to explain the particularities of social work and the OT's place in community health in France. Then we will introduce our first steps towards implementation and debate alternatives to develop OT in this area.

## 72. Sparkling education in the heart of the Andes

*Reinhilde Lenaerts, Artesis Plantijn Hogeschool Antwerpen, Belgium*

The poster is an example of how student placements can contribute to a sustainable cooperation between university colleges and local initiatives.

The local initiative, co-founded by a Belgian occupational therapist focuses on school based occupational therapy for disadvantaged children from the area. They provide support in the areas of education, nutrition and overall development .

Based support questions students do literature research in the semester before placement . During an internship of 3 months the students work the request out in practice and test the effect on the local context.

The poster shows a picture of a manual developed at the request of a school for special education in Peru to support their education. "Better executive functioning by adjustments in the classroom. A manual for teachers in Peru."

Good executive functioning is essential to the performance of everyday tasks. Executive functions, in particular the abilities to resist impulsive responses, to stop a behaviour at the appropriate time, and to regulate emotional responses contributed to participation in school activities. (Zingerevich, LaVesser, 2009)

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## 73. When technology facilitates participation: experimental development project involving citizens and students

*Tove Reese Ptak, VIA University College, Campus Holstebro, Denmark*

By selecting a citizens' perspective the project's outcome include several aspects of Occupational justice for the individuals concerned and the importance of belonging and becoming

Keywords: Civic participation, citizens driven innovation, society, technology

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