

4th-6th October 2018

24th ENOTHE Annual Meeting 2018

Escola Superior de Saúde do Alcoitão Portugal

Table of Contents

Oral Presentations	1
The Challenge of Teaching in Generation Z: A Look at Distributed Cognition	2
<u>Prof. Maria Dulce Gomes</u> ¹	
<i>1. Polytechnic of Leiria/ School of Health Sciences</i>	
Measuring Occupational Therapy Student Perceptions of the Learning Environment	2
<u>Prof. Tal Jarus</u> ¹ , <u>Dr. Shayna Rusticus</u> ¹ , <u>Dr. Derek Wilson</u> ¹ , <u>Ms. Kathy O'flynn-magee</u> ¹ , <u>Dr. Simon Albon</u> ¹	
<i>1. University of British Columbia</i>	
Generation Y: What are students learning needs and preference in practice education?	3
<u>Dr. Caroline Hills</u> ¹ , <u>Prof. Tracy Levett-Jones</u> ² , <u>Prof. Helen Warren-Forward</u> ³ , <u>Dr. Samuel Lapkin</u> ⁴	
<i>1. National Unviersity of Ireland, Galway, 2. University of Technology, Sydney, 3. University of Newcastle, 4. Centre for Research in Nursing and Health, Kogarah NSW</i>	
Interprofessional students team building for cooperative practice	3
<u>Mr. David Dzotsenidze</u> ¹	
<i>1. Ivane Javakhishvili Tbilisi state university</i>	
Classroom-based Interprofessional Education: An Irish qualitative case study	4
<u>Dr. Nancy Salmon</u> ¹ , <u>Dr. Pauline Boland</u> ¹ , <u>Ms. Fiona McDonald</u> ¹ , <u>Ms. Michelle O'donoghue</u> ¹ , <u>Ms. Sonja Wolski</u> ¹	
<i>1. University of Limerick</i>	
Attracting and training generation Y students with a game-based pedagogical approach	4
<u>Dr. Cynthia Engels</u> ¹	
<i>1. UPEC</i>	
An occupation-based rehabilitation camp - bridge between theory and practice for students	5
<u>Ms. Zuzana Rodová</u> ¹ , <u>Mrs. Anna Krulová</u> ¹	
<i>1. Charles University, First Faculty of Medicine</i>	
Working with Former Refugees: Exceptional Educational Opportunities Promoting Occupational Justice	6
<u>Dr. Yda Smith</u> ¹	
<i>1. University of Utah</i>	
Interdisciplinary Internship for Students of Physiotherapy and Occupational Therapy in Occupational Medicine	6
<u>Mr. Stefan Kollmann</u> ¹ , <u>Mr. Peter Hoppe</u> ² , <u>Mrs. Brigitte Eichinger</u> ³ , <u>Mrs. Ute Kiesl</u> ² , <u>Mrs. Renate Ruckser-scherb</u> ⁴ , <u>Mrs. Ulla Schwarz</u> ⁵ , <u>Mrs. Sabine Dielacher</u> ⁴ , <u>Mrs. Iris Frenner</u> ²	
<i>1. University of Applied Sciences for Health Professions Upper Austria, 2. University of Applied Sciences for Health Professions Upper Austria, Bachelor Programme Physiotherapy, 3. Occupational Medicine Department of the city of Linz, 4. University of Applied Sciences for Health Professions Upper Austria, Bachelor Programme Occupational Therapy, 5. Health department of the city of Linz</i>	

Success factors and difficulties in implementation of Inter Professional Learning -experiences from Jönköping University, Sweden	7
<u>Mrs. Eva Edström</u> ¹	
<i>1. Jönköping University, School of Health and Welfare</i>	
Animation as occupation: A reflection on an educative process through a meaningful occupation.	7
<u>Ms. Effrosyni Kalafati</u> ¹ , <u>Ms. Flora Vavoula</u> ¹ , <u>Ms. Polyxeni Skaltsi</u> ² , <u>Dr. Panagiotis Siaperas</u> ¹	
<i>1. Metropolitan College, 2. National and Kapodestrian University of Athens, Eginition Hospital & Metropolitan College</i>	
Supporting students in becoming a competent OT: Learning in authentic contexts	8
<u>Ms. Janne D’Hu</u> ¹ , <u>Ms. Siska Vandemaele</u> ¹ , <u>Ms. Eveline Van Cauwenberghe</u> ¹ , <u>Mr. Steve De Meester</u> ¹	
<i>1. Howest university of applied sciences</i>	
Empowering communities through international interprofessional allied health joint projects	9
<u>Prof. María Kapanadze</u> ¹ , <u>Dr. Reg Urbanowski</u> ²	
<i>1. University School of Nursing and Occupational Therapy of Terrassa (EUIT), affiliated to Autonomous University of Barcelona, 2. University of Manitoba</i>	
Analysis of University Students’ Perspective of Interdisciplinary Study on PEO Framework	9
<u>Ms. Fatma Aydin</u> ¹ , <u>Ms. Kübra Şahadet Sezer</u> ¹ , <u>Dr. Devrim Tarakcı</u> ¹ , <u>Dr. Zubeyir Sari</u> ²	
<i>1. istanbul Medipol üniversitesi, 2. Marmara Üniversitesi</i>	
JUST-CRS Interdisciplinary Master Degree Program: Process, challenges and insights for future international collaborations	10
<u>Dr. Mohammad Nazzal</u> ¹ , <u>Ms. Sílvia Martins</u> ² , <u>Dr. Hanan Khalil</u> ³	
<i>1. Jordan University of Sciences and Technology, 2. Escola Superior de Saúde do Alcoitão, 3. Jordan University of Science and Technology</i>	
Experiences from a course intended to prepare Swedish students for international exchanges	11
<u>Dr. Susanne Guidetti</u> ¹ , <u>Mrs. Helena Brodin</u> ¹ , <u>Dr. Lisette Farias</u> ¹ , <u>Dr. Sofia Vikström</u> ¹	
<i>1. Karolinska Institutet</i>	
The participation of Occupational Therapy students in MIND&GAIT research project: Strategy for the development of scientific and critical thinking skills	11
<u>Prof. Jaime Ribeiro</u> ¹ , <u>Ms. Ana Carolina Novera</u> ¹ , <u>Ms. Bruna Soares</u> ¹ , <u>Ms. Joana Azevedo</u> ¹ , <u>Ms. Patrícia Gomes</u> ¹	
<i>1. Polytechnic of Leiria/ School of Health Sciences</i>	
Promoting and developing an intercultural perspective in occupational therapy curriculum.	12
<u>Dr. Inmaculada Zango Martin</u> ¹ , <u>Dr. Ann Johansson</u> ²	
<i>1. Escola Universitària d’Infermeria i Teràpia Ocupacional, 2. Jönköping University, School of Health and Welfare</i>	
Teaching Innovation Method for Human Anatomy in Occupational Therapy Degree	12
<u>Dr. Estibaliz Jiménez Arberas</u> ¹ , <u>Dr. Luisa Ruiz</u> ¹ , <u>Mrs. Julia Dugnot</u> ¹ , <u>Dr. Juliana Pérez</u> ¹ , <u>Ms. M^a Isabel Fernández Méndez</u> ¹	
<i>1. Facultad Padre Oso</i>	
Skills in conflict management and negotiation in health professions	13
<u>Dr. Vanda Pedrosa</u> ¹	
<i>1. Polytechnic of Leiria/ School of Health Sciences</i>	

Occupational therapy and engineering for the good aging – innovative teaching methods	13
<u>Dr. Slawomir Tobis</u> ¹ , <u>Dr. Mirosława Cylkowska-nowak</u> ¹ , <u>Prof. Mariola Pawlaczyk</u> ¹ , <u>Prof. Michal Wieczorowski</u> ²	
<i>1. Poznan University of Medical Sciences, 2. Poznan University of Technology</i>	
Pedagogical Project with Humanitarian Strand - HumanITer	14
<u>Prof. Elisabete Roldão</u> ¹	
<i>1. Health School of the Polytechnic Institute of Leiria</i>	
Student´s experience promoting occupational health in an Austrian factory	15
<u>Ms. Denise Kletzl</u> ¹ , <u>Ms. Olivia Löffler</u> ¹ , <u>Mrs. Sophie Ulbrich-Ford</u> ¹	
<i>1. University of Applied Sciences Wr. Neustadt</i>	
Workplace Health Promotion – why and how to integrate it in OT education?	15
<u>Dr. Ursula Costa</u> ¹ , <u>Mrs. Heike Fink</u> ¹ , <u>Mrs. Verena Fritsch</u> ¹ , <u>Mrs. Victoria Hartmann</u> ¹ , <u>Mrs. Vanessa Röck</u> ¹	
<i>1. fh gesundheit/ health university of applied sciences tyrol</i>	
The Experience of Dietary Management of Diabetes Among People from Ethnic Minority Backgrounds	16
<u>Ms. Hayley Churchill</u> ¹ , <u>Mrs. Sarah Prior</u> ¹	
<i>1. Brunel University London</i>	
The status of occupational therapy in Croatia: Comparing the perspectives of practitioners and students	16
<u>Dr. Claire Sangster Jokić</u> ¹	
<i>1. University of Applied Health Sciences</i>	
The simulation game „An Interprofessional primary health care centre“ as a tool for interprofessional education	17
<u>Mrs. Heike Fink</u> ¹ , <u>Mrs. Anna Sprenger</u> ¹	
<i>1. fh gesundheit/ health university of applied sciences tyrol</i>	
Defining best practice in teaching and learning in practice education for stakeholders	17
<u>Dr. Caroline Hills</u> ¹ , <u>Prof. Tracy Levett-Jones</u> ² , <u>Prof. Helen Warren-Forward</u> ³ , <u>Dr. Samuel Lapkin</u> ⁴	
<i>1. National Unviersity of Ireland, Galway, 2. University of Technology, Sydney, 3. University of Newcastle, 4. Centre for Research in Nursing and Health</i>	
What you do affects how you feel	18
<u>Ms. Angela Hook</u> ¹ , <u>Ms. Sarah Bodell</u> ¹ , <u>Ms. Rachel Martin</u> ¹ , <u>Mr. George Edgeley</u> ² , <u>Ms. Katie Kay</u> ²	
<i>1. University of Salford, 2. Pennine Wellbeing and Recovery College</i>	
Recognising Occupational Therapy Students' role in the delivery of the Sustainable Development Goals: The emerging area of sustainable Occupational Therapy	19
<u>Ms. Niamh Allum</u> ¹	
<i>1. Queen Margaret University</i>	
Skype-project with International peers	19
<u>Ms. Lisette Rodenburg</u> ¹ , <u>Mrs. Cecilie Krüger</u> ² , <u>Ms. Michelle Van Vliet</u> ¹	
<i>1. Rotterdam University of applied sciences, 2. Oslo and Akershus University College of Applied Sciences</i>	

Challenges and opportunities of the European Higher Education Area for occupational therapy after 10 years: a participatory process of transformation at University of A Coruña, Spain	20
Dr. Natalia Rivas-Quarneti ¹ , Ms. Inés Viana-Moldes ¹ , Dr. Adriana Ávila-Álvarez ¹ , Prof. Nereida Canosa Domínguez ¹	
1. <i>University of A Coruña</i>	
How does a client in mental health services perceives an Erasmus student?	20
Mr. Jeroen Vos ¹	
1. <i>Odisee</i>	
Burnout among Occupational Therapists in Portugal	21
Prof. Helena Reis ¹ , Dr. Catarina Vale ¹ , Dr. Catia Estrela ¹ , Dr. Catarina Camacho ¹ , Prof. Maria Dos Anjos Dixe ¹	
1. <i>Polytechnic of Leiria/ School of Health Sciences</i>	
Success factors and difficulties in implementation of Internationalisation of Curriculum -experiences from Jönköping University, Sweden	21
Dr. Ann Johansson ¹ , Mrs. Eva Edström ¹	
1. <i>Jönköping University, School of Health and Welfare</i>	
Developing the English version of the Community Development Framework for Occupational Therapists	22
Ms. Anna Melville ¹ , Dr. Debbie Kramer-Roy ¹	
1. <i>Brunel University London</i>	
Student involvement: Students' perception of their active participation in the development of a cognitive stimulation program	23
Prof. Mônica Braúna Costa ¹ , Prof. Jaime Ribeiro ¹ , Ms. Filipa Couto ² , Prof. Maria Dos Anjos Dixe ¹ , Prof. João Apóstolo ²	
1. <i>Polytechnic of Leiria/ School of Health Sciences</i> , 2. <i>Nursing School of Coimbra</i>	
Social entrepreneurship and occupational therapy/sciences: a necessary dialogue	23
Prof. María Kapanadze ¹	
1. <i>Escola Universitària d'Infermeria i Teràpia Ocupacional</i>	
SOCRE: Social rehabilitation trough education	24
Mr. Filip Dejonckheere ¹ , Mr. Antonio Alves Lopes ² , Mr. Panu Karhinen ³ , Mr. Stijn De Baets ¹	
1. <i>Artevelde University College Ghent</i> , 2. <i>Escola Superior de Saúde do Alcoitão</i> , 3. <i>Metropolia University of applied sciences</i>	
Stakeholders views on what is the value and use of the learning contract in practice education	25
Dr. Caroline Hills ¹	
1. <i>National Unviersity of Ireland, Galway</i>	
Why share my story - service users involvement	25
Mrs. Nina Cogger ¹	
1. <i>Cardiff University</i>	
Occupational Therapy students with refugees and asylum seekers: Education innovation through a community-based partnership	26
Mr. Soemitro Poerbodipoero ¹ , Ms. Lisette Rodenburg ² , Ms. Nadine Blankvoort ¹ , Ms. Irene Ten Haaf ¹	
1. <i>Amsterdam University of Applied Sciences</i> , 2. <i>Rotterdam University of applied sciences</i>	

Building on the past, reflecting on the present. Describing contemporary occupational therapy.	26
Dr. Duncan Pentland ¹ , <u>Dr. Sarah Kantartzis</u> ² , Dr. Maria Giatsi Clausen ¹ , Ms. Kirsty Witemyre ¹	
1. <i>Queen Margaret University</i> , 2. <i>Queen</i>	
Informal care and diversity in OT education	27
<u>Mrs. Margo Van Hartingsveldt</u> ¹ , Mrs. Rieke Hengelaar ¹	
1. <i>Amsterdam University of Applied Sciences</i>	
International collaboration: What teachers can learn	27
<u>Dr. Vanda Pedrosa</u> ¹ , <u>Dr. Montserrat Santamaría Vázquez</u> ²	
1. <i>Polytechnic of Leiria/ School of Health Sciences</i> , 2. <i>University of Burgos/ Health Science Faculty</i>	
Occupational therapists approaching East and Southeast Asian Populations in 2018's Europe	28
<u>Ms. Jenny Hong</u> ¹	
1. <i>Brunel University London</i>	
The use of virtual reality (VR) in care for elderly people with dementia and their family	29
<u>Mr. Steve De Meester</u> ¹ , <u>Ms. Siska Vandemaele</u> ¹ , Ms. Janne D'Hu ¹ , Ms. Eveline Van Cauwenberghe ¹ , Ms. Karen Van den Bossche ²	
1. <i>Howest university of applied sciences</i> , 2. <i>Zorgbedrijf Roeselare</i>	
Occupational therapy in general public culture: what image of occupational therapy in Europe in 2018?	29
<u>Ms. Léa Blais</u> ¹ , <u>Ms. Marie Bonnet</u> ¹ , <u>Ms. Léana Buanic</u> ¹ , <u>Ms. Lola Garreau</u> ¹ , Dr. Cynthia Engels ¹	
1. <i>UPEC</i>	
Students perspective of an international research cooperation	30
<u>Ms. Joana Sofia Martins</u> ¹ , <u>Ms. Sofia Barosa</u> ¹ , <u>Ms. Sara Jorge</u> ¹ , <u>Ms. Cláudia Viegas</u> ¹ , Dr. Vanda Pedrosa ² , Dr. Montserrat Santamaría Vázquez ³	
1. <i>Escola Superior de Saúde de Leiria</i> , 2. <i>Polytechnic of Leiria/ School of Health Sciences</i> , 3. <i>Universidad de Burgos</i>	
Examining the job satisfaction and well-being of the occupational therapists according to their working areas	30
<u>Ms. Zeynep Çelik</u> ¹ , Ms. Sinem Kars ¹ , Ms. Semin Akel ¹	
1. <i>Hacettepe University</i>	
Virtual Reality: A Potential Educational Tool in Occupational Therapy Education	31
<u>Ms. Marie Kjaer</u> ¹ , <u>Mr. Adam Fryer</u> ¹	
1. <i>Queen Margaret University</i>	
The silence culture in occupational therapy	31
<u>Dr. Carla Silva</u> ¹ , Dr. Inmaculada Zango Martin ²	
1. <i>Universidade Federal de São Carlos - UFSCar - Brasil</i> , 2. <i>Escola Universitária d'Infermeria i Teràpia Ocupacional</i>	
Occupational Therapy interventions within diverse, multicultural projects on a role-emerging student placement	32
<u>Ms. Rebecca Bryson</u> ¹ , Mrs. Rebecca Davies ¹	
1. <i>Sheffield Hallam University</i>	
Inclusive Education in Higher Education for Persons with Intellectual Disability - Occupational Therapy's Future	33
<u>Dr. Clodagh Nolan</u> ¹ , Ms. Barbara Ringwood ¹	
1. <i>Trinity College Dublin</i>	

A self-management App for individuals that experience fatigue	33
<u>Ms. Kjersti I Ellingsen</u> ¹	
<i>1. VID Specialized University</i>	
Embracing each opportunity	34
<u>Ms. Hannah Barker</u> ¹ , <u>Mrs. Nina Cogger</u> ¹	
<i>1. Cardiff University</i>	
The experience of practice placement at refugee camps. Exploring occupational therapy in a role emergent placement.	35
<u>Ms. Aikaterini Araniti</u> ¹ , <u>Ms. Irini Sakellaropoulou</u> ¹ , <u>Mrs. Elena Gliko</u> ¹ , <u>Mr. Theo Bogreas</u> ¹	
<i>1. Metropolitan College</i>	
The added value of heritage for occupational therapists in residential care centers	35
<u>Ms. Liesa Rutsaert</u> ¹ , <u>Ms. Maud Van West</u> ²	
<i>1. Huis van Alijn, 2. University College Ghent</i>	
Critical dialogical approach: a methodological direction for addressing health and social inequalities	36
<u>Dr. Lisette Farias</u> ¹ , <u>Prof. Debbie Laliberte Rudman</u> ²	
<i>1. Karolinska Institutet, 2. Western University</i>	
Pain and occupational engagement among young adults with juvenile idiopathic arthritis	36
<u>Mrs. Georgina Cortés Rufé</u> ¹	
<i>1. University School of Nursing and Occupational Therapy of Terrassa (EUIT), affiliated to Autonomous University of Barcelona</i>	
Inclusive project with German children and children with refugee background	37
<u>Mrs. Alicia Uhrig</u> ¹ , <u>Mrs. Céline Fischer</u> ¹ , <u>Mrs. Elena Noss</u> ¹ , <u>Mrs. Anna-lena Griesinger</u> ¹	
<i>1. Berufsfachschule für Ergotherapie Reutlingen</i>	
Investigation of Participation in Acromesomelic Dysplasia with The Kawa River: Case Report	37
<u>Ms. Hilal Bostancı</u> ¹ , <u>Ms. Aybüke Orçan</u> ² , <u>Ms. Kübra Şahadet Sezer</u> ¹ , <u>Dr. Devrim Tarakcı</u> ¹ , <u>Dr. Ela Tarakcı</u> ³	
<i>1. istanbul Medipol üniversitesi, 2. İstanbul Medipol University, 3. İstanbul University</i>	
Methodological insights to study and enact actions toward occupational justice: strengths and challenges of a Participatory Health Research study with immigrant women in Spain	38
<u>Dr. Natalia Rivas-Quarneti</u> ¹ , <u>Dr. María Jesús Movilla-fernández</u> ² , <u>Dr. Lilian Magalhães</u> ³	
<i>1. University of A Coruña, 2. University of A, 3. Universidade Federal de São Carlos - UFSCar - Brasil</i>	
Preventive behaviours for mental health at work: an emerging concept in occupational therapy	39
<u>Prof. Alexandra Lecours</u> ¹ , <u>Prof. France St-Hilaire</u> ²	
<i>1. Université Laval, 2. Université de Sherbrooke</i>	
Strategies for the Inclusion of disabled people in health education and professions	39
<u>Prof. Tal Jarus</u> ¹ , <u>Mr. Michael Lee</u> ¹ , <u>Ms. Laura Bulk</u> ¹ , <u>Ms. Sue Murphy</u> ¹ , <u>Dr. Alfiya Battalova</u> ¹	
<i>1. University of British Columbia</i>	
Health inequalities in poor EU-citizens with experience of begging in Sweden	40
<u>Dr. Ann Johansson</u> ¹ , <u>Dr. Petra Wagman</u> ¹ , <u>Prof. Anita Björklund</u> ¹ , <u>Dr. Sofi Fristedt</u> ¹	
<i>1. Jönköping University, School of Health and Welfare</i>	
Challenges emerging in occupation-based practices with people affected by marginalizing conditions	40
<u>Dr. Lisette Farias</u> ¹ , <u>Prof. Debbie Laliberte Rudman</u> ²	
<i>1. Karolinska Institutet, 2. Western University</i>	

The utility of the Canadian Occupational Performance Measure (COPM) as perceived by Danish Occupational Therapists	41
<u>Dr. Anette Enemark Larsen</u> ¹ , <u>Dr. Christina Jessen Winge</u> ¹ , <u>Dr. Jeanette Reffstrup Christensen</u> ²	
<i>1. University College Copenhagen, 2. University of Southern Denmark</i>	
Together strong - working in and with communities as OT student	42
<u>Ms. Sarah Meuser</u> ¹	
<i>1. Zuyd University of Applied Sciences</i>	
Enhancing occupational possibilities for nursing home residents with dementia through interdisciplinary collaboration	42
<u>Dr. Katharina Maria Röse</u> ¹	
<i>1. University of Luebeck</i>	
Making Integrated Health and Social Care Education a Reality: A Scottish Example	43
<u>Dr. Elizabeth McKay</u> ¹ , <u>Dr. Kirstin James</u> ¹ , <u>Mr. Donald Macdonald</u> ¹ , <u>Dr. Jane Hislop</u> ¹ , <u>Dr. Peter Yates</u> ¹	
<i>1. Edinburgh Napier University</i>	
Participation in higher education for people with autism: a small research project	43
<u>Mrs. Veerle Galle</u> ¹ , <u>Ms. Lies Cael</u> ¹ , <u>Ms. Eva Vandekerckhove</u> ¹	
<i>1. University College VIVES</i>	
Enhancing quality of life in chronic pain patients by occupational sleep counseling.	44
<u>Ms. Siska Vandemaele</u> ¹ , <u>Ms. Amelia Dehouck</u> ² , <u>Mrs. Mieke Baert</u> ³ , <u>Mrs. Lieselot Dekoster</u> ³	
<i>1. Howest university of applied sciences, 2. How, 3. Jan Yperman hospital</i>	
Effectiveness of Purposeful Activities in Patients with Forearm and Hand Fractures	45
<u>Prof. Ali Kitis</u> ¹ , <u>Dr. Feryal Beykal Orhun</u> ¹ , <u>Ms. Ozge Mine Yilmaz</u> ¹	
<i>1. PAMUKKALE UNIVERSITY</i>	
Learning about the healthcare needs of refugees in Germany: A Student Perspective	45
<u>Ms. Melanie Sander</u> ¹ , <u>Ms. Larena Bultmann</u> ² , <u>Ms. Jana Freese</u> ² , <u>Ms. Julia Froboese</u> ¹ , <u>Ms. Julia Gosse</u> ³ , <u>Ms. Luisa Mayer</u> ³ , <u>Ms. Maike Mertens</u> ³	
<i>1. HAWK University of Applied Sciences and Arts Hildesheim/Holzminden/Goettingen, 2. HAWK, 3. HAWK</i>	
Welcoming is Caring	46
<u>Mrs. Stefania Agustoni</u> ¹ , <u>Ms. Marianna Fasani</u> ¹	
<i>1. SUPSI. Department of Business Economics, Health and Social Care (DEASS)</i>	
Workshops	47
Developing Masters Programmes for European Occupational Therapists: a framework of competences.	48
<u>Dr. Ursula Costa</u> ¹ , <u>Dr. Daphne Kos</u> ² , <u>Dr. Debbie Kramer-Roy</u> ³ , <u>Dr. Alison Laver-Fawcett</u> ⁴ , <u>Dr. Sandra Schiller</u> ⁵	
<i>1. fh gesundheit/ health university of applied sciences tyrol, 2. Flanders' Master programme, KU Leuven & University of Ghent, 3. 4European Master of Science in Occupational Therapy, Amsterdam University of Applied Sciences, 4. Faculty of Health and Life Sciences, York St John University, 5. Faculty of Social Work and Health, HAWK University of Applied Sciences and Arts, Hildesheim/Holzminden/Goettingen</i>	
Advancing global perspectives on occupation: discussing the contribution of a kaleidoscopic European perspective to a World occupational science conference	48
<u>Dr. Natalia Rivas-Quarneti</u> ¹ , <u>Ms. Nadine Blankvoort</u> ² , <u>Dr. Suzanne Huot</u> ³ , <u>Dr. Etsuko Odawara</u> ⁴ , <u>Dr. Susan Forwell</u> ³	
<i>1. University of A Coruña, 2. Amsterdam University of Applied Sciences, 3. University of British Columbia, 4. Retired</i>	

Bridging the gap amongst educators and students one “like” at a time	49
<u>Prof. Caroline Storr</u> ¹	
<i>1. McGill University</i>	
COPILOT Cooperative Online Peer-assisted Learning in Occupational Therapy	50
<u>Ms. Elisabeth Fattinger</u> ¹ , <u>Ms. Siska Vandemaele</u> ² , <u>Dr. Maria Prellwitz</u> ³ , <u>Ms. Sabine Hendriks</u> ⁴ , <u>Dr. Liliya Todorova</u> ⁵	
<i>1. Institute of Occupational Therapy, University of Applied Sciences FH JOANNEUM, 2. Howest university of applied sciences, 3. Lulea Technical University, 4. University of Applied Sciences ZHAW, 5. University of Ruse</i>	
Implementing collaborative student and staff project opportunities to enhance research related learning	50
<u>Dr. Alison Laver-Fawcett</u> ¹	
<i>1. York St John University</i>	
Mental Toughness : learn to make mistakes courageously and stretch your comfortzone	51
<u>Ms. Minjou Lemette</u> ¹	
<i>1. Rotterdam University of applied sciences</i>	
Using Social Media to Facilitate Teaching and Learning in Occupational Therapy Education	52
<u>Ms. Jou Yin Teoh</u> ¹	
<i>1. Cardiff University</i>	
How to develop cultural sensitivity	52
<u>Ms. Willemijn Moerbeek</u> ¹ , <u>Ms. Lisette Rodenburg</u> ¹ , <u>Ms. Fenna Boere</u> ¹ , <u>Ms. Naomi Timman</u> ¹	
<i>1. Rotterdam University of applied sciences</i>	
A workshop on creating a Mini SPOT within your University to increase student and curriculum internationalisation	53
<u>Ms. Marlies Nijenhuis</u> ¹ , <u>Ms. Charlotte Walker</u> ¹	
<i>1. SPOTeurope</i>	
PIPES: Pathways to Interprofessional Placements Experiences for Students	53
<u>Dr. Nancy Salmon</u> ¹ , <u>Ms. Fiona McDonald</u> ¹ , <u>Ms. Noreen O’Leary</u> ¹ , <u>Dr. Louise Larkin</u> ¹ , <u>Ms. Irene O’Brien</u> ¹	
<i>1. University of Limerick</i>	
Internationalization of syllabus: Forging relationships between educators and learning from past experiences	54
<u>Dr. Susanne Guidetti</u> ¹ , <u>Mrs. Helena Brodin</u> ² , <u>Dr. Lisette Farias</u> ² , <u>Dr. Aileen Bergström</u> ² , <u>Dr. Ann-Helene Patomella</u> ²	
<i>1. Karolinska Institutet, Sektionen för arbetsterapi, 2. Karolinska Institutet</i>	
How to select the best applicant for occupational therapy programs?	55
<u>Dr. Orit Bart</u> ¹ , <u>Dr. Michal Avrech Bar</u> ¹	
<i>1. Sackler Faculty of Medicine, Tel-Aviv University</i>	
Creative Activities as Cultural Heritage of Occupational Therapy?	55
<u>Ms. Astrid Gladilin</u> ¹	
<i>1. IMC FH Krems, University of Applied Sciences</i>	
Occupational Therapy at home: palliative care approach	56
<u>Dr. Vanda Pedrosa</u> ¹	
<i>1. Polytechnic of Leiria/ School of Health Sciences, Health Center</i>	

Developing occupational therapy and occupational science research leaders for occupation focused research	56
<u>Ms. Naomi Hankinson</u> ¹ , <u>Dr. Alison Laver-Fawcett</u> ² , <u>Dr. Panagiotis Siaperas</u> ³ , <u>Dr. Esther Steultjens</u> ⁴ , <u>Mr. Niall Turner</u> ⁵	
<i>1. Council of Occupational Therapists for European Countries, 2. York St John University, 3. Enothe, 4. Hogeschool van Arnhem en Nijmegen, 5. Trinity College Dublin</i>	
Team learning- A future model of learning in occupational therapy education	57
<u>Mrs. Anu Kuikkaniemi</u> ¹ , <u>Mrs. Mary-Ann Kaukinen</u> ¹ , <u>Ms. Kaisa Karvonen</u> ¹ , <u>Ms. Katariina Oso</u> ¹	
<i>1. Turku University of Applied Sciences</i>	
Using The Kohlman Evaluation of Living Skills	58
<u>Mrs. Alenka Plemelj</u> ¹	
<i>1. University of Ljubljana, Faculty for Health Sciences</i>	
Facilitating short-term mobility and positioning international activities	58
<u>Mrs. Vera Kaelin</u> ¹ , <u>Dr. Susanne Guidetti</u> ² , <u>Ms. Nadine Blankvoort</u> ³ , <u>Mr. Soemitro Poerbodipoero</u> ⁴	
<i>1. ZHAW Zürcher Hochschule für Angewandte Wissenschaften Departement Gesundheit Institut für Ergotherapie, 2. Karolinska Institutet, Sektionen för arbetsterapi, 3. Amsterdam University of Applied Sciences, 4. Hogeschool van Amsterdam</i>	
Students' preparation for internship	59
<u>Mrs. Stefania Agustoni</u> ¹ , <u>Ms. Marianna Fasani</u> ¹	
<i>1. SUPSI. Department of Business Economics, Health and Social Care (DEASS)</i>	
TEACHING AND LEARNING ON CITIZENSHIP IN EDUCATIONAL PROGRAMMES	60
<u>Ms. Inés Viana-Moldes</u> ¹ , <u>Dr. Sarah Kantartzis</u> ² , <u>Dr. Nick Pollard</u> ³ , <u>Ms. Hetty Fransen- Jaibi</u> ⁴	
<i>1. University of A Coruña, 2. Queen Margaret University, 3. Sheffield Hallam University, 4. Universite de Tunis El Manar</i>	
Future of career counselling: tackling long-term unemployment	60
<u>Prof. María Kapanadze</u> ¹	
<i>1. University School of Nursing and Occupational Therapy of Terrassa (EUIT), affiliated to Autonomous University of Barcelona</i>	
Aging in place from a preventive perspective	61
<u>Mrs. Aline Ollevier</u> ¹ , <u>Mrs. Nele Castelein</u> ¹ , <u>Mrs. Sabine Vanhollebeke</u> ¹	
<i>1. University College VIVES</i>	
What is the 'just' assignment of education of occupational therapists?	62
<u>Mrs. Marleen Kaijen</u> ¹ , <u>Mrs. Bea Van Bodegom</u> ¹	
<i>1. HAN University</i>	
Occupational Therapy programmes: Human Rights as a curriculum axis	62
<u>Ms. Inés Viana-Moldes</u> ¹ , <u>Mrs. Mar Rodríguez-Romero</u> ¹ , <u>Mr. José Antonio Seoane-Rodríguez</u> ¹	
<i>1. University of A Coruña</i>	
DEVELOPING COMPETENCES FOR SOCIAL TRANSFORMATION THROUGH OCCUPATION	63
<u>Dr. Sarah Kantartzis</u> ¹ , <u>Dr. Hanneke van Bruggen</u> ² , <u>Dr. Claire Craig</u> ³ , <u>Dr. Barbara Piskur</u> ⁴ , <u>Dr. Nick Pollard</u> ³ , <u>Prof. Debbie Laliberte Rudman</u> ⁵ , <u>Dr. Salvador Simó Algado</u> ⁶ , <u>Dr. Sandra Schiller</u> ⁷	
<i>1. Queen, 2. Fapadag, 3. Sheffield Hallam University, 4. Zuyd University of Applied Science, 5. Western University, 6. University of Vic, 7. Faculty of Social Work and Health, HAWK University of Applied Sciences and Arts, Hildesheim/Holzminen/Goettingen</i>	

OT Europe Project Group With Displaced Persons: Moving Forward	64
<u>Ms. Nadine Blankvoort</u> ¹ , <u>Ms. Temple Moore</u> ² , <u>Ms. Kim Roos</u> ³ , <u>Ms. Sandra Schiller</u> ⁴	
<i>1. Amsterdam University of Applied Sciences, 2. London Royal Free Hospital, 3. Zurich Univeristy of Applies Sciences, 4. HAWK Hildesheim</i>	
OT Power - Breaking the barriers	64
<u>Ms. Rita Bogarim</u> ¹ , <u>Mrs. Georgina Cortés Rufé</u> ² , <u>Ms. Elena Buadze</u> ³ , <u>Ms. Aida Kalashyan</u> ⁴	
<i>1. Escola Superior de Saúde do Alcoitão, 2. University School of Nursing and Occupational Therapy of Terrassa (EUIT), affiliated to Autonomous University of Barcelona, 3. Ivane Javakhishvili Tbilisi state university, 4. Khachatur Abovyan Armenian State Pedagogical University</i>	
Posters	66
Abandonment or non-use factors of support products.	67
<u>Dr. Estibaliz Jiménez Arberas</u> ¹ , <u>Dr. Emiliano Díez</u> ²	
<i>1. Facultad Padre Ossó, 2. University of Salamanca. INICO (Instituto de integración en la comunidad)</i>	
What is communicating with Generation Z in the Occupational Therapy classroom?	67
<u>Dr. Vanda Pedrosa</u> ¹	
<i>1. Polytechnic of Leiria/ School of Health Sciences</i>	
The effectiveness of photonovels in improving competencies	68
<u>. Ameer Marks</u> ¹	
<i>1. University of Derby</i>	
Challenging therapy situations in the interpersonal area in the course of occupational therapy internships	68
<u>Ms. Astrid Gladilin</u> ¹ , <u>Ms. Elisabeth Reischl</u> ² , <u>Ms. Elisabeth Springs</u> ²	
<i>1. IMC Fachhochschule Krems, University of Applied Sciences, 2. IMC FH Krems, University of Applied Sciences</i>	
Advanced Interprofessional Training to supervise the staff in elderly care facilities	69
<u>Mrs. Brigitte Loder-Fink</u> ¹ , <u>Ms. Julia Unger</u> ¹	
<i>1. Institute of Occupational Therapy, University of Applied Sciences FH JOANNEUM</i>	
SPOTHvA: Internationalization within your education (Mini spot SPOTEurope)	69
<u>Ms. Cassandra Christianen</u> ¹ , <u>Ms. Rian Temmen</u> ¹ , <u>Ms. Rixt Dijkstra</u> ¹ , <u>Ms. Sterre Peters</u> ¹ , <u>Mr. Joey Van Donk</u> ¹	
<i>1. Amsterdam University of Applied Sciences</i>	
Activity analysis: developing terminolgy for the influence of the physical environment in occupational performance	70
<u>Mr. Brian Ellingham</u> ¹	
<i>1. OsloMet – Oslo Metropolitan University</i>	
International learning based on talent and diversity : a dynamic and reflecting on-going process	71
<u>Mrs. Reninka De Koker</u> ¹	
<i>1. Odisee</i>	
Evidence-Based Research Supporting Healthcare Policy Reform: Parkinson's Disease and Freezing of Gait	71
<u>Ms. Gianna Bova</u> ¹ , <u>Ms. Jenna Gulics</u> ¹ , <u>Dr. Verna Eschenfelder</u> ¹ , <u>Dr. Marlene Morgan</u> ¹	
<i>1. University of Scranton</i>	

Attitudes of health professions students towards interprofessional collaboration	72
<u>Dr. Michal Avrech Bar</u> ¹ , <u>Dr. Michal Katz Leurer</u> ¹ , <u>Dr. Sigalit Warshawski</u> ¹ , <u>Dr. Michal Itzhaki</u> ¹	
1. <i>Tel-Aviv University</i>	
A Community of Learners Impacts OT Practice In Smart Home Technology to Support Aging In Place	72
<u>Dr. Marlene Morgan</u> ¹	
1. <i>University of Scranton</i>	
3D Printing Technology Sparks the Development of a Collaborative Learning Community	73
<u>Dr. Marlene Morgan</u> ¹	
1. <i>University of Scranton</i>	
Msc. Program in Hand Therapy in Turkey	73
<u>Prof. Ali Kitis</u> ¹ , <u>Prof. Ahmet Fahir Demirkan</u> ¹	
1. <i>PAMUKKALE UNIVERSITY</i>	
Sleep Quality and Recidivism in Incarcerated Persons	74
<u>Ms. Laura Fitzpatrick</u> ¹ , <u>Ms. Margaret Cashman</u> ¹ , <u>Dr. Verna Eschenfelder</u> ¹ , <u>Dr. Marlene Morgan</u> ²	
1. <i>The University of Scranton</i> , 2. <i>University of Scranton</i>	
Evaluating Sensory Integration Videos Shared on YouTube with Fidelity Measure	75
<u>Dr. Aymen Balikci</u> ¹ , <u>Ms. Zeynep Ikbal Dogan</u> ² , <u>Mrs. Ayse Aracikul Balikci</u> ¹ , <u>Prof. Gul Ilbay</u> ²	
1. <i>Sense On</i> , 2. <i>Kocaeli University</i>	
Effects of Security Officer's Working Conditions on Life Quality: a case report	75
<u>Ms. Fatma Aydin</u> ¹ , <u>Mr. Ahmet Emir</u> ² , <u>Ms. Kübra Şahadet Sezer</u> ² , <u>Dr. Devrim Tarakci</u> ² , <u>Dr. Ela Tarakci</u> ³	
1. <i>Istanbul Medipol University/ Faculty of Health Sciences/ Division of Occupational Therapy</i> , 2. <i>Istanbul Medipol University</i> , 3. <i>Istanbul University/Faculty of Health Sciences/ Divison of Pyhsiotherapy and Rehabilitation</i>	
A Picture Paints a Thousand Words: Collage-Making in Higher Education Problem-Based Learning	76
<u>Mrs. Sarah Gat</u> ¹ , <u>Dr. Margalit Pade</u> ¹ , <u>Dr. Orit Bart</u> ¹ , <u>Dr. Michal Avrech Bar</u> ¹	
1. <i>Sackler Faculty of Medicine, Tel-Aviv University</i>	
The Impact of recoveriX on Quality of Life of Stroke Affected People	76
<u>Mrs. Larisa Baciu</u> ¹ , <u>Ms. Katharina Nopp</u> ²	
1. <i>IMC Fachhochschule Krems, University of Applied Sciences</i> , 2. <i>IMC</i>	
Importance of international collaboration in Czech OT development during last thirty years.	77
<u>Dr. Jiri Votava</u> ¹ , <u>Dr. Hana Kynštová</u> ²	
1. <i>Department of Occupational Therapy, Faculty of Health studies, Purkyne University</i> , 2. <i>OT Department, Faculty of Health Studies, Purkyne University</i>	
Occupational Therapy Oral History Project	78
<u>Ms. Saskia Buschner</u> ¹ , <u>Ms. Sandra Schiller</u> ² , <u>Prof. Silke Dennhardt</u> ³	
1. <i>Wannsee Schule e.V.</i> , 2. <i>HAWK Hildesheim</i> , 3. <i>Alice Salomon Hochschule</i>	
Critical analysis of the Children and Adolescent Scale of Environment (CASE)	78
<u>Ms. Julie Sambaer</u> ¹ , <u>Ms. Ine Pierreux</u> ¹	
1. <i>KU Leuven & UGent</i>	
Occupational Therapy Terminology in Estonian context	79
<u>Ms. Karin Lilienberg</u> ¹ , <u>Ms. Hanna-Maria Pöldma</u> ¹ , <u>Ms. Kristiina Didrik</u> ¹ , <u>Ms. Ene Kotkas</u> ¹ , <u>Ms. Elle Sõrmus</u> ¹	
1. <i>Tallinn Health Care College</i>	

Cultural Competence - Occupational Voluntary Work	79
<u>Ms. Tanja Pichler¹, Ms. Alexandra Baumann²</u>	
<i>1. IMC Fachhochschule Krems, University of Applied Sciences, 2. IMC FH Krems, University of Applied Sciences</i>	
Developing occupational therapy education in Europe - creating a Czech Master´s Degree	80
<u>Mrs. Anna Krulová¹, Ms. Zuzana Rodová¹, Ms. Olga šVestková¹</u>	
<i>1. Charles University, First Faculty of Medicine</i>	
The challenge of neoliberal capitalism and the use of the autonomy´s concept in Occupational Science and Occupational Therapy	80
<u>Dr. Carla Silva¹</u>	
<i>1. Universidade Federal de São Carlos - UFSCar - Brasil</i>	
Cultural Heritage Antwerp	81
<u>Ms. Dorien De Bleser¹, Ms. Elke Vermeer¹</u>	
<i>1. AP Hogeschool Antwerp</i>	
Occupational Performance and Time Use of Mothers of Children with Disabilities	82
<u>Ms. Kübra Şahadet Sezer¹, Dr. Devrim Tarakcı¹, Dr. Ela Tarakci², Prof. Mine Uyanık³</u>	
<i>1. İstanbul Medipol University, 2. İstanbul University, 3. Hacettepe University</i>	
Exploring cultural approaches to support East and Southeast Asians in 2018´s Europe	82
<u>Ms. Jenny Hong¹</u>	
<i>1. Brunel University London</i>	
Sustainable development and french occupational therapist	83
<u>Ms. Clara Harzo¹, Ms. Marion Betriou¹, Ms. Elise Durand¹, Ms. Lucille Bontan¹</u>	
<i>1. ADERE</i>	
Investigation of Children´s Attitudes Toward Disability	83
<u>Prof. Ali Kitis¹, Ms. Ozge Mine Yilmaz¹, Ms. hande usta¹, Ms. Gizem Selin Pekmez¹</u>	
<i>1. PAMUKKALE UNIVERSITY</i>	
Anwendung und Meinungen Über EHealth in der Ergotherapie; Application and opinions about eHealth in Occupational Therapy	84
<u>Mrs. Larisa Baciú¹, Ms. Judith Lahner², Ms. Magdalena Ertl², Ms. Barbara Prinz-Buchberger²</u>	
<i>1. IMC Fachhochschule Krems, University of Applied Sciences, 2. IMC FH Krems, University of Applied Sciences</i>	
Social inclusion for children with ASD: how to make an autism-friendly museum	84
<u>Ms. Laura Sapijn¹, Ms. Jone Van Gool¹, Ms. Karen Van Der Plaetsen¹, Mr. Arno Vercauteren¹</u>	
<i>1. University College Ghent</i>	
Participation and Vocational Assesment in Tailoring: A Case Report	85
<u>Ms. Halime Avunç¹, Ms. Başak Tuncel¹, Mr. Emirhan Karakuş¹, Ms. Kübra Şahadet Sezer¹, Dr. Devrim Tarakcı¹</u>	
<i>1. İstanbul Medipol University</i>	
Vocational Assesment of a Tradesman: A Case Report	86
<u>Dr. Devrim Tarakcı¹, Ms. Kübra Şahadet Sezer¹, Mr. Ahmet Emir¹, Ms. Havva Münteħa İnanıcı¹, Ms. Gülhizar Akdemir¹</u>	
<i>1. İstanbul Medipol University</i>	

Design Thinking in students: Errorless cooking with Korsakoff's syndrome using an application	86
<u>Mrs. Miranda van Niel¹, Mrs. Lisanne Opdam¹, Mrs. Fouzia Bajnan¹, Mrs. Ana-Maria Vrvilo¹</u>	
<i>1. Amsterdam University of Applied Sciences</i>	
Art as an innovative agent of socialization and well-being in mental health	87
<u>Ms. Nerea Díez Ríos¹, Prof. Nereida Canosa Domínguez¹, Dr. Salvador Simó Algado²</u>	
<i>1. University of A Coruña, 2. University of Vic</i>	
The "S" Word in Individuals Living with Cancer	87
<u>Ms. Nicolette Spaccavento¹, Ms. Nicolette Sorensen¹, Prof. Patricia Wisniewski¹, Dr. Chandra Dombroski¹</u>	
<i>1. The University of Scranton</i>	
The impact of Yoga as a leisure occupation on the well-being of adults with Learning Disabilities	88
<u>Ms. Michaela Sheridan¹</u>	
<i>1. Sheffield Hallam University</i>	
Inclusive Education in Pakistan: A Resource Guide for Occupational Therapists and Teachers	88
<u>Dr. Debbie Kramer-Roy¹</u>	
<i>1. Brunel University London</i>	
Occupational Therapy Students participating in winter activities for people with Developmental Disabilities.	89
<u>Mrs. Sidsel Kaland¹, Ms. Student: Birgit Skinnemoen²</u>	
<i>1. Western Norway University of Applied Science, 2. Western Norway University of Applied Sciences</i>	
A scoping review of the nature, extent and efficacy of occupational therapy interventions with persons living with cardiac disease	90
<u>Ms. Fiona McDonald¹, Ms. Karen Farrelly²</u>	
<i>1. University of Limerick, 2. University of Li</i>	
How sharing meals can strengthen communities: A Realistic evaluation of FoodCycle	90
<u>Ms. Debi Altman¹</u>	
<i>1. Sheffield Hallam University</i>	
How does the social environment influence quality of life in persons with chronic heart disease: results from a systematic literature review	91
<u>Ms. Fiona McDonald¹, Ms. Paula Monaghan²</u>	
<i>1. University of L, 2. University of Limerick</i>	
Self-Efficacy and Burnout Among Occupational Therapists in Slovenia	91
<u>Mrs. Alenka Plemelj¹</u>	
<i>1. University of Ljubljana, Faculty for Health Sciences</i>	
Relevance and utility of the Ecology of Human Performance (EHP) in Occupational Therapy Practice.	92
<u>Mr. Kobe Willems¹, Ms. Mariotte Wyckaert¹, Mr. Niels Demeulenaere¹</u>	
<i>1. Master of Science in Occupational Therapy, KU Leuven & UGent, Belgium</i>	
Duchenne Muscular Dystrophy and Occupational Therapy Process	93
<u>Mr. Emirhan Karakuş¹, Ms. Başak Tuncel¹, Ms. Halime Avunç¹, Dr. Devrim Tarakçı², Mr. Ahmet Emir²</u>	
<i>1. İstanbul Medipol University, 2. İstanbul Medipol üniversitesi</i>	

- Low vision rehabilitation in children with Leber congenital anamolia: practice implications** 93
Ms. Zeynep Çelik¹, Mr. Tarık Demirok¹, Prof. Esra Akı¹
1. *Hacettepe University*
- Occupational Therapy Seen Throught PEO Model: Cooking** 94
Ms. Başak Tuncel¹, Mr. Emirhan Karakuş², Ms. Halime Avunç¹, Ms. Kübra Şahadet Sezer³, Dr. Devrim Tarakçı³
1. *İstanbul Medipol University*, 2. *istanbul Medipol üniversitesi*, 3. *Istanbul Medipol University/ Faculty of Health Sciences/ Division of Occupational Therapy*
- Assessment of work-related musculoskeletal problems and ergonomic risks in textile workers** 94
Ms. Kübra Şahadet Sezer¹, Dr. Devrim Tarakçı¹, Dr. Ela Tarakci²
1. *Istanbul Medipol University/ Faculty of Health Sciences/ Division of Occupational Therapy*, 2. *İstanbul University/Faculty of Health Sciences/ Divison of Pyhsiotherapy and Rehabilitation*
- Comparison of hand functions and grasping power of autistic and mentally retarded children with healthy cases** 95
Ms. Kübra Şahadet Sezer¹, Dr. Devrim Tarakçı¹, Dr. Ela Tarakci²
1. *Istanbul Medipol University/ Faculty of Health Sciences/ Division of Occupational Therapy*, 2. *İstanbul University / Faculty of Health Sciences / Division of Phsyiotherapy and Rehabilitation*
- Occupational therapy in day service provision for those with learning disability** 95
Ms. Rachel Krol¹
1. *Sheffield Hallam University*
- Impact of Social Determinants on Parent Sense of Competence in Mothers Who Are Homeless or Poor Housed** 96
Prof. Debra Rybski¹, Ms. Heidi Israel¹
1. *Saint Louis University*
- Adressing The Issue Of Sexuality - Perspectives Of People With Spinal Cord Injury And Occupational Therapists - A Qualitative Study** 96
Ms. Astrid Gladilin¹, Ms. Rita Mayrhofer², Ms. Tanja Tesch², Mrs. Larisa Baciu²
1. *IMC FH Krems, University of Applied Sciences*, 2. *IMC Fachhochschule Krems, University of Applied Sciences*

Oral Presentations

The Challenge of Teaching in Generation Z: A Look at Distributed Cognition

Thursday, 4th October @ 14:30: (Auditorium) - Oral Presentation

Prof. Maria Dulce Gomes¹

1. Polytechnic of Leiria/ School of Health Sciences

Generation Z is a generation of young digital natives that are currently entering higher education, characterized by the mastery of technology, connectivity, intercommunication and multitasking. Given the current technological context, it is necessary to understand the theory of learning that can support a cognitive process adequate to the demands of a formation that is no longer based only on the formal transmission of knowledge. Thus, connective theory emerges as a proposed theory of learning and supports the cognitive process called distributed cognition. In this process learning is understood as occurring throughout life, depending on the contexts in which it unfolds, with varying intensity and quality and is functionally characterized by the plasticity of relationships and the ease of access to vast amounts of information, whose conversion in learning experience stems from the perception of sociocultural relations embodied in a concrete situation. This process is understood as a framework for the learning environment for occupational therapy students, allowing the development of methods and pedagogical practices that promote reasoning, knowledge construction and decision-making under contemporary science. This reflection intends to create a theoretical guideline to contextualize the current pedagogical practices directed to the Occupational Therapist of Generation Z.

§

Measuring Occupational Therapy Student Perceptions of the Learning Environment

Thursday, 4th October @ 14:30: (Room A) - Oral Presentation

Prof. Tal Jarus¹, ***Dr. Shayna Rusticus***¹, ***Dr. Derek Wilson***¹, ***Ms. Kathy O'flynn-magee***¹, ***Dr. Simon Albon***¹

1. University of British Columbia

The learning environment encompasses the physical, social, and psychological context in which students learn. Positive learning environments enhance student success and satisfaction, as-well-as contribute to professional development and identity formation. Even within a single university, students in different programs are exposed to varied learning cultures, activities and experiences. The purpose of this presentation is to introduce the Health Education Learning Environment Survey (HELES) that was initially developed in medicine and subsequently piloted across 4 health professions programs, measuring students' perceptions of the learning environment. Seventy-six OT students completed the HELES. Results indicated that the tool was suitable to measure the learning environment in the OT program. Ratings on all six sub-scales of the HELES were above the mid-point (i.e. positive environment), and qualitative comments supported the quantitative scores. Results imply that the HELES may be of value to OT educators and researchers who wish to evaluate and/or study their learning environments. Furthermore, HELES can indicate how to foster positive learning environments to improve Professional relationships and partnerships, and facilitate Research and development in OT. It will also allow for identifying potential areas an OT program needs to work on in order to enhance the learning environment

and promote Interprofessional learning.

§

Generation Y: What are students learning needs and preference in practice education?

Thursday, 4th October @ 14:30: (Room B) - Oral Presentation

***Dr. Caroline Hills*¹, *Prof. Tracy Levett-Jones*², *Prof. Helen Warren-Forward*³, *Dr. Samuel Lapkin*⁴**

1. National Unviersity of Ireland, Galway, 2. University of Technology, Sydney, 3. University of Newcastle, 4. Centre for Research in Nursing and Health, Kogarah NSW

Background: In Australia, practice educators were reporting that Generation Y students required different teaching and learning approaches in practice education. This PhD therefore investigated the learning needs and preferences of Generation Y occupational therapy students. Design: A sequential explanatory mixed method, study informed by pragmatism was completed. Phase one comprised of two surveys of practice educators views of Generation Y students. Phase two comprised of two surveys of Generation Y students to identify their lifestyles and their technological ability as compared to the published literature. Phase three was a systematic review of the literature on Generation Y students teaching and learning preferences. Phase four, 22 interviews were completed with Generation Y students to explore their preferred teaching and learning preferences in practice education. Ethical approval was received. Results: True to mixed methods, seven inferences (new understandings from the results) were generated from the study. Conclusion: Most practice educators considered that there is a Generation Y student and students did in the main fit the stereotype except they are not universally 'technosavvy'. Research available did not indicate different teaching and learning preferences but students reported a range of teaching and learning preferences in practice education and these will be presented.

§

Interprofessional students teem building for cooperative practice

Thursday, 4th October @ 14:30: (Room 402) - Oral Presentation

***Mr. David Dzotsenidze*¹**

1. Ivane Javakishvili Tbilisi state university

The aim of my presentation is to share experience of addressing the reality, lack of public awareness about Occupational Therapy in Georgia, including the students of related professions. This situation influences the OT practice in Georgia. Everybody who works with Occupational Therapists are satisfied, but few of them realizes what is our role and contribution to health care. The situation is similar in other fields. My goal is to offer the best solution and start from rising student awareness.

The idea is to spread information about OT role in health care, education system, human rights, architecture and design and other spheres. We can talk, make some PR activities, but the best way to promote our profession is to show people what we do and why we are doing it.

First of all in cooperation with other faculty students of my university we are creating student platform which will unit our practice and projects. This interprofessional team in cooperation with university stuff will share the knowledge ith each other and plan joint activities in order to create a foundation for effective collaboration.

 §

Classroom-based Interprofessional Education: An Irish qualitative case study

Thursday, 4th October @ 14:30: (Room 502) - Oral Presentation

***Dr. Nancy Salmon*¹, *Dr. Pauline Boland*¹, *Ms. Fiona McDonald*¹, *Ms. Michelle O'donoghue*¹, *Ms. Sonja Wolski*¹**

1. University of Limerick

Preparing, implementing and evaluating interprofessional education (IPE) curricula are challenges for programmes adopting this approach. In 2015 the School of Allied Health at the University of Limerick, Ireland redesigned curricula to enable an interprofessional focus for students including an undergraduate physiotherapy programme and three pre-qualification Masters cohorts (occupational therapy, physiotherapy and speech and language therapy). As part of a longitudinal case study a series of 11 focus groups that included a total of 54 students across all professions were convened from 2016-2018. The diverse research partnership that included academics, practice educators, and research students sought to understand how students' perceptions of IPE changed over time. Preliminary content analysis of focus groups identified IPE barriers and enablers linked to scheduling, physical environment, class size and social discomfort. A more nuanced thematic analysis indicated that over time these factors shaped students' learning in IPE modules, highlighting the vulnerability within IPE spaces that influences professional role development. Evidence-based strategies to establish positive and effective IPE learning environments are described. It is crucial that educators address the pragmatics of scheduling and class size, while simultaneously creating IPE learning spaces where student vulnerability is addressed.

 §

Attracting and training generation Y students with a game-based pedagogical approach

Thursday, 4th October @ 14:48: (Auditorium) - Oral Presentation

***Dr. Cynthia Engels*¹**

1. UPEC

Generation Y students share some characteristics which have led us to adapt our ways of teaching. In particular, literature has shown that they can't focus for a long time on the same task, that they prefer to work in teams, that they have a high level of stress regarding their studies, but that they also consider studies as a consumer good, in which they can take or leave what they chose. If they don't see a good reason to go to a course, they

prefer to spend some more valuable time doing something else.

For those reasons, we developed a game-based approach in English lessons for 3rd year OT students, based on real famous games and adapted especially for this course. We offered six 2-hours courses with this approach. Before and after the course, students completed a self-administrated questionnaire (n=102) deepened by 51 interviews. The same questionnaire was sent to OT students not using this approach, allowing comparison (n=110).

The results were very positive, which is why we have been using this approach with the students for six years, allowing an evolution. In other words, we used an OT methodology to attract generation Y students and to train them!

§

An occupation-based rehabilitation camp - bridge between theory and practice for students

Thursday, 4th October @ 14:48: (Room A) - Oral Presentation

Ms. Zuzana Rodová¹, Mrs. Anna Krulová¹

1. Charles University, First Faculty of Medicine

Enabling people to return to independent living following Acquired Brain Injury (ABI) is a challenge for rehabilitation services worldwide. In co-operation with the Department of Rehabilitation Medicine, Charles University, Czech Republic, an NGO 'Rehab' holds annual, week-long occupational-based rehabilitation camps (RC). These deliberately take people from the hospital setting to a more demanding environment in the countryside, to encourage attendants to become more independent in everyday tasks through engagement and enjoyment. Participants' activities are supported by OT and PT students, who are guided by a team of therapists/teachers. The ethos of NGO is to provide an interprofessional teaching and learning environment where participants and students equally benefit.

This presentation, intended for educators, reveals the experiences of the RC from the user's perspective following a phenomenological study based on 6 in-depth interviews undertaken within the European MScOT. The natural environment of the camps, and away from the family, was perceived as a very appropriate setting following ABI. The results of a current retrospective study from the students' perspective, based on a qualitative questionnaire with 10 OT and 10 PT students will also be described. This evidence of the educational effectiveness of these camps may contribute to the 'role-emerging placements' literature.



Working with Former Refugees: Exceptional Educational Opportunities Promoting Occupational Justice

Thursday, 4th October @ 14:48: (Room B) - Oral Presentation

Dr. Yda Smith¹

1. University of Utah

With the dramatic increase in refugees worldwide, now, more than ever, we need to consider the valuable role of occupational therapy with this population. Occupational therapists are perfectly positioned to provide an enormous breadth of services working with former refugees. This presentation will describe an occupational therapy fieldwork program that has been providing students with culturally rich and diverse educational experiences since 2004 providing life skills training to help with adaptation to a new environment as well as addressing physical and mental health issues. This community- and occupation-based work brings us back to the roots of OT, stemming from the Moral Movement inspired by Jane Addams and Ellen Gates Starr in the late 19th Century promoting social justice and improved quality of life for people marginalized and struggling in a variety of ways. Students work with individuals and groups developing professional reasoning skills and experiencing use of the occupational therapy process while providing culturally responsive care and addressing issues of occupational justice and healthcare disparities. This presentation provides an example of an extensive occupational therapy student program in partnership with local refugee settlement agencies that prepares students to work with the increasing complexity and diversity of our communities.



Interdisciplinary Internship for Students of Physiotherapy and Occupational Therapy in Occupational Medicine

Thursday, 4th October @ 14:48: (Room 402) - Oral Presentation

Mr. Stefan Kollmann¹, ***Mr. Peter Hoppe***², ***Mrs. Brigitte Eichinger***³, ***Mrs. Ute Kiesl***², ***Mrs. Renate Ruckser-scherb***⁴, ***Mrs. Ulla Schwarz***⁵, ***Mrs. Sabine Dielacher***⁴, ***Mrs. Iris Frenner***²

1. University of Applied Sciences for Health Professions Upper Austria, 2. University of Applied Sciences for Health Professions Upper Austria, Bachelor Programme Physiotherapy, 3. Occupational Medicine Department of the city of Linz, 4. University of Applied Sciences for Health Professions Upper Austria, Bachelor Programme Occupational Therapy, 5. Health department of the city of Linz

The presentation will describe a concept of an interdisciplinary internship for students of Physiotherapy and Occupational Therapy in the field of Occupational Medicine.

The main issues are giving information concerning the project that was done between academic staff of the University of Applied Sciences Upper Austria (Physiotherapy and Occupational Therapy) and Occupational Physicians of the city government of Linz.

The aim of the presentation is giving an overview of the project itself, its specific goals, the project setting and the project's purpose. The audience will receive a summary of take-home messages for setting up projects in

the area of Interdisciplinary teaching, learning and assessment.

The audience will receive information about the skills acquisition by generating intended learning outcomes for internships. Additionally the supervision roles, responsibilities and other necessary documents for this exemplary interdisciplinary internship will be mentioned.

During the project, focus group interviews with feedback discussions were held with all partners involved. These included all disciplines who will be involved in the coming implementation of the internship. In addition document analysis of the training curricula of the Physiotherapy Programme and Occupational Therapy programme were done. Therefore the presentation relates to the domain of professional relationships and partnerships of Occupational Therapy.

§

Success factors and difficulties in implementation of Inter Professional Learning -experiences from Jönköping University, Sweden

Thursday, 4th October @ 14:48: (Room 502) - Oral Presentation

Mrs. Eva Edström¹

1. Jönköping University, School of Health and Welfare

In autumn 2018, the School of Health and Welfare, Jönköping University will introduce Interprofessional Learning for the students in semester 1 on the Occupational Therapy Program, the Orthotics and Prosthetics Program, the Nursing Program and the Social Work Program.

This has been preceded by intensive work over the program boundaries. The Program Directors for the participating programs, together with teacher representatives and the Educational Committee, have planned for the learning activities and the training of participating teachers.

The implementation will be evaluated through follow-up research in an Ethnographic study.

At the conference, success factors and difficulties in the planning and implementation of Inter Professional Learning will be presented together with the first results of the study.

§

Animation as occupation: A reflection on an educative process through a meaningful occupation.

Thursday, 4th October @ 15:06: (Auditorium) - Oral Presentation

Ms. Effrosyni Kalafati¹, ***Ms. Flora Vavoula***¹, ***Ms. Polyxeni Skaltsi***², ***Dr. Panagiotis Siaperas***¹

1. Metropolitan College, 2. National and Kapodestrian University of Athens, Eginition Hospital & Metropolitan College

Animation therapy as a therapeutic process provides creative opportunities to participants involved through exploring their inner feelings and imagination (Ashworth & Mason 2013). The application of animation in occupational therapy first introduced by Helen Mason (2009). She suggested that animation is a multi-faced process

and can be graded to help different types of clients to improve occupational performance levels, to increase motivation and engagement through a purposeful activity in therapy. Considering previous student generations, the technological accessibility of our generation (Y-Z) provides unique opportunities to develop personalized learning and teaching (Hills et al. 2012). Taking into account Mason's fieldwork, we participated in the creation of an animation during the 'Conceptual foundations of occupational therapy' module in level-1 studies. Furthermore, we engaged in a meaningful and enjoyable activity which increased our motivation and reinforced our academic learning.

This presentation will focus on our reflection of our first and second animation, which includes all stages of creation process as an experiential but also as learning and an educative procedure. The aim of our presentation is to show 'How animation transformed to a valuable tool for us, as occupational therapy students, to explore the meaning of occupation in education through a motivating process'.

 §

Supporting students in becoming a competent OT: Learning in authentic contexts

Thursday, 4th October @ 15:06: (Room A) - Oral Presentation

***Ms. Janne D'Hu*¹, *Ms. Siska Vandemaele*¹, *Ms. Eveline Van Cauwenberghe*¹, *Mr. Steve De Meester*¹**

1. Howest university of applied sciences

To become a competent bachelor in OT[1], it is essential to offer students a practice-based education program with learning possibilities in authentic contexts[2]. In this presentation, the systematic line in our program of 180 ECTS to create a powerful learning environment will be shown[3].

Students start with acquiring a theoretical base. Following they learn, under the guidance of the lecturer, to apply the knowledge and to practice their skills in a simulated context with simulants (e.g. peers), later with clients in a safe environment (practicals) and finally with clients in authentic environments (internship). The contact with clients and other OT's, enriches the learning of the students. Using the CPPF as guide throughout these modules, a clear link is made between theory and practice[4].

[1]

nederlands- vlaamse accreditatieorganisatie. (2014, september 8). *Domeinspecifieke leerresultatenkader*. Retrieved from https://www.nvao.net/sites/default/files/documents/DLR%20Bachelor%20in%20de%20ergotherapie_0.pdf

[2] Hattie, J. (2014). *Leren zichtbaar maken*. Rotterdam: Bazalt.

[3] Sousa, D. (2011). *How The Brain Learns*. California: Sage Publications Inc.

[4] Craik, J., Davis, J., & al., e. (2013). *Introducing the Canadian Practice Process Framework (CPPF): Amplifying the context. In enabling occup II: advancing an occupational therapy vision on health, well-being and justice through occupation*. Ottawa: CAOT Publications ACE.



Empowering communities through international interprofessional allied health joint projects

Thursday, 4th October @ 15:06: (Room B) - Oral Presentation

***Prof. María Kapanadze*¹, *Dr. Reg Urbanowski*²**

1. University School of Nursing and Occupational Therapy of Terrassa (EUIT), affiliated to Autonomous University of Barcelona, 2. University of Manitoba

Background

International and interprofessional knowledge transference is crucial for capacity building of new professionals worldwide. This presentation will outline collaborative joint projects between the University of Manitoba (Winnipeg, Canada) and the University School of Nursing and Occupational Therapy of Terrassa (Barcelona, Spain). The service-learning projects were oriented to both Master and Bachelor's level students. The projects were taken from concept through to implementation and evaluation. The theoretical underpinnings were based in social constructivism and service learning.

Method

The educational process created opportunities for networking and community engagement as well as online sessions. The participants were students (occupational therapists and nurses; n=9) from both universities who worked on the development of two separate service projects: a) The online social space for youth with Juvenile Arthritis; b) Determining the needs of older from vulnerable populations.

Results

The students have exchanged knowledge at each phase of the final thesis elaboration and have generated the total of 5 research projects. The direct beneficiaries of the project were The Arthritis Society Prairie Division (Canada), the Catalan League of Rheumatology (Spain), six First Nation communities (Canada), and nurses who attend young women with risky behaviours (Spain).



Analysis of University Students' Perspective of Interdisciplinary Study on PEO Framework

Thursday, 4th October @ 15:06: (Room 402) - Oral Presentation

***Ms. Fatma Aydın*¹, *Ms. Kübra Şahadet Sezer*¹, *Dr. Devrim Tarakçı*¹, *Dr. Zubeyir Sari*²**

1. Istanbul Medipol Üniversitesi, 2. Marmara Üniversitesi

This study aimed to investigate health science students' interdisciplinary work perspective through PEO model. 27 students studying in health sciences at İstanbul Medipol University was included in this study. A semi-structured interview and sociodemographic information form was conducted. Semi-structured interview questions to examine the personal, environmental and activity-related factors within the context of the PEO model has 12 questions about the characteristics of the interdisciplinary team members, the characteristics of the interdisciplinary research and interdisciplinary research.

It was found that 75% of the health sciences students had training education / lectures about interdisciplinary study, 67.9% had knowledge about interdisciplinary team and study concepts, 67.9% had interdisciplinary research and 84% had interdisciplinary research solicitous to provided. Students' participation in interdisciplinary research; influenced by personal characteristics, environment, and factors related to the activity. Health sciences students can conduct research on any topic with an interdisciplinary approach, providing a holistic view of different dimensions and opportunities. It is important for students to be trained on interdisciplinary team and work characteristics within holistic treatment for patient.

§

JUST-CRS Interdisciplinary Master Degree Program: Process, challenges and insights for future international collaborations

Thursday, 4th October @ 15:06: (Room 502) - Oral Presentation

***Dr. Mohammad Nazzal*¹, *Ms. Sílvia Martins*², *Dr. Hanan Khalil*³**

1. Jordan University of Sciences and Technology, 2. Escola Superior de Saúde do Alcoitão, 3. Jordan University of Science and Technology

JUST-CRS is a capacity building Project in higher education funded by the EU Erasmus+ with a consortium of universities from Portugal, England, Turkey and Jordan, aiming to establish an interdisciplinary master program in rehabilitation sciences at JUST which will be targeting occupational and physical therapy.

Consortium partners, led by the grant holder (JUST), have worked collaboratively and led tasks and activities, based on their respective expertise.

The challenge of creating a curriculum structure that provides innovative solutions to Jordanian rehabilitation gaps and fits Jordanian Higher Education standards and the European standards set in the European Qualification Framework, having in addition the coordination of a consortium of 6 partners, from different cultural and professional backgrounds, provided an excellent opportunity for discussion and understanding of professional boundaries and synergies in rehabilitation contexts.

This presentation intends to shed light on the process, challenges and insights of developing this master's degree program in rehabilitation hosted by Jordan University of Science and Technology (JUST) in Jordan, and to provide better suggestions for future international collaborations in the field of higher education for rehabilitation sciences. By its nature this presentation is related to main themes 1, 2 and 3 and to professional relationships and partnerships.



Experiences from a course intended to prepare Swedish students for international exchanges

Thursday, 4th October @ 15:24: (Auditorium) - Oral Presentation

Dr. Susanne Guidetti¹, Mrs. Helena Brodin¹, Dr. Lisette Farias¹, Dr. Sofia Vikström¹

1. Karolinska Institutet

International exchanges can place students in situations that can challenge their professional and personal values. Taking into consideration the ethnocentric values underlying the curriculum and pedagogy in Western modern societies such as Sweden, we believe that students going abroad are in need of understanding their one's own cultural values and expectations before leaving on an international exchange. Thus, the aim of this presentation is to describe the experiences of the course 'PREPARE' at Karolinska Institutet. This course includes diverse activities that aim to help students to reflect on their cultural values and actions by promoting social awareness, safety and acting responsible in other contexts. This presentation has the potential to contribute to other universities and programs participating in exchange programs by reflecting on how students can learn to be confronted by unfamiliarity while studying abroad. In relation to the competences included in TUNING, this presentation is related to; knowledge about occupational therapy professional reasoning, processes, and partnerships. Further, this presentation is related to the conference's theme 'Educate the educators- Internalization of curriculum'.



The participation of Occupational Therapy students in MIND&GAIT research project: Strategy for the development of scientific and critical thinking skills

Thursday, 4th October @ 15:24: (Room A) - Oral Presentation

Prof. Jaime Ribeiro¹, Ms. Ana Carolina Novera¹, Ms. Bruna Soares¹, Ms. Joana Azevedo¹, Ms. Patrícia Gomes¹

1. Polytechnic of Leiria/ School of Health Sciences

Participation in research projects plays a crucial role in the training of Higher Education students. The scarce found literature is consensual about the contribution to the development of scientific knowledge and critical aptitude, making it an added value in the student's integration into the academic environment. This study aimed to assess and understand the perception of Occupational Therapy's students and professors on the pedagogical and scientific contributions of effective participation in research projects. Supported in a qualitative approach, a case study research with a descriptive-exploratory objective was carried out. A semi-structured interview and focus group, both previously delineated and validated, collected data aimed to identify advantages and difficulties during a process of updating a cognitive stimulation program for the elderly. Content analysis was performed according to Bardin's perspective, supported by webQDA software. The results indicate that professor and students highlight the opportunity for the improvement of professional reasoning and scientific

development. However, students report that the entry into research faces difficulties in understanding the research process. In concordance with literature, the involvement in research projects for the development of intervention programs constitutes a differentiated strategy for the enhancement of students' critical sense and creativity, developing competences for clinical practice.



Promoting and developing an intercultural perspective in occupational therapy curriculum.

Thursday, 4th October @ 15:24: (Room B) - Oral Presentation

Dr. Inmaculada Zango Martin¹, Dr. Ann Johansson²

1. Escola Universitària d'Infermeria i Teràpia Ocupacional, 2. Jönköping University, School of Health and Welfare

Occupational therapy is based on the belief that there is a close relationship between meaningful participation in daily life and the experiences of health and well-being. However, we need to recognize that occupation is not a cross-cultural universal concept, and are neither health/disease, ability/disability, nor therapeutic care. Therefore, to promote and to develop an intercultural perspective of occupational therapy, which could be relevant to answer the occupational challenges of our diverse world, a deeply understanding about cultural diversity and occupation has to be incorporated. Moreover, a much more critical reflexivity about epistemology and practice in the occupational therapy curriculum is required. For this reason, it is crucial to incorporate, in the occupational therapy curriculum, how the diverse and socio-political conditions in the contemporary world affect occupational participation. The presentation aims at problematizing how the occupational epistemology is developed and transmitted and how this could have an impact on the occupational therapy intervention. This presentation will focus on the promotion and development of an intercultural perspective in an occupational therapy curriculum in Sweden considering the increase diversity of Swedish population as well as the government proposition to address the interculturality as one of the main educations curriculum goals.



Teaching Innovation Method for Human Anatomy in Occupational Therapy Degree

Thursday, 4th October @ 15:24: (Room 402) - Oral Presentation

Dr. Estibaliz Jiménez Arberas¹, Dr. Luisa Ruiz¹, Mrs. Julia Dugnot¹, Dr. Juliana Pérez¹, Ms. M^a Isabel Fernández Méndez¹

1. Facultad Padre Ossó

INTRODUCTION:The Occupational Therapy Degree is framed within the health sciences but with a singularity, the use of OCCUPATION as a therapeutic tool. After a bibliographical review, it has been detected that there are no specific books on Anatomy for therapists, while in other subjects of the curriculum they do have them. Our project aims to implement a methodology that promotes autonomous learning, not only from anatomy but from a transversal approach that includes contents of Physiology and Kinesiology, osteoarticular, physiology

and disability in general; giving a greater weight to the knowledge of the Locomotor Apparatus and Nervous System, considered key in the exercise of the profession.

MATERIAL AND METHOD: Each student enrolled in Anatomy was assigned a pre-designed workbook of Locomotive Apparatus and other of Nervous System. The students completed the workbooks during the theoretical and practical classes of the first term. The answers were made available to them on-line after the refresher tests.

RESULTS: 85% of the students found it useful (8) or very useful (9.5), 10% interesting (7) and 5% of little use (4). In the same way, 80% of them refer to use it to study the subject.

§

Skills in conflict management and negotiation in health professions

Thursday, 4th October @ 15:24: (Room 502) - Oral Presentation

Dr. Vanda Pedrosa¹

1. Polytechnic of Leiria/ School of Health Sciences

This presentation aims to give better understanding of conflict management and negotiation related with health settings has been a topic of research, particularly in Primary Health Care. It's a relevant topic to educate the educators, internationalised learning outcomes: 21st century skills competences, understanding interprofessional teaching & learning & assessment.

The increasing cooperation between practitioners and users to perform tasks and clinical management makes skills in conflict management and negotiation crucial to the support and establishment of relations, a critical factor to modernization of public health center and its professional activity regarding the contact with users. Guiding an interview We observed that Conflictes arise mostly in the context of proximity to he communication, interdependence of functions and resources. They tend to remaning unresolved, appearing for no apparent reason. Prefered an integrativ orientaion and collaborativ negotiation strategies.

It's Big the importance of soft skills in technical professions. Training is appreciated as as they didn't obtain these skills in different stages of education.

§

Occupational therapy and engineering for the good aging – innovative teaching methods

Thursday, 4th October @ 15:42: (Auditorium) - Oral Presentation

Dr. Slawomir Tobis¹, ***Dr. Mirosława Cylkowska-nowak***¹, ***Prof. Mariola Pawlaczyk***¹, ***Prof. Michal Wieczorowski***²

1. Poznan University of Medical Sciences, 2. Poznan University of Technology

Background: Aging of societies makes it necessary to educate students with respect to modern, interdisciplinary solutions for the living environment of older persons.

Aim: Implementation of a pedagogical innovation involving a cooperation of students of occupational therapy and biomedical engineering.

Material and methods: Learning in multi-professional teams is considered the most effective approach to the cooperation of students from different fields. Joint working on projects gives an opportunity to learn about thinking, language and specificity of intervening professions. The inclusion of older people into teams which learn based on the project method, allows to include their voice in the discussion and respect their priorities, according to person-centred care.

Results: The experience in the course of “Designing optimal environmental solutions,” based on the presented teaching methodology, for students of Poznan University of Medical Sciences and Poznan University of Technology.

Conclusions: The use of the project method yields results difficult to obtain during traditionally conducted classes. Contact with an older person, learning about her functioning and thinking, enables to establish a direct professional relationship in cooperation with other team members. Such experiences cannot be simulated in university conditions.

Abstract relates to “Interprofessional teaching & learning & assessment” and “Professional relationships and partnerships.”

§

Pedagogical Project with Humanitarian Strand - HumaniTer

Thursday, 4th October @ 15:42: (Room B) - Oral Presentation

Prof. Elisabete Roldão¹

1. Health School of the Polytechnic Institute of Leiria

The Occupational Therapy educational program at the Health School of the Polytechnic Institute of Leiria created the “HumaniTer Project”. This arises from a partnership with the non-governmental organization Doctors of the World to respond to the assumption of the Leiria Polytechnic Strategic Plan 2020 (2017), cementing institutional relations and promoting the integration of students in community intervention contexts. This project has two approaches. The first aims to implement the training in a work context, at a community level, with homeless people, refugees, victims of catastrophes, embattled minority, or specific population. This approach is being implemented in the clinical education with students from the fourth year of the educational program. The second, aims to develop civic skills, including volunteering, with the implementation of concerted actions, to identify architectural or other barriers, which affect the population’s access to services and public buildings. It is being implemented with students from all the fourth years of the educational program.

In this framework have been implemented many community projects (tapestry, health education, health literacy, ..), made home visits, recommendations on the adaptation of housing and institutional context, cognitive stimulation, motion and assignment of supporting, with the population victim of the Castanheira de Pera catastrophe.



Student´s experience promoting occupational health in an Austrian factory

Thursday, 4th October @ 15:42: (Room 402) - Oral Presentation

Ms. Denise Kletzl¹, Ms. Olivia Löffler¹, Mrs. Sophie Ulbrich-Ford¹

1. University of Applied Sciences Wr. Neustadt

The aim of the oral presentation is to show how students experience the challenges and benefits of a role emerging placement in an Austrian factory producing packaging materials. Two students of the University of Applied Sciences in Wiener Neustadt present their own perspective. By showing which support and preparation they, as part of the generation Z, found to be beneficial, they can educate the educators.

Role emerging placements are gaining popularity within occupational therapy bachelor´s programmes. They are known to be beneficial for professional and personal development. On the other hand, they can be very challenging for students regarding explaining their roles while they are still in the process of identifying and developing their role as occupational therapists.

They report about how they were prepared within the bachelor´s programme and which assessments they used in this industrial workforce setting. They describe the interventions which were accepted by the employees and employers and report about the measures that were successfully implemented. The students were acting as agents between employees and employer in order to meet economic interests on one side and health needs on the other. So the presentation relates to the domain of occupational therapy process and professional reasoning



Workplace Health Promotion – why and how to integrate it in OT education?

Thursday, 4th October @ 15:42: (Room 502) - Oral Presentation

Dr. Ursula Costa¹, Mrs. Heike Fink¹, Mrs. Verena Fritsch¹, Mrs. Victoria Hartmann¹,

Mrs. Vanessa Röck¹

1. fh gesundheit/ health university of applied sciences tyrol

“Health is created and lived by people within the settings of their everyday life; where they learn, **work**, play and love.” (WHO, 1986). Occupational therapists recognize enablers as well as barriers to work and to carry out occupational health services (WFOT, 2016). Hence, workplace health promotion is a new and promising field of practice for occupational therapists, with an important societal potential. It further contributes to the promotion of the sustainable development goals as part of health 2020-2030.

The OT department of the Health University of Applied Sciences Tyrol integrated this topic into the curriculum throughout the Bachelor education, following the Occupational Therapy process. Learning opportunities are offered in many diverse ways, from different disciplines (occupational therapists, occupational physicians, psychologists, sociologists); as students, we have many opportunities to learn from role models, use skills labs, and

apply our knowledge in practice settings. Already in the first year, students can choose to do a project in this field. In their last year of studying, students are applying all their gained skills in a workplace health promotion project for local institutions, enabled through our department's partnerships within the health and public sector.



The Experience of Dietary Management of Diabetes Among People from Ethnic Minority Backgrounds

Friday, 5th October @ 10:30: (Hall) - Oral Presentation

Ms. Hayley Churchill¹, Mrs. Sarah Prior¹

1. Brunel University London

There are significant disparities in diabetes care and outcomes for ethnic minority community members. Despite, legislation emphasising the individual in diabetes management, little consideration has been given to the daily experiences of dietary management among ethnic minority groups. Chronic illnesses such as Type 2 diabetes, can alter an individual's choices, life balance and sense of meaning (Pyatak, 2011, Reynolds and Prior, 2011). Thus, occupational therapists are in a prime position to draw upon the professions fundamental philosophy that an individual's occupational experience affects their health and well-being (Wilcock, 1998). The aim of this presentation is to share the lived experience of diabetes management; illustrating the occupational nature of this task. In line with the 'Health 2020-2030', exploration of the factors related to diabetes management; such as an individual's environment, volition and roles (Fritz, 2014), will help address this health inequality and develop new approaches towards management. This is of importance, if people are going to engage in healthy lifestyles, whilst participating in other meaningful activities. In sharing an emic perspective of the Type 2 diabetes management, interpreted through an occupational lens, will also illustrate ways the profession can collaboratively work with communities and other health care professionals to improve health outcomes.



The status of occupational therapy in Croatia: Comparing the perspectives of practitioners and students

Friday, 5th October @ 11:00: (Room A) - Oral Presentation

Dr. Claire Sangster Jokić¹

1. University of Applied Health Sciences

In Croatia, occupational therapy is a profession that continues to struggle with professional marginalization in education, health and social care settings. A number of issues, such as a lack of mobility in education and professional development and a limited scope of practice, both influence and are influenced by the current status of occupational therapy in this context. In order to develop targeted, effective strategies for improving the position of occupational therapy in Croatia, it is important to first understand professional and public perspectives in regards to its current professional standing. Together with the results of previous research examining

student perspectives on the status of OT in Croatia, the present paper aims to examine and compare these perspectives with those of OT practitioners. It will present an analysis of these perspectives based on a number of status indicators alongside reported opportunities and barriers currently experienced by occupational therapists working in Croatia. Based on the findings, implications for future initiatives aimed at improving the status of occupational therapy in Croatia will be discussed.

 §

The simulation game „An Interprofessional primary health care centre“ as a tool for interprofessional education

Friday, 5th October @ 11:00: (Room B) - Oral Presentation

Mrs. Heike Fink¹, Mrs. Anna Sprenger¹

1. fh gesundheit/ health university of applied sciences tyrol

The World Health Organization (WHO) has stated interprofessional collaboration in practice as well as in education as a key to meet the global challenges of health workforce crisis.

To encourage students for professional relationships the heads of seven departments of Health University of Applied Sciences Tyrol and their staff launched a module in semester 2 for all students called „Health Professionals interprofessionally“. In two weeks presence time interdisciplinarily classes to several topics are organized in mixed groups. Interactive didactic methods like group discussions or simulation games are implemented to foster increased knowledge and communication skills.

At the end of the module there is a two days long simulation game with the aim of planning a primary health care centre in a community with 4500 people, with the aim to deepen knowledge of the different professions and be aware of junctions and demarcations and client centred collaborative practice in therapeutic and health promoting settings.

The evaluation of the simulation game is highly satisfying. The outcome is both realistic as well as visionary. The students assure to learn a lot about core competences of their own profession as well as the other's and have rich opportunities to learn with and from each other.

 §

Defining best practice in teaching and learning in practice education for stakeholders

Friday, 5th October @ 11:00: (Room 402) - Oral Presentation

Dr. Caroline Hills¹, Prof. Tracy Levett-Jones², Prof. Helen Warren-Forward³, Dr. Samuel Lapkin⁴

1. National University of Ireland, Galway, 2. University of Technology, Sydney, 3. University of Newcastle, 4. Centre for Research in Nursing and Health

Background: In occupational therapy various research studies have reported on quality teaching and learn-

ing in practice education from students and practice educator perspectives. Yet, one study of health science students identified that the student experiences of placements do not match their preferred learning environments (Brown et al., 2011). A systematic mapping review of educational approaches and teaching methods in practice education in occupational therapy reported that there is a lack of pedagogical theory to guide and direct practice educators (Hooper, King, Wood, Bilics, & Gupta, 2013). This review concluded that educational concepts needed to be translated for occupational therapy (Roberts, Hooper, Wood, & King, 2015). Method: The first author completed a sequential explanatory multi-phase mixed method study informed by pragmatism to investigate if practice education environments met the needs of Generation Y (PhD). Results. Seven inferences were generated from this research. These were then meta-synthesised with other research findings into quality and practice education with known educational theories to create the Student-Centred Practice Education Model. Conclusion. This model succinctly provides guidance for students and practice educators on best teaching and learning approaches in practice education. This model has the potential to inform future research into quality practice education.

§

What you do affects how you feel

Friday, 5th October @ 11:00: (Room 502) - Oral Presentation

***Ms. Angela Hook*¹, *Ms. Sarah Bodell*¹, *Ms. Rachel Martin*¹, *Mr. George Edgeley*², *Ms. Katie Kay*²**

1. University of Salford, 2. Pennine Wellbeing and Recovery College

Topic: What you do affects how you feel – an interprofessional approach to teaching people to make good choices about what they do.

Aim of project

To co-produce an **interprofessional** occupation focused wellbeing and recovery course.

Main issues

Working in partnership with service users, peer mentors, psychologists, occupational therapists, academics and occupational therapy students at a Health and Wellbeing College, we have co-designed a course to assist with achieving occupational balance. The course is based on theories of occupational science and utilises Occubuzz, an app designed by Occupational Therapy academics at the University of Salford. This digital self-help tool allows users to evaluate their wellbeing and understand how to improve it by making good choices about the things that they spend their time doing.

The project has provided an opportunity for Occupational Therapy students learn about and engage in the process of co-production, working with service users and professional colleagues. They have been able to apply their theoretical learning to the real world, and to develop team working, advocacy, communication, person centred practice and service delivery skills.

In terms of TUNING, this submission relates to

- Professional relationships and partnerships
- Research and development in occupational therapy/ science
- Promotion of occupational therapy



Recognising Occupational Therapy Students' role in the delivery of the Sustainable Development Goals: The emerging area of sustainable Occupational Therapy

Friday, 5th October @ 11:18: (Room A) - Oral Presentation

Ms. Niamh Allum¹

1. Queen Margaret University

Aims:

1. To define sustainable occupational therapy and explain need.
2. To increase awareness of the Sustainable Development Goals in relation to Occupational Therapy
3. To identify the role occupational therapy students can play in the implementation of these goals.
4. To consider sustainable development in relation to the TUNING competencies (in particular promotion of Occupational Therapy and professional partnerships).

Global health should be a central focus to occupational therapy practice, however for this to happen, sustainability (economic, social and environmental) must be considered (WFOT 2018). Sustainable Development as defined by the World Commission on Environment and Development (1987 p.43) is 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs.' Occupational therapy students are ideally placed to influence and promote new and existing areas of occupational therapy with direct access to both research and practice.

References

WORLD COMMISSION ON ENVIRONMENT AND DEVELOPMENT., 1987. Our common future: Brundtland report. Oxford: Oxford University Press.

WORLD FEDERATION OF OCCUPATIONAL THERAPISTS., 2018. Sustainability Matters [online]. Accessed on 04 April 2018. Available from: <http://www.wfot.org/ResourceCentre.aspx>



Skype-project with International peers

Friday, 5th October @ 11:18: (Room B) - Oral Presentation

Ms. Lisette Rodenburg¹, ***Mrs. Cecilie Krüger***², ***Ms. Michelle Van Vliet***¹

1. Rotterdam University of applied sciences, 2. Oslo and Akershus University College of Applied Sciences

The world has become a global village. Exchange programs give us opportunities to collaborate with colleagues from abroad. More and more do we relate with international colleagues, clients, costumer, rules & regulations. Working in an international environment requires new and additional competences. According to Rotterdam university of applied sciences these competences are: 1) passive and active proficiency in English, 2) cross cultural skills and 3) knowledge of international development related to health and occupational therapy. In order to prepare our students for this international environment we created an assessment with international peers through a Skype-project.

In this presentation we will share how we started the project, the obstacles and barriers we had to overcome, the learning outcomes for the students and experiences from both universities.

 §

Challenges and opportunities of the European Higher Education Area for occupational therapy after 10 years: a participatory process of transformation at University of A Coruña, Spain

Friday, 5th October @ 11:18: (Room 402) - Oral Presentation

Dr. Natalia Rivas-Quarneti¹, Ms. Inés Viana-Moldes¹, Dr. Adriana Ávila-Álvarez¹, Prof. Nereida Canosa Domínguez¹

1. University of A Coruña

The European Higher Education Area (EHEA) encompassed opportunities and challenges for occupational therapy in Spain. It triggered the transformation of a 3-year Diploma into a 4-year Bachelor. This allowed full participation of occupational therapists in Academia, including access to research and possibilities of increasing programs' quality (Viana-Moldes, 2009). University of A Coruña (UDC) implemented the first OT Bachelor in the country (2008-2009). At UDC, some of EHEA's possibilities became reality: more occupational therapists accomplishing PhD's; full-time academic staff, scientific production, quantity & diversity of OT services receiving students increased, among others. Strategic thinking and collective efforts were key for these achievements. Nevertheless, some challenges remain or have increased: students perceive a "gap" between practice and theory, practice educators are unequally equipped for EHEA's demands, socioeconomic crisis impacts on the regional community, scarcity of resources framed on national austerity policies, amplified pressures on internationalization, etc. In this context, the OT division decided to collaboratively identify strengths, weaknesses, opportunities and threads for the development of OT at UDC and in the regional community. Participatory action research (Baum, et al., 2006) principles are used to guide the process. Different techniques are used: Metaplan, group discussion, ICT resources. Preliminary results will be available for ENOTHE meeting-2018.

 §

How does a client in mental health services perceives an Erasmus student?

Friday, 5th October @ 11:18: (Room 502) - Oral Presentation

Mr. Jeroen Vos¹

1. Odisee

Erasmus students are doing practices in different health services in Europe, but what does a client think about working with somebody in another language, with another culture?

In the mental health hospital UPC-KU Leuven in Belgium, clients were asked during different years and different

students, about their experience of working with a student from abroad. Clients with psychotic disorder and clients with substance abuse were included in this examination. A short presentation about the results, the advantages and disadvantages out of the view point of the client.

The oral presentation will connect the internationalization topic of the school system with the work field. It can give us some opportunities in the management and placement of Erasmus students in mental health hospitals, which can lead to a more aligned placement of these students with the work field.

§

Burnout among Occupational Therapists in Portugal

Friday, 5th October @ 11:36: (Room A) - Oral Presentation

Prof. Helena Reis¹, Dr. Catarina Vale¹, Dr. Catia Estrela¹, Dr. Catarina Camacho¹, Prof. Maria Dos Anjos Dixe¹

1. Polytechnic of Leiria/ School of Health Sciences

To evaluate burnout levels and prevalence among occupational therapists as well as to relate those levels to practitioner age, gender, client age, years of professional activity, and area of practice.

This cross sectional study was conducted using a sample of 374 Portuguese occupational therapists. It applied the Copenhagen Burnout Inventory questionnaire, Portuguese version (CBI-PT) and a sociodemographic questionnaire.

Approximately 23%, 43.6%, and 44.7% of occupational therapists presented with client-related burnout (CB), personal burnout (PB), and work-related burnout (WB), respectively. Higher rates of burnout were observed across all dimensions as the age of the professionals increased. More years of working increased the CB rate, and client age increased the PB rate.

This study reveals a need to implement intervention programs to promote personal and organizational strategies to prevent burnout.

§

Success factors and difficulties in implementation of Internationalisation of Curriculum -experiences from Jönköping University, Sweden

Friday, 5th October @ 11:36: (Room B) - Oral Presentation

Dr. Ann Johansson¹, Mrs. Eva Edström¹

1. Jönköping University, School of Health and Welfare

Universities have the responsibility to prepare the students to live and work in a global society. The most important reason for incorporating an international approach is that exchange of experiences and knowledge contributes to improving the quality of education and research. Jönköping University, Sweden has an international profile with the vision to build an International University. The strategy is to offer additional programs taught in English, especially at the bachelor level, renew student exchange and develop alternative modes of

internationalisation. Internationalisation can not only be done through physical mobility but must take many other forms for preparing all students with international understanding and intercultural competence. It is time to take the next step to the Internationalization of curriculum and focus on all students' learning. The presentation aims at discussing success factors and difficulties in applying an international approach. Further the presentation aims to discuss and problematize the implementation of Internationalisation of the Curriculum.

The presentation will

-relate to the Annual Meeting Theme – Internationalisation of Curriculum

-identify the knowledge and development need in this area and the management needed

§

Developing the English version of the Community Development Framework for Occupational Therapists

Friday, 5th October @ 11:36: (Room 402) - Oral Presentation

Ms. Anna Melville¹, Dr. Debbie Kramer-Roy¹

1. Brunel University London

This presentation reports on a Masters dissertation project that studied the contextual relevance of the Community Development Framework, developed by Zinkstok, Schiller, and Engelen (2018) for the UK context. This educational framework guides students and practitioners through the process of completing community development projects, through self-reflection. The framework has been published in Holland and Germany and is now due to be published in the UK. The research participants worked in community projects. They filled in online questionnaires and participated in a Focus Group. Their perceptions of the framework and implications for practice will be presented.

This presentation promotes a role-emerging area of occupational therapy and expands knowledge in the process of community development. New research and developments in this area of occupational therapy will be highlighted through discussions of research findings which will contribute to the finalisation of the UK version of the framework. The presentation will improve practitioners' knowledge and professional reasoning in working with community groups developing professional relationships within such groups and introducing new ways to complete community development projects. This will aid professional autonomy in such role-emerging areas. This is an exciting project which should be shared with all members of the European occupational therapy community.



Student involvement: Students' perception of their active participation in the development of a cognitive stimulation program

Friday, 5th October @ 11:36: (Room 502) - Oral Presentation

***Prof. Mónica Braúna Costa*¹, *Prof. Jaime Ribeiro*¹, *Ms. Filipa Couto*², *Prof. Maria Dos Anjos Dixe*¹,
*Prof. João Apóstolo*²**

1. Polytechnic of Leiria/ School of Health Sciences, 2. Nursing School of Coimbra

This study aimed to analyze the perception of Occupational Therapy students about the benefits of participating in the development of a Cognitive Stimulation Program to enhance occupational performance of institutionalized elderly (Mind & Gait). A group activity was carried out in the classroom using active participation methodology guided by the professor (active learning). Online questionnaires were used to motivate student participation. 86.1% of the surveyed totally agree that is important to involve students in this type of projects. Half of the students revealed difficulties in carrying out the proposed activity related to: i) the understanding of what was intended with the activity; ii) information and interpretation of the sessions analyzed; iii) the possibility of adapting sessions to a digital version; and iv) obtaining consensus among the group colleagues. However, students acknowledge their active role as paramount for the development of knowledge about activity analysis and session's structure in cognitive stimulation, and to foment clinical reasoning in the practice of the occupational therapist. The implementation of active methods in the classroom, within the framework of projects developed for the community, is beneficial to the students' learning process. However, it remains to be determined whether the mandatory assessment influences the students' engagement.



Social entrepreneurship and occupational therapy/sciences: a necessary dialogue

Friday, 5th October @ 11:54: (Room A) - Oral Presentation

***Prof. María Kapanadze*¹**

1. Escola Universitària d'Infermeria i Teràpia Ocupacional

The problem is that we are repetitive, when we need to be creative.

David Bohm

The Academy cannot remain impassive in front the great health, social and human rights challenges that our old continent is confronting. We live in the framework of a liquid society. Entrepreneurship and the capacity for innovation are basic competencies for the occupational therapists of the 21st century. Not only professionals have to be entrepreneurs and creative within the framework of multidisciplinary, but they must be able to transmit these skills and undertake innovative projects with high health and social impact with the people, groups and communities. Working from empowerment approaches with communities is fundamental. We

must establish strategic alliances with the public, private sector and third sector. Our multidisciplinary teams must go beyond professionals in the health and social fields, incorporating professionals from various fields such as art, business, or communication, among others. Action research or service learning are methodologies with a strong social and health impact.

Social entrepreneurship is a powerful strategy to deal with social inequalities in the framework of Europe 2020-2030. Concrete examples developed at UVic-UCC will illustrate the discussion, showing the possibilities to implement social entrepreneurship within occupational therapy/science.

§

SOCRE: Social rehabilitation trough education

Friday, 5th October @ 11:54: (Room B) - Oral Presentation

***Mr. Filip Dejonckheere*¹, *Mr. Antonio Alves Lopes*², *Mr. Panu Karhinen*³, *Mr. Stijn De Baets*¹**

1. Artevelde University College Ghent, 2. Escola Superior de Saúde do Alcoitão, 3. Metropolia University of applied sciences

Societal changes in Kosovo and Russia require knowhow of social rehabilitation, which aims at improvement of social capability and possibilities to cope with everyday life. The aim of this project is to enhance education in social rehabilitation through lifelong learning in collaboration with partners of education, rehabilitation practice and ministries. The program countries have special expertise in modern pedagogy and rehabilitation. Results:

- Clear definitions of the competences of rehabilitation professionals working in different contexts in social rehabilitation.
- 6 continuous professional development (CPD) courses: one top-up course for teachers and five for rehabilitation professionals on EQF levels 5, 6 and 7, a digital platform.
- Teacher handbooks, course plans and other relevant teaching and learning material for the students.
- Regional, national and international networks for collaboration and sustained development of education as well as practice and management of social rehabilitation.

The key pedagogical strategies are co-construction and blended learning. The project reaches its goals through the built courses activating professionals and students in the field of rehabilitation. The main impact of the project is the enhanced level in rehabilitation services and management skills resulting in higher client satisfaction and quality of life.



Stakeholders views on what is the value and use of the learning contract in practice education

Friday, 5th October @ 11:54: (Room 402) - Oral Presentation

Dr. Caroline Hills¹

1. National Unviersity of Ireland, Galway

Background: A learning contract serves to enable a student to take control of their own learning on placement. Learning contracts are applied to all placements in occupational therapy in Ireland as this is an accreditation requirement. Two UK studies investigated the learning contract reporting challenges in both the creation and implementation of the contract in practice settings (Whitecombe, 2001; Matheson, 2003). **Aim:** This research therefore aimed to investigate the value and use of the learning contract from stakeholder's perspectives in Ireland. **Method:** After ethical approval, and using a qualitative, phenomenological approach, data was gathered from two student and four practice educator focus groups. These were transcribed and analysed using thematic analysis (Braun and Clarke, 2006). **Findings:** Four themes generated: (1) It provides a framework for students to take ownership of their learning but it's hard to complete (2) It's not a contract, it's a negotiated learning plan for placement (3) Its challenging to get it right so it has to be flexible but competency driven (4) It needs more structure to guide students and educators at different levels. **Conclusion:** Contracts are valued by stakeholders, but more structure and guidance are required to maximise its effectiveness for student learning on placement.



Why share my story - service users involvement

Friday, 5th October @ 11:54: (Room 502) - Oral Presentation

Mrs. Nina Cogger¹

1. Cardiff University

There has been a commitment to involving service users and carers in delivering healthcare education inter-professionally for many years and their involvement has always been of great value in occupational therapy education. This presentation looks at how members of an addiction social enterprise organisation feel about sharing their personal experiences, initially with occupational therapy students, and what benefits or issues have an impact on their well-being. NuHi is a social enterprise, not-just-for-profit organisation that provides substance misuse awareness, education and training in South Wales, Sierra Leone and Somaliland. The volunteers/service users are very open about their experiences and willingly share their journeys' through recovery. This study not only focuses on their immediate benefits of sharing their stories but explores how this influences them in the long term with their life choices. The study also identifies how this involvement impacts on students' professional practice and if listening and interacting with service users can make a difference. This study provides evidence for both educators and clinicians, through the narratives and student feedback, of the value of open, honest discussion between service users and students and how this can influence potential inter

professional practice and intervention for service users.

§

Occupational Therapy students with refugees and asylum seekers: Education innovation through a community-based partnership

Friday, 5th October @ 12:12: (Room 402) - Oral Presentation

Mr. Soemitro Poerbodipoero¹, Ms. Lisette Rodenburg², Ms. Nadine Blankvoort¹, Ms. Irene Ten Haaf¹

1. Amsterdam University of Applied Sciences, 2. Rotterdam University of applied sciences

For three years, educators at two University of Applied Sciences in the Netherlands have worked to develop opportunities for Occupational Therapy (OT) students to engage in work with refugees. This initiative has resulted in a partnership between the two institutions, and New Dutch Connections (NDC); a community based organization, aiming to empower young asylum-seekers to work towards future goals. Students are engaged across all years of the OT program, in diverse work, from buddy projects to final research projects.

At the last ENOTHE conference, first reflections of the project were shared. This presentation will share the findings of the project after one year.

The following findings will be presented: 1) Outcome of focus group interviews with participating students. 2) Results of interviews with the community organizations on their perspective of OT 3) Results on learning outcomes based on reflections of students and through completion of “Intercultural Readiness Check” by students and staff, before and after finishing one semester of the project.

The presentation will present the implications these findings have for further educational projects, and the role education could play to develop OT with this population.

§

Building on the past, reflecting on the present. Describing contemporary occupational therapy.

Friday, 5th October @ 12:12: (Room 502) - Oral Presentation

Dr. Duncan Pentland¹, Dr. Sarah Kantartzis², Dr. Maria Giatsi Clausen¹, Ms. Kirsty Witemyre¹

1. Queen Margaret University, 2. Queen

“Occupational therapy defined as a complex intervention” was published with the aim to ‘establish a baseline for describing, defining and researching our interventions and services’ (Creek, 2003, p.5). The Royal College of Occupational Therapists, UK, commissioned a revision of this work, to be published in June 2018. The research process included a literature review (256 peer-reviewed papers and practice reports), an online survey (783 participants), and three on-line focus groups. Modelling was subsequently undertaken to map occupational therapy as a complex intervention, incorporating all essential components. Almost 15 years since the original, this builds on Creek’s work while recognising the considerable developments that have occurred in the inter-

vening period, both within occupational therapy in response to changes in understandings of health and in peoples' occupational needs, but also regarding theories of complexity.

The aim of this oral presentation is to discuss the process of this review and its key results, illustrating the complexity of British occupational therapy practices. While the research was primarily situated in Britain we consider that the description of occupational therapy as a complex intervention is of interest across Europe, supporting educational processes and is related to all six domains of Tuning competences.

§

Informal care and diversity in OT education

Friday, 5th October @ 14:00: (Room A) - Oral Presentation

Mrs. Margo Van Hartingsveldt¹, Mrs. Rieke Hengelaar¹

1. Amsterdam University of Applied Sciences

Health and social policy show a growing importance of informal care structures in healthcare, where care is provided in care networks. Collaboration in care networks between healthcare professionals and informal caregivers is not always effective. Especially when there are cultural differences between clients, informal caregivers and professionals. Literature shows that diversity can be experienced by professionals as stressful, which can be problematic for the collaboration (Carpentier, 2008).

The perspectives of the professional and informal caregiver on collaboration differ and professionals who are not confident limit themselves to only giving basic advice. This makes the collaboration a complex endeavor, which is in need of specific guidelines and training for professionals, with an emphasis on diversity and focusing on enabling occupation of informal caregivers.

The development of a new OT module aims to raise students' awareness of all aspects concerning informal care. Where students develop professional reasoning by addressing occupational issues regarding informal care. They work with diverse cases of informal caregivers, which contributes to a wide knowledge base and the promotion of our profession.

During the presentation insights are shared regarding the development and teaching of a module about informal care and diversity.

§

International collaboration: What teachers can learn

Friday, 5th October @ 14:00: (Room B) - Oral Presentation

Dr. Vanda Pedrosa¹, Dr. Montserrat Santamaría Vázquez²

1. Polytechnic of Leiria/ School of Health Sciences, 2. University of Burgos/ Health Science Faculty

Continuous learning is key point, not only for students and practitioners, but also for teachers (lecturers). These learnings cannot be unaware of the fact of belonging to an increasingly globalized world, and the importance of researching within universities.

The objective of this paper is to present a collaborative experience between the Polytechnic Institute of Leiria (Portugal) and the University of Burgos (Spain), based on the realization of a research project between both institutions, and articulated through students as part of their final degree project and a research grant.

The research work, about the repercussions of breast cancer in the activities of daily living, is being carried out in both countries. For Portuguese students, the research is part of their final degree project and for the Spanish group, part of a grant.

The experience of collaboration between teachers and students, has allowed, among other things, to know the different realities between the two university systems, to initiate a routine of collaborative research and to involve the students in a meaningful experience. It's crucial to the research and development in occupational therapy/science.

§

Occupational therapists approaching East and Southeast Asian Populations in 2018's Europe

Friday, 5th October @ 14:00: (Room 402) - Oral Presentation

Ms. Jenny Hong¹

1. Brunel University London

This presentation is in response to the theme: European Year of Cultural Heritage to celebrate broad diversity of cultural heritages and enable *belonging* to a common European space. The presentation aims to enlighten European occupational therapists on East and Southeast Asian cultural contexts and provide cultural approaches to consider when supporting their needs. Occupational therapists can use information from this presentation to support their respective East/Southeast Asian populations' journey of community integration and implement different cultural approaches to improve health and wellbeing through holistic and therapeutic means.

Although East/Southeast Asians can be seen as a model minority, they continue to feel excluded from host-communities on a local and national level. There are approximately 5 million East/Southeast Asians living in Europe, including Filipinos, Thais, Chinese, Japanese, Koreans, and Vietnamese people. This presentation explores the challenges of community integration and available resources for Vietnamese people living in European countries like France, Germany, and Czech Republic. This presentation aims to inform occupational therapists of cultural issues that prevent appropriate services in a timely manner and how European occupational therapists can address these cultural needs, promote tolerance for a broad diversity of cultural heritages and develop sense of *belonging* to a common European community.



The use of virtual reality (VR) in care for elderly people with dementia and their family

Friday, 5th October @ 14:00: (Room 502) - Oral Presentation

***Mr. Steve De Meester*¹, *Ms. Siska Vandemaele*¹, *Ms. Janne D'Hu*¹, *Ms. Eveline Van Cauwenberghe*¹, *Ms. Karen Van den Bossche*²**

1. Howest university of applied sciences, 2. Zorgbedrijf Roeselare

Research shows that the use of VR appears to have positive effects on people with dementia. They experienced more happiness and a higher level of alertness(2). The use of VR offers occupational therapists and other healthcare practitioners a way to make contact between the elderly people with dementia and the family, other inhabitants and also the caregivers(2)(3). The use of reminiscence in the experience-oriented care for people with dementia supports people coping there grieving process(1).

In this pilot study VR and reminiscence were used as a tool in an elderly home of the Zorgbedrijf (care company) Roeselare, Belgium. With a special assembled kit, the family takes 360° pictures in different familiar environments out of the life of the elderly. Afterwards the 360° pictures are transformed into VR content that is used on VR-goggles. The unique character of this project is the involvement of the family of the elderly and consequently the use about personal life stories and context in the VR. Results will be shown and discussed. The study will be finished in July 2018.



Occupational therapy in general public culture: what image of occupational therapy in Europe in 2018?

Friday, 5th October @ 14:18: (Room A) - Oral Presentation

***Ms. Léa Blais*¹, *Ms. Marie Bonnet*¹, *Ms. Léana Buanic*¹, *Ms. Lola Garreau*¹, *Dr. Cynthia Engels*¹**

1. UPEC

Since its implementation in Europe in the early 20th century, occupational therapy has been evolving. Remained unclear for general public for years, it now starts to be more known. We can hypothesize that media have played a role in this. Indeed, it is admitted that the way topics are described in general public culture can influence people's view about it.

2018 being the European year of culture heritage, we wondered how occupational therapy has been depicted in general public culture in Europe. We decided to look for references of occupational therapy in European movies, music, and literature. Then, we analyzed the image of occupational therapy and its evolution through those works. Finally, we decided to question general public and professionals to understand their perception of our profession through those media.

This investigation allows to deepen knowledge of occupational therapy as perceived in general public culture in Europe.



Students perspective of an international research cooperation

Friday, 5th October @ 14:18: (Room B) - Oral Presentation

***Ms. Joana Sofia Martins*¹, *Ms. Sofia Barosa*¹, *Ms. Sara Jorge*¹, *Ms. Cláudia Viegas*¹, *Dr. Vanda Pedrosa*², *Dr. Montserrat Santamaría Vázquez*³**

1. Escola Superior de Saúde de Leiria, 2. Polytechnic of Leiria/ School of Health Sciences, 3. Universidad de Burgos

This presentation fits into the “European Year of Cultural Heritage”, aim to let know the first contact of a group of students at last year of Degree in OT from ESSLei, Portugal, with the development of an investigation project in OT, in cooperation with Universidad de Burgos, Espanha. It allowed to explore new ways of acting in the European space, reporting the valuable addition of being arranged in an Iberia level, to develop scientific knowledge in an area that it lacks: “Intervention of OT in women with Breast Cancer” and helped us being agents that cross barriers representing “Where the OT past meets the OT future”. As future occupational therapists, we want to inspire the concomitant research with the outside world, prospecting the future.

This oral communication reports the typology of working together, as a team, deliberating our partnership as an example of cooperation. The partnership is a commitment procedure to achieve a common objective, as such, all partners conjointly decide the planning and execution of the project: each part of the partnership has autonomy and due responsibility.

To increase the development and research in OT, it is very import to improve the professional relations and partnerships.



Examining the job satisfaction and well-being of the occupational therapists according to their working areas

Friday, 5th October @ 14:18: (Room 402) - Oral Presentation

***Ms. Zeynep Çelik*¹, *Ms. Sinem Kars*¹, *Ms. Semin Akel*¹**

1. Hacettepe University

Occupational therapists works in different services and their patient’s profiles vary as the recovery rate and functional recovery vary according to patient groups. It is thought that variations may have an effect on both job satisfaction and well-being of occupational therapists (OTs).

In order to examine the job satisfaction and well-being of OTs and their differences according to therapists’ field of study.

32 voluntary OTs participated in the study. Participants received online assessments. Minnesota Job Satisfaction Scale and Job Satisfaction Scale were applied to measure the job satisfaction of the participants. The psychological well-being were measured by The Psychological Well-Being Scales . The field of working fields are considered

as mixed, pediatric rehabilitation, neurological rehabilitation, psychiatric rehabilitation and academicians. The overall job satisfaction and well-being found as 'high'. Although the difference among the well-being and job satisfaction of the groups was not statistically significant ($p < 0.05$). Despite the fact that OTs work with different groups of patients, their satisfaction with their profession and psychological well-being do not change. At the same time, it was thought that, since the occupational therapists had high job satisfaction, they were successful in every field, and therefore there was no difference between the fields.

 §

Virtual Reality: A Potential Educational Tool in Occupational Therapy Education

Friday, 5th October @ 14:18: (Room 502) - Oral Presentation

Ms. Marie Kjaer¹, Mr. Adam Fryer¹

1. Queen Margaret University

To further the Occupational Therapy profession it must begin at the core, namely how we educate future Occupational Therapists. Working within the theme 'The OT past meets the OT future', the authors believe that Virtual Reality (VR) has exciting potential as a new method of educating Occupational Therapy Students. VR would allow students with different learning styles to engage with course material in an interactive way currently unavailable in education systems, by using VR simulations of practice scenarios and 'lived experience' of conditions relating to the service users we work with. This process will aim to develop students' professional knowledge, reasoning and clinical experience, in alignment with the competences in TUNING. Using VR as an educational tool merges the knowledge and skills of traditional Occupational Therapy with the technological advancements of the modern world.

This oral presentation will aim to spark interest in and enhance the audience's understanding of the potential of VR to be included in educational programmes. The authors will present the findings of a literature review investigating how VR has been and is currently used as an educational tool. This will be followed by a discussion of the potential benefits, limitations and considerations of its use.

 §

The silence culture in occupational therapy

Friday, 5th October @ 14:36: (Room A) - Oral Presentation

Dr. Carla Silva¹, Dr. Inmaculada Zango Martin²

1. Universidade Federal de São Carlos - UFSCar - Brasil, 2. Escola Universitária d'Infermeria i Teràpia Ocupacional

In 2009, the World Federation of Occupational Therapy published Guiding principles on diversity and culture. However, due to theoretical imperialism, which promotes dominant theories of occupation reflecting specific Western perspectives, other occupational theories still are kept in silence. Therefore, inspired by the beliefs of Paulo Freire, we propose that occupational therapists begin to analyse how Freire's critical pedagogy can

contribute to develop a more inclusive occupational therapy, theoretically as well as practically. To achieve a more inclusive occupational therapy, we propose the development of a conscientious occupational therapy education, where personal experience, creativity, informal knowledge and a non-hegemonic understanding of occupational therapy are valued in order to incorporate cultural diversity within theory and practice. Moreover, it is needed to transcend the individualistic approach and to incorporate a deep understanding of the collectivity in occupational therapy. Therefore, critical pedagogy, as a method that aims to help in challenging and actively working against any form of social oppression, can be relevant in order to embrace critical reflexivity about the epistemology and practice in occupational therapy. So, listening and including the voices of non-western occupational therapists is crucial to promote an occupational inclusive perspective.

§

Occupational Therapy interventions within diverse, multicultural projects on a role-emerging student placement

Friday, 5th October @ 14:36: (Room B) - Oral Presentation

Ms. Rebecca Bryson¹, Mrs. Rebecca Davies¹

1. Sheffield Hallam University

As Occupational Therapy students, we undertook a role emerging placement in 2017 at SAGE, an allotment gardening project for a diverse range of people with mental health issues, including a number of asylum seekers and refugees.

Following discussions with service users regarding the kind of activities they would like to access and the daily barriers they experienced, we planned, implemented and evaluated two group interventions. Lack of money was a key issue, therefore activities were free or minimal cost to make them accessible and sustainable.

A photography group with existing SAGE service users aimed to build members' skills/confidence in the community and to combat social exclusion. We went on trips out by public transport to take photographs, used computers to view and print photographs and created a small photography exhibition.

A lantern-making group took place at Open Kitchen, a weekly meal project for asylum seekers, refugees and homeless people. We designed and made a lantern together and took it to a local lantern carnival as a group.

We devised and used outcome measures. Feedback showing that participants had gained in confidence, enjoyed communicating with others from different backgrounds and would be more likely to try other activities/groups in future.



Inclusive Education in Higher Education for Persons with Intellectual Disability - Occupational Therapy's Future

Friday, 5th October @ 14:36: (Room 402) - Oral Presentation

*Dr. Clodagh Nolan*¹, *Ms. Barbara Ringwood*¹

1. Trinity College Dublin

Inclusive educational programs in Higher Education for individuals with intellectual disabilities (ID) over 18 are gaining momentum across Ireland and Europe. Traditionally occupational therapists have been involved in vocational training programs within Ireland, now however, occupational therapists along with educationists within Trinity College Dublin are at the forefront in developing an inclusive educational program for students with intellectual disability in higher education utilizing a disability studies pedagogy to inform its design. Each module is informed by how disability is understood from cultural, social, political and economic perspectives. By providing a program for individuals with intellectual disabilities that is embedded in a critical disability studies framework, the students with ID gain a better understanding of the social construction of disability and become more apt to navigate their way within the community (ASIAP Course, 2016). This presentation will discuss how professional relationships and partnerships have aided in the management and promotion of occupational therapy for students with ID at higher education institutions and how individuals with ID have been equipped to develop and refine the skills they need to advocate for social justice, not only for themselves, but for other individuals with disabilities.



A self-management App for individuals that experience fatigue

Friday, 5th October @ 14:36: (Room 502) - Oral Presentation

*Ms. Kjersti l Ellingsen*¹

1. VID Specialized University

Objective: To develop and evaluate a self management app for people with rheumatism and other people who experience fatigue over time, based on activity pacing.

Aim: to help the user to get an overview of their own activity patterns, and then reflect upon whether and how they can prioritize and regulate their activities to better maintain energy for the most important things in their lives.

Methods used in the 1) deveopment and 2)evaluation phases:

1)

Short survey (N=337)

Review

Focus-group interviews: 4 users

4 professionals

Workshops

Reference group

Developing the product, prototype on paper

Functional downloadable app

2 design workshops for users

2)

Qualitative design:

2 focus groups (N=9)

3 individual interview

Results : A functional App for use at App store. The informants reported that the App could increase their awareness, and make it easier to find a better balance and make changes, which could give opportunity to participate in more prioritized and valued activities.

Relation to ENOTHE's themes and domains: We put occupational theories and principles into new technology, and is may related to the theme "where occupational therapy past meet the future". The innovative interdisciplinary process can may may be related to "occupational process and professional reasoning".

§

Embracing each opportunity

Friday, 5th October @ 14:54: (Room A) - Oral Presentation

Ms. Hannah Barker¹, Mrs. Nina Cogger¹

1. Cardiff University

Topic:

Participating in two Erasmus placements (Sweden) as a Cardiff University OT student.

Aim of the presentation:

To inspire the public to step into the 'unknown', to do something out of their comfort zone. Spending 5 months in Sweden changed me. It opened my eyes to the world of OT in a different country and context. I used to be so fearful of everything but Erasmus opened so many doors: the colleagues who patiently explained the role of an OT in stroke, psychiatric, chronic pain and geriatric care both Gothenburg and Linköping...

Erasmus is an incredible platform for students to develop personally and professionally, from learning different ways of conducting assessments, innovative interventions such as 'let's get organised' and aqua aerobics group for people with mental health conditions to functional dance classes for people experiencing chronic pain, life is full of learning opportunities, if we are willing to step out into the unknown.

Whether a student, qualified OT in Cardiff, Finland, Netherlands, Spain, Greece or elsewhere, my hope is that you take each opportunity, embrace each other's differences to work together to achieve a common goal.

In due time you will reap a harvest, personally and professionally.



The experience of practice placement at refugee camps. Exploring occupational therapy in a role emerging placement.

Friday, 5th October @ 14:54: (Room B) - Oral Presentation

Ms. Aikaterini Araniti¹, Ms. Irini Sakellaropoulou¹, Mrs. Elena Gliko¹, Mr. Theo Bogeas¹

1. Metropolitan College

The estimated number of refugees in Greece for 2017 was 45,000 – 62,000, 60% of which are forced to stay in Greece, as they are not allowed to migrate to other European countries as asylum seekers. As Occupational Therapy students, we had the opportunity to experience fieldwork placement in a role emerging practice placement in two different refugee camps in Greece. Our concern was how Occupational Therapy can contribute to this population and how it can be beneficial for these people's lives and well-being. Our main goal was to enable refugee children and women through meaningful group activities to meet their sociopolitical needs by providing "life-skills training". During our practice placement, and with the guidance of our practice educator, we had the opportunity to create an appropriate environment for them considering the social, cultural and political diversity of this population. Through group activities, we eliminated the effects of occupational deprivation and recognized their occupational rights as equal members of the community. We also empowered them to socialize and collaborate with each other. Through our experience we understood how Occupational Therapy can be applied at a refugee camp and the absolute need to include and emerge our profession with this population.



The added value of heritage for occupational therapists in residential care centers

Friday, 5th October @ 14:54: (Room 402) - Oral Presentation

Ms. Liesa Rutsaert¹, Ms. Maud Van West²

1. Huis van Alijn, 2. University College Ghent

For residential care centers, it's a challenge to create an impact on the well-being and health of the residents. Occupational therapists look how personal life stories and memories of residents can be used. This links residential care centers and the Huis van Alijn, the museum about daily life with a tradition to focus on the social strength of the recognizable collection of everyday things. Pooling the expertise of museum staff, occupational therapists, care staff of residential care centers and the occupational therapy program of the HoGent resulted in a multifaceted program to strengthen and deepen this with focus on creating impact on well-being and health. This resulted in 'The House of Alijn visiting', a versatile program outside the museum walls including an exhibition, an offer of activities, advice and tips for occupational therapists in care for the elderly. The House of Alijn focuses on the residents of the residential care center but equally on the place and significance

of the center in the neighborhood. During the workshop we want to show some practical activities in which we explain the process of realization, objectives, the various occupational therapies that are central to this and collaborations.

 §

Critical dialogical approach: a methodological direction for addressing health and social inequalities

Friday, 5th October @ 14:54: (Room 502) - Oral Presentation

*Dr. Lisette Farias*¹, *Prof. Debbie Laliberte Rudman*²

1. Karolinska Institutet, 2. Western University

Calls for embracing the responsibility of occupational therapy to address socio-political conditions that perpetuate health and social inequalities have materialized in the literature. However, a disconnection between the profession's epistemological foundations (what is believed to be true or known), the stated intentions for working towards social transformation (what it is said we aim to do), and the enactment of these foundations (what we do in practice) has been fore-fronted as problematic. We argue that promoting an agenda of social reform requires incorporating diverse epistemological and methodological approaches to support action commensurate with social transformative goals. In this presentation, we introduce a critical dialogical methodological approach that can help develop the domains of competences included in TUNING, that is, knowledge of occupational therapy, professional reasoning, processes, and partnerships to support and advance practices with and for people affected by marginalizing conditions. Integrating our experience using this approach, we discuss the unique advantages of co-generating data using two methods aligned with this approach; dialogical interviews and critical reflexivity. This presentation is related to the conference's theme 'health inequalities' by introducing a methodological approach that has the potential to generate more critical, reflexive and collaborative ways to address issues of inequality through occupation.

 §

Pain and occupational engagement among young adults with juvenile idiopathic arthritis

Friday, 5th October @ 15:12: (Room A) - Oral Presentation

*Mrs. Georgina Cortés Rufé*¹

1. University School of Nursing and Occupational Therapy of Terrassa (EUIT), affiliated to Autonomous University of Barcelona

Background: There is scant research that addresses the influence of pain on the occupational commitment of young adults with Juvenile Idiopathic Arthritis (JIA) in Catalonia. The pain in young adults with JIA ends up impacting at social, emotional and physical wellbeing, inhibiting participation in everyday activities. The current research, framed by Final Bachelor's thesis, explores the occupational engagement and future expectations that young people with JIA have.

Methods: Following the qualitative tradition, the data was obtained through open-ended, semi-structured in-depth interviews with young adults with JIA (n=3) and their direct relatives/caregivers (n=2). Interviews were audio-recorded and transcribed for further analysis. Besides the voices of health professionals (n=2) were used to triangulate these data.

Results: The family and peer support were found to be essential. The physical environment was another indicator that served as the barrier to the well-being. The management of chronic pain was supported by being away from the city center and noisy environment. The participants reported physical and emotional benefits brought about by the engagement in creative activities as painting, playing musical instruments or cooking. All protagonists agreed that being conscious about own limits was important in determining the extent of the occupational engagement and life project.

 §

Inclusive project with German children and children with refugee background

Friday, 5th October @ 15:12: (Room B) - Oral Presentation

Mrs. Alicia Uhrig¹, Mrs. Céline Fischer¹, Mrs. Elena Noss¹, Mrs. Anna-lena Griesinger¹

1. Berufsfachschule für Ergotherapie Reutlingen

Who could be better suited than children to set an example of an open mind?

In our shared world where more and more cultures and mindsets meet this is a key competence. This thought was the base of our inclusive project with a total of 12 children with refugee background and German children aged between 4 and 8 years. During 4 consecutive days we met the children for two and a half hours each afternoon. We wanted to create a connection by painting a worldmap together, making plaster casts of the children's hands, playing circle games to get to know each other and singing children songs together. During the project we could observe individual differences in the children's Volition. On the one hand, depending on the occupational form, influences of the social environment and on the other hand depending on the personal causation, their individual interests and values. In the beginning the children needed some time to get in touch with each other but in the end we all were part of a colorful and connected group.

 §

Investigation of Participation in Acromesomelic Dysplasia with The Kawa River: Case Report

Friday, 5th October @ 15:12: (Room 402) - Oral Presentation

Ms. Hilal Bostancı¹, Ms. Aybüke Orçan², Ms. Kübra Şahadet Sezer¹, Dr. Devrim Tarakçı¹, Dr. Ela Tarakçı³

1. İstanbul Medipol üniversitesi, 2. İstanbul Medipol University, 3. İstanbul University

The aim of our study is to investigate the effects of occupational therapy interventions on activities of daily living (ADL) in Acromesomelic Dysplasia (AD). A 10 years old female patient with AD was included whom fol-

lowed at Istanbul Bağcılar Municipality Engelliler Sarayı. Occupational participation and performance problems were identified through photovoice method with Kawa Model. Home and school visits were made. It was seen that her participation in school was limited because of difficulty in toilet activities. Activity analysis was performed by therapist. Intervention was provided during 9 weeks, 60 minutes for one day a week. Family education and home programs were given. Reassessment of Kawa was conducted in client after interventions. She stated as driftwoods(opportunities) in the river dressing methods learned. It was seen using compensatory methods are decreased that the client in ADL dressing by herself, improved home and school participation. Since the Kawa is client-centered and photovoice, this model of practice was important to the treatment of this child due to her expressed goals and concerns.

 §

Methodological insights to study and enact actions toward occupational justice: strengths and challenges of a Participatory Health Research study with immigrant women in Spain

Saturday, 6th October @ 09:00: (Auditorium) - Oral Presentation

***Dr. Natalia Rivas-Quarneti*¹, *Dr. María Jesús Movilla-fernández*², *Dr. Lilian Magalhães*³**

1. University of A Coruña, 2. University of A, 3. Universidade Federal de São Carlos - UFSCar - Brasil

Occupational therapy and science calls to tackle health inequalities and work toward occupational justice are spreading. Yet, research on this field faces challenges. Occupation based social transformation, moving beyond health care systems and critical stances toward knowledge production seem to be essential (Farias, et al., 2016; Galheigo, 2011; Malfitano, et al., 2014; Rudman, 2018). A critical stance in scientific production has been incorporated by using occupational justice framework to interpret findings, in secondary data analysis and to guide research questions (Benjamin-Thomas & Rudman, 2018). Although useful to increase awareness about occupational injustices, authors claim the need to “expan[d] into modes of research that embrace a knowledge to action” (Benjamin-Thomas & Rudman, 2018, p.3). To contribute to this dialogue, challenges and opportunities of a Participatory Health Research study approaching immigrant women’s occupations in Spain will be examined. This research design, informed by the *Epistemologies of the South*(Santos, 2014), allowed to better understand how occupational injustices are subtly produced in global societies; and to generate knowledge on how to address health inequities beyond the health care system, i.e. by participants identifying occupation based social transformation actions. Challenges faced include: recruitment, research flexibility and knowledge translation. Future methodological directions will be discussed.



Preventive behaviours for mental health at work: an emerging concept in occupational therapy

Saturday, 6th October @ 09:00: (Room B) - Oral Presentation

Prof. Alexandra Lecours¹, Prof. France St-Hilaire²

1. Université Laval, 2. Université de Sherbrooke

Introduction. Occupational therapists are centrally involved in mental health at work. They provide several interventions, mostly in rehabilitation of workers with disorders. Since the number of absences from work due to mental health problems continues to expand worldwide, occupational therapists increasingly have to intervene in prevention. In this sense, promoting behaviours workers may adopt to foster their mental health should be a relevant sustainable development goal to pursuit in occupational therapy. No concept can define these behaviours in the current literature.

Objective. The aim of the study was to define those behaviours workers may have to foster mental health in order to understand their operational characteristics

Method. According to a concept analysis research design, interviews were conducted with 22 participants (i.e. occupational therapists, organizational psychologists, managers, researchers and workers). Data were analyzed with the *Template analysis* technic, a thematic analysis strategy.

Relevance. Results allow occupational therapists to be aware of concrete actions to promote among their clients toward mental health at work, but also of the context factors that may support those behaviours. Enabling workers to adopt prevention behaviours is a lever of choice to foster mental health at work.



Strategies for the Inclusion of disabled people in health education and professions

Saturday, 6th October @ 09:00: (Room 402) - Oral Presentation

Prof. Tal Jarus¹, Mr. Michael Lee¹, Ms. Laura Bulk¹, Ms. Sue Murphy¹, Dr. Alfya Battalova¹

1. University of British Columbia

Despite international human rights legislation and inclusion rhetoric, disabled people face barriers causing them to be less likely to attend and remain in university compared with their non-disabled peers. This inequity is especially poignant in the health educational programs, where there is tension between promoting inclusion and maintaining professional competencies. We conducted focus groups/interviews (N=26) to gain perspective of health professional students, administrators, faculty, and clinicians. Data from these interviews, combined with an overview of inclusive policies within national health professional programs, displayed the barriers and facilitators to the inclusion of disabled students. Subsequently, strategies to mitigate those barriers were developed and evaluated, including personalized accommodation plans, workshops for students and educators, and online modules for students with disabilities. Disabled people face barriers to participation in health educa-

tion/professions, including stigma and discrimination. Findings indicate that the strategies we developed were effective in supporting students and clinical educators, enhancing their professional autonomy and accountability, as well as with their professional relationships and partnerships. However, current policies of health programs do not clearly outline the process for providing accommodations for clinical training. Our findings demonstrate effective strategies to address the insidious forms of marginalization that exclude individuals with disabilities from health education/professions.

§

Health inequalities in poor EU-citizens with experience of begging in Sweden

Saturday, 6th October @ 09:18: (Auditorium) - Oral Presentation

Dr. Ann Johansson¹, Dr. Petra Wagman¹, Prof. Anita Björklund¹, Dr. Sofi Fristedt¹

1. Jönköping University, School of Health and Welfare

The presentation aims at discussing health issues and health inequalities in poor EU-citizens with experience of begging in Sweden and is based on an interview study with 20 participants from Romania.

EU citizens begging to support their living are now common in many EU countries. Their lack of basic needs and health care are not in line with human rights and implies health inequalities. Begging is physically and psychologically hard and most of the participants described health problems such as pain, stress and need for treatment. They left their home country striving for a better life, but the begging also risked decreasing their health. The relation between health and begging was ambiguous, though, as the money collected also was used to treat health issues in themselves or in relatives. This result elucidates the importance of getting access to the human right of affordable health care during their stay abroad but, most important, also at home as this can contribute to reducing the need to leave home to beg abroad.

The presentation will

- relate to the Annual Meeting Theme of Health 2020 – 2030; Health inequalities
- identify the research need in this area for the development of new knowledge.

§

Challenges emerging in occupation-based practices with people affected by marginalizing conditions

Saturday, 6th October @ 09:18: (Room B) - Oral Presentation

Dr. Lisette Farias¹, Prof. Debbie Laliberte Rudman²

1. Karolinska Institutet, 2. Western University

With increasing attention to issues of inequality in occupational therapy, diverse proposals have emerged for mobilizing the transformative potential of occupation to address situations where occupation is constrained. Within this presentation, we draw from a study that examined ideal constructions of occupation-based social

transformative practices and challenges that may arise when enacting these practices. In this critical dialogical study, three dialogical interviews with five participants as well as an ongoing process of critical reflexivity were conducted. Critical reflexivity was enacted through the exchange of transcripts and critical reflections with participants. A critical discourse analysis was conducted to examine how such practices are shaped within discourses and other contextual features. The findings address constructions of ideal practice and three threads that provide critical insights into ways discourses shape possibilities, and boundaries, for enacting social transformation through occupation. This study brings together experiential and theoretical knowledge to advance TUNING domains related to knowledge of occupational therapy, professional reasoning, processes, and partnerships to support and advance practices with and for people affected by health inequalities. As such, this presentation promotes an examination of possibilities for promoting occupational therapy practices related to the conference's theme Health 2020-2030.

§

The utility of the Canadian Occupational Performance Measure (COPM) as perceived by Danish Occupational Therapists

Saturday, 6th October @ 09:18: (Room 402) - Oral Presentation

***Dr. Anette Enemark Larsen*¹, *Dr. Christina Jessen Winge*¹, *Dr. Jeanette Reffstrup Christensen*²**

1. University College Copenhagen, 2. University of Southern Denmark

Topic, main issues and aim

Contributing to an integrated healthcare is important due to increasing numbers of patients and decreasing economics. The COPM is recognized as an effective tool for client involvement. Thus, the aim of the present study was to assess the utility of the Danish COPM to determine whether to implement the COPM *routinely* in Denmark.

16 occupational therapists from six practice-settings participated in qualitative interviews concerning the utility of the COPM. A qualitative content analysis was performed. The analysis revealed that the COPM seemed to uphold clinical utility, especially in terms of meaning and relevance of the information obtained. The need for training to develop special interviewing skills was expressed, and the use seemed linked to the occupational therapists' personal commitment to the *assessment*. Given the perceived utility, the COPM is recommended as a routine *assessment* in Danish occupational therapy practice.

Relation toTUNING

- The utility of the Danish version of the Canadian Occupational Performance Measure is supported, and facilitates occupational therapy processes and professional reasoning.
- Using the COPM seems to enhance a client-centred practice that formulates collaborative goals and establishes partnership.
- Using the COPM provides the interdisciplinary team with valuable information.



Together strong - working in and with communities as OT student

Saturday, 6th October @ 09:36: (Auditorium) - Oral Presentation

Ms. Sarah Meuser¹

1. Zuyd University of Applied Sciences

According to new health developments OT competencies in the Netherlands have changed. Working with and in communities, professional relations with stakeholders and citizens and outreaching techniques have become part of the OT profile. A 10-weeks module for 2nd year students teaches students the tasks an OT fulfils in a community setting according to knowledge, skills and attitude.

In this presentation the background, structure and content of a very successful module will be presented. The way of teaching in an open space with a very new working field will be introduced and critically discussed.

In our module students learned another understanding of a new definition of health as well as changes in the health care system and society. Spending much time in different communities taught students to listen to citizen's needs and questions, e.g. lonesomeness, transfer problems and common gardening. Together with different professionals students learned the solution-oriented way of supporting citizens. Students participated in theoretical classes and used the skills lab-method, the main focus was being in the community acting in the real setting.

This presentation will consider the way of coaching and assessing students. Important advantages and challenges of an open way of teaching and learning will be explained.



Enhancing occupational possibilities for nursing home residents with dementia through interdisciplinary collaboration

Saturday, 6th October @ 09:36: (Room B) - Oral Presentation

Dr. Katharina Maria Röse¹

1. University of Luebeck

Within the interdisciplinary collaboration between health professions different theoretical perspectives are present. Perspectives on occupation play an important role for the occupational possibilities (Laliberte Rudman 2010) of nursing home residents with dementia. Within this presentation following questions will be pursued: In which way do perspectives on occupation of nurses and occupational therapists overlap and distinguish? How do these perspectives enhance occupational possibilities for residents with dementia?

To answer these questions, theoretical concepts and perspectives on occupation of nursing science, occupational science and occupational therapy were compared and results of a constructivist grounded theory study (Charmaz 2014) about the occupation of nursing home residents were presented. Within this study nineteen

episodic interviews were conducted with occupational therapists, nurses and care assistants in nursing homes. In an iterative research-process data were coded and continually compared. Ethical approval was obtained.

Theoretical perspectives of different health professions complement each other. Changing perspectives on occupation of people with dementia is important for enhancing occupational possibilities for residents with dementia. This includes the use of flexible norms and an unprejudiced and sensitive view for recognizing a wide range of residents' occupation. The results can be used for reflection within interdisciplinary learning and collaboration.



Making Integrated Health and Social Care Education a Reality: A Scottish Example

Saturday, 6th October @ 09:36: (Room 402) - Oral Presentation

Dr. Elizabeth McKay¹, Dr. Kirstin James¹, Mr. Donald Macdonald¹, Dr. Jane Hislop¹, Dr. Peter Yates¹
1. Edinburgh Napier University

Integration of health and social care services in Scotland has been described as being the most significant change to health and social care provision since 1948 (Scottish Government, 2018). With a greater emphasis on joining up services and focusing on anticipatory and preventative care, integration aims to improve support for all people who use services, their families and carers: placing the person at the centre. Allied health professionals specifically Occupational Therapy and Physiotherapy (Allied Health) and Social Work play a key role in taking forward change through innovative thinking, leadership and delivering services in partnership. A shift in education model for these disciplines is necessary to prepare the next generation for careers in health and social care.

This paper will report on the development of integrated Masters Allied Health and Social Work programmes at Edinburgh Napier University mirroring this shift in professional practice. Curricula development places collaboration between disciplines as the norm, whilst professional identity is to the fore. This will lead to a new kind of professional entering the workforce, prepared for the changing face of practice and equipped with the skills to build relationships to make an impact for individuals, families and communities.



Participation in higher education for people with autism: a small research project

Saturday, 6th October @ 09:54: (Auditorium) - Oral Presentation

Mrs. Veerle Galle¹, Ms. Lies Cael¹, Ms. Eva Vandekerckhove¹
1. University College VIVES

Aproximately 1 to 160 people are born with Autism Spectrum Disorder (ASD). These people are often subject

to stigma, discrimination and human rights violations. Globally access to services and support for people with ASD is inadequate. (WHO, 2017) Meanwhile in society a much greater importance is attached to flexibility and social-communicative skills. (Vandeurzen, 2017)

As participation in higher education is necessary to make participation in other areas possible, we performed a small qualitative research project in a higher education institution. Aim was to see if people are familiar with the 'autism plan' of our minister of wellbeing, public health and family, Mr. Jo Vandeurzen. And if his plan has been implemented in different bachelor degrees to make participation in higher education more succesful.

Therefore, different people responsible were interviewed and afterwards advice has been formulated, to make a bachelor's degree more 'autism friendly'. This reseach has focussed on literature reseach, interview of experts in different education programs and interview of students with ASD.

We would like to formulate the results and give advice to other bachelor programs to make them more 'ASD-friendly'.

§

Enhancing quality of life in chronic pain patients by occupational sleep counseling.

Saturday, 6th October @ 09:54: (Room B) - Oral Presentation

Ms. Siska Vandemaele¹, Ms. Amelia Dehouck², Mrs. Mieke Baert³, Mrs. Lieselot Dekoster³

1. Howest university of applied sciences, 2. How, 3. Jan Yperman hospital

Nowadays sleep is often seen as a loss of time, which causes increasing sleep problems in society. In Flanders, 42% is dissatisfied with their sleep; 33% even mention real sleep problems¹. Research shows that sleep deficit can affect executive functions² and insomnia causes big limitations in performing activities³. Sleep seems a persistent occupational problem in a large number of clients⁴. Finding suitable help is very difficult due to the limited offer.

This study investigated if occupational therapy supports clients with sleep problems. The study population was chronic pain patients, a population with frequent comorbid sleep problems⁵. The main goal of this study is enhance the quality of life in this population by means of occupational sleep counseling.

The sleep therapy existed of two parts: sleep education and newsletters about sleep. Sleep education was given interdisciplinary during six weeks (April-May 2018). The psychologist focused on the cognitive aspect, the occupational therapist on practical advice. As follow-up the participants received newsletters with professional sleep advise and reminders. Through a pre-post measurement with the SF-12, PSQI and the SE scores the effect on sleep and quality of life will be investigated. At the conference, results will be shown and discussed.



Effectiveness of Purposeful Activities in Patients with Forearm and Hand Fractures

Saturday, 6th October @ 09:54: (Room 402) - Oral Presentation

Prof. Ali Kitis¹, Dr. Feryal Beykal Orhun¹, Ms. Ozge Mine Yilmaz¹

1. PAMUKKALE UNIVERSITY

Aim: To explore the effectiveness of purposeful activities versus rote exercises on pain, range of motion and hand function in patients with forearm and hand fractures.

Methods: Eleven patients had fractures without soft tissue injuries such as tendon, nerve and joint injuries, including hand and forearm was included in this study. The patients attended 3 sessions in weekly of different purposeful activities as homework such as working with wool, dishwashing with sponge, finger extension with nylon socks, mandala, paper cutting with scissors, beading in addition to their conventional rehabilitation. Outcomes measured were pain severities using analogue scale (VAS), total active motion (TAM) using standard dorsal hand goniometer, hand function using Turkish version of the questionnaire Quick Disability of the Arm, Shoulder, and Hand (*Quick DASH*).

Results: Results regarding to pain modulation ($p < 0.05$) and TAM ($p < 0.01$) was statistically significance. The mean DASH score at beginning of the activities was 18,3 and at discharge it was 7,5. Qualitative data indicate that the patients experienced the purposeful activity sessions as being enjoyable, task-oriented and beneficial.

Conclusion: This study supports the belief that the purposeful activity based on recreation can reduce pain, improve hand movement and functions better than rote exercise.



Learning about the healthcare needs of refugees in Germany: A Student Perspective

Saturday, 6th October @ 10:12: (Room B) - Oral Presentation

Ms. Melanie Sander¹, Ms. Larena Bultmann², Ms. Jana Freese², Ms. Julia Froboese¹, Ms. Julia Gosse³, Ms. Luisa Mayer³, Ms. Maike Mertens³

1. HAWK University of Applied Sciences and Arts Hildesheim/Holzminen/Goettingen, 2. HAWK, 3. HAWK

In 2016 about 22.5% of the overall population in Germany were immigrants (Statistisches Bundesamt 2017). In Occupational Therapy, however, the number of students and professionals with an immigrant background is still low (Heinl 2018). In order to work with clients with diverse cultural backgrounds, students need diversity awareness and transcultural knowledge (Schiller 2018). Additionally, the specific situation of many refugees calls for increasing awareness of needs of this vulnerable group in healthcare (Razum, Sass & Bozorgmehr 2016). We present the results of a collaborative learning project between OT students and young migrants interested in entering a healthcare profession. This included exchanges of views and discussions about health and health promotion and joint visits to various healthcare projects to explore the specific healthcare needs and health literacy of (forced) migrants in Germany. The results were collected in the form of a booklet to provide

sustainable recommendations for action in future OT education. The project is coherent with the aims of 'Health 2020-2030', addressing progressive changes in society. This requires occupational therapists to develop specific competences through transcultural learning. Relating to the six domains of specific competences included in TUNING, increased knowledge about diversity-sensitive approaches in occupational therapy is required.

§

Welcoming is Caring

Saturday, 6th October @ 10:30: (Hall) - Oral Presentation

Mrs. Stefania Agustoni¹, Ms. Marianna Fasani¹

1. SUPSI. Department of Business Economics, Health and Social Care (DEASS)

TOPIC

Welcoming students at the beginning of a 3-years journey means setting the stage.

MAIN ISSUE

DEASS (Department of Business Economics, Health and Social Care) offers three Bachelor courses in health care: occupational therapy, physiotherapy and nursing. Within the health care area, particular attention is given to the reception of new students by an 'extra-muros' three-days event.

Three days dedicated to getting to know each other in informal contexts; nevertheless, proposed activities are close to *caring* and introduce courses themes such as: creativity, psycho-corporeal approach, human condition, self-knowledge and personal development, telling (about care, within care and about oneself).

AIM

Sharing good experiences in starting and introducing important training themes. Sharing innovative teaching and learning approaches (both for interprofessional and monoprofessionaonal courses).

Relation to conference and Tuning themes

- - Interprofessional teaching & Learning

Workshops

Developing Masters Programmes for European Occupational Therapists: a framework of competences.

Thursday, 4th October @ 14:30: (Room 405) - Workshop

***Dr. Ursula Costa**¹, **Dr. Daphne Kos**², **Dr. Debbie Kramer-Roy**³, **Dr. Alison Laver-Fawcett**⁴,
Dr. Sandra Schiller⁵*

1. fh gesundheit/ health university of applied sciences tyrol, 2. Flanders' Master programme, KU Leuven & University of Ghent, 3. 4European Master of Science in Occupational Therapy, Amsterdam University of Applied Sciences, 4. Faculty of Health and Life Sciences, York St John University, 5. Faculty of Social Work and Health, HAWK University of Applied Sciences and Arts, Hildesheim/Holzminden/Goettingen

Introduction:

This hands-on workshop builds on the outcomes of an ENOTHE-funded project titled "Starting Tuning of OT Master competences: comparing masters programmes to facilitate collaboration in OT Education" (ENOTHE Masters Project Group, 2017). This collaboration between seven Masters programmes has resulted in a framework of competences and assessments in line with the European Qualification Framework (European Commission, 2010; 2013). Masters programmes play an important role in continued academic and professional development of occupational therapists, and produce leaders in both research and clinical practice.

Working methods:

In this workshop the framework of competences will be introduced by describing both the development process the project group followed, and the resulting set of competences, definitions and assessments.

Based on this the participants will have the opportunity to:

- apply the framework to their own MSc programme to evaluate how congruent it is;
- or to consider how this framework can help them plan a new MSc programme in their context.

Outcomes of the workshop:

Participants will exchange experiences and ideas for developing high quality masters programmes (OT specific or inter-professional). The outcomes of the workshop will also feed into the next phase of the project, which aims to develop the framework further.

§

Advancing global perspectives on occupation: discussing the contribution of a kaleidoscopic European perspective to a World occupational science conference

Thursday, 4th October @ 14:30: (Room 505) - Workshop

***Dr. Natalia Rivas-Quarneti**¹, **Ms. Nadine Blankvoort**², **Dr. Suzanne Huot**³, **Dr. Etsuko Odawara**⁴, **Dr. Susan Forwell**³*

1. University of A Coruña, 2. Amsterdam University of Applied Sciences, 3. University of British Columbia, 4. Retired

The International Society for Occupational Science (ISOS) proposes this workshop to discuss the ideal approach for a world occupational science conference that could advance research and development in occupational science and therapy. To stimulate globally-informed dialogue, this workshop's aims are: Identifying topics of

interest in European contexts; Discussing the unique contribution European stakeholders could make during a world occupational science conference; Generating ideas about conference structures to bridge dialogue between participants across the globe. Members of the ISOS Board will facilitate the session using the *World Cafe* approach to promote collaborative dialogue and knowledge-sharing. Following a brief introduction, participants will be randomly assigned to smaller tables to address the first objective. After ten minutes, participants will be asked to select another table to dialogue with different people about the second objective. The same procedure will be repeated for a final round regarding the third objective. ISOS Board members will pose specific prompts to stimulate dialogue during each round. Material will be provided to write down key ideas. During the last part of the session, participants will share insights generated through their discussions, and facilitators will summarize main ideas, share recent insights gathered during the 2018-WFOT Congress and outline next steps.

§

Bridging the gap amongst educators and students one “like” at a time

Thursday, 4th October @ 14:30: (Room 201) - Workshop

Prof. Caroline Storr¹

1. McGill University

Introduction: Generation Z (“Digital Kids”) has never known a world without the internet. Telephones, email and IT resources are part of their everyday life and their rapid adoption of instant messaging, social networking sites, cell phones and blogs lead to a host of concerns for learning in diverse practice settings as well as university-based settings. Educators are often less familiar with current technologies and perceive the ethical risks of integrating these new applications as worrisome. Working Methods: This 60 minute workshop will begin with a 20 minute presentation discussing the accepted learning styles of generation y and z learners as well as present current best practices as identified by one university’s teaching and learning services to engage these learners. Participants will then divide into small groups to discuss what changes can be made to engage young occupational therapy students using these web-based resources in the situated learning context (fieldwork). Participants will consider such themes as implementing evidence-informed practice, setting educator-student boundaries, maintaining patient confidentiality, training educators with new tools and resource implications, and facilitating employment with e-portfolios. The wrap-up interaction will consist of sharing the different groups’ discourse. Preferred Outcome: Participants will continue reflecting and generate a personalized action plan.



COPILOT Cooperative Online Peer-assisted Learning in Occupational Therapy

Thursday, 4th October @ 14:30: (Room 407) - Workshop

***Ms. Elisabeth Fattinger*¹, *Ms. Siska Vandemaele*², *Dr. Maria Prellwitz*³, *Ms. Sabine Hendriks*⁴,
*Dr. Liliya Todorova*⁵**

1. Institute of Occupational Therapy, University of Applied Sciences FH JOANNEUM, 2. Howest university of applied sciences, 3. Lulea Technical University, 4. University of Applied Sciences ZHAW, 5. University of Ruse

Introduction: COPILOT is a flexible and low-cost model designed to facilitate international learning in the field of Occupational Therapy, especially for students who are not able to spend a semester or internship abroad. Students from a group of partner universities learn in internationally mixed teams, working on modules that address both their OT-specific and generic competences, thus increasing their skills, qualifications and employability. COPILOT promotes innovation within OT programmes and the larger profession through ongoing intercultural and international exchange of good practice and a better understanding and recognition of skills and qualifications in their field in Europe.

One special feature of COPILOT is its transferability to any group of partner OT training programs.

COPILOT is a much extended version of “International Case Comparison@home”, presented by the same authors at ENOTHE 2017, and developed partly with the help of an ENOTHE project funding.

Contents: Explaining the COPILOT principle and model; giving concrete examples of possible learning activities and products; practical tips from the experience of presenters.

Outcomes: Spreading the COPILOT model and stimulating the formation of new COPILOT partnerships among OT programs; supporting such new groups by relevant activities during the workshop.

Methods: Brief input; interactive elements; guided discussion; group work.



Implementing collaborative student and staff project opportunities to enhance research related learning

Thursday, 4th October @ 14:30: (Room 501) - Workshop

***Dr. Alison Laver-Fawcett*¹**

1. York St John University

Our occupational therapy programmes have offered collaborative student and staff project opportunities, Student as Co-Researcher (SCoRe) projects, in our research modules for over eight years. Engaging through partnership is a valuable approach for learning and teaching (Healey et al, 2014; Higher Education Academy, 2015a

and b). The number of SCoRe projects being offered and taken up by students has steadily increased and many projects are now undertaken with external partners (charities and councils) providing rich 'real world' project opportunities for students. To facilitate the dissemination of research from collaborative projects, we changed from a 10,000 word dissertation to a 5,000 word written assignment (formatted as a research article or service evaluation report) and 250 word abstract. Outputs from SCoRe projects have included the publication of peer reviewed journal articles, presentation at conferences, the production of service evaluation / project reports for external partners and citation in professional organisation's guidance. This workshop will facilitate participants to: discuss the opportunities and challenges of a collaborative staff-student project approach; consider how to engage with external partners; and debate the merits of different types of research based assignments. The workshop relates to the TUNING competencies for 'Research and development in occupational therapy / science'.

§

Mental Toughness : learn to make mistakes courageously and stretch your comfortzone

Thursday, 4th October @ 14:30: (Room 507) - Workshop

Ms. Minjou Lemette¹

1. Rotterdam University of applied sciences

Mental toughness has frequently been associated with successful performance in sport; however, recent research suggests that it may also be related to academic performance in Higher Education. (St. Clair- Thomson, H. et al. (2015). Coaching interventions in the mental toughness training are based on the positive psychology. The field of Positive Psychology is founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within themselves, and to enhance their experiences of love, work, and play (Seligman, M. & M. Csikszentmihalyi, 2000). In Rotterdam university we use the MTQ and a specific mental toughness coachprogramme to stimulate professional autonomy and accountability.

We use this specific mental toughness coachprogramme for students:

- Who lack of confidence and repeatedly fail their tests.
- Who fail internship due to anxiety and low selfesteem
- Who lack confidence after several setbacks during the study

In this workshop OT teachers will get some tools & coach techniques to support students during their study to work on a professional attitude and how to cope with challenges during the study.

Both OT teachers and students can benefit from the interactive challenges, humour and excercises.



Using Social Media to Facilitate Teaching and Learning in Occupational Therapy Education

Thursday, 4th October @ 14:30: (Room 006) - Workshop

Ms. Jou Yin Teoh¹

1. Cardiff University

Introduction

Some of the unique benefits of social media learning include the mixing information and learning resources, widening the context of learning and “hybridisation of expertise” which allows learners to tap into the expertise of external contributors such as peers and professionals. This workshop aims to equip occupational therapy educators with strategies and examples on how to harness the power of social media in teaching and learning of Gen Y and Gen Z students. Participants will be introduced to some of the latest innovations in social media pedagogy currently used by occupational therapy and other health professions educators. This session is facilitated by TEOH Jou Yin, a Gen-Y occupational therapy educator from South East Asia who has extensive experience using social media for professional development and the promotion of occupational therapy. She is completing an MSc Medical Education in Cardiff University and researching social media pedagogy in occupational therapy education for her thesis.

Working Methods: Small group activity and discussion

Preferred Outcome:

Participants will be equipped with basic knowledge of social media tools and how they can be used to facilitate the teaching and learning of occupational therapy knowledge, processes and professional reasoning.



How to develop cultural sensitivity

Friday, 5th October @ 11:00: (Auditorium) - Workshop

Ms. Willemijn Moerbeek¹, ***Ms. Lisette Rodenburg***¹, ***Ms. Fenna Boere***¹, ***Ms. Naomi Timman***¹

1. Rotterdam University of applied sciences

Working as an occupational therapist, it is important to develop cultural sensitivity. Because the world is getting smaller through internet, flying and globalisation. From a future perspective on occupational therapist, you need to develop international competences; being able to communicate with people from all over the world and be aware of the latest international developments in Healthcare & occupational therapy.

During this workshop we present our experiences about internationalisation and we want to invite you to share your experiences. We will discuss the international competences we use in our program through statements. Furthermore we want to learn from other occupational therapists & students how they work on their international competences and how they get the students of their study motivated for cultural sensitivity.

The aim is to inspire each other and give each other new insights in how to develop international competences. The outcome of this workshop will be to go home with new ideas about international competences and how to

get occupational therapy students more enthusiastic about it.

§

A workshop on creating a Mini SPOT within your University to increase student and curriculum internationalisation

Friday, 5th October @ 11:00: (Room 405) - Workshop

Ms. Marlies Nijenhuis¹, Ms. Charlotte Walker¹

1. SPOTeurope

Students from all over Europe have gathered and created an online platform: SPOTeurope (Student Platform Occupational Therapy). The platform supports communication; discussions and exchange of ideas; knowledge and experiences among OT students in Europe.

SPOTeurope wants to ensure that internationalisation and cross-cultural opportunities are accessible to all students, not just those who can travel. That's why we came up with the idea of Mini SPOT's at every University! Mini SPOTs are an information point: they promote and facilitate international projects; provide opportunities for discussion and learning within University; and connect the University with SPOTeurope and the wider OT-community.

Currently we have a Mini SPOT in Amsterdam, and are developing more across Europe. This workshop will brainstorm with students and teachers about the benefits of Mini SPOT's, as well as how to ensure their success. Next, we will share our own experiences and advice, from Amsterdam's Mini SPOT, providing tips and guidelines which can be used in the development of Mini SPOTs in participant's Universities.

Our aim is to create awareness of SPOT and ask students and teachers to participate internationally in the OT-community: at home; online; and at University.

§

PIPES: Pathways to Interprofessional Placements Experiences for Students

Friday, 5th October @ 11:00: (Room 201) - Workshop

Dr. Nancy Salmon¹, Ms. Fiona McDonald¹, Ms. Noreen O'Leary¹, Dr. Louise Larkin¹,

Ms. Irene O'brien¹

1. University of Limerick

Background: Interprofessional placements (IPP) offer an innovative approach to prepare students for collaborative practice while simultaneously addressing the challenge of securing sufficient practice education sites. This workshop draws on IPP experiences within one Irish university that includes undergraduate and masters pre-registration courses in Dietetics, Occupational Therapy, Physiotherapy and Speech Language Therapy.

This workshop will enable participants to:

- Explain rationale for developing IPP
- Critique IPP models used internationally

- Identify current issues within IPP and discuss strategies to address each
- Outline local IPP guidelines
- Explore funding options to support IPP

International IPP models will be critiqued including training wards, student-led clinics and community-based IPP initiatives. Multimedia vignettes related IPP development and implementation within an Irish university will highlight key issues for small group discussion. These topics include forging professional partnerships when preparing for IPP, evaluating students within this placement model, and creating sustainable IPP. Views of practice educators, clients, students and academics are all embedded in draft IPP guidelines developed through consultation within the Irish university. These guidelines will be outlined and viable funding mechanism for sharing IPP innovations and knowledge will be highlighted. The session concludes with participant-led action plans for advancing IPP within their organisations.

§

Internationalization of syllabus: Forging relationships between educators and learning from past experiences

Friday, 5th October @ 11:00: (Room 407) - Workshop

***Dr. Susanne Guidetti*¹, *Mrs. Helena Brodin*², *Dr. Lisette Farias*², *Dr. Aileen Bergström*², *Dr. Ann-Helene Patomella*²**

1. Karolinska Institutet, Sektionen för arbetsterapi, 2. Karolinska Institutet

As the number of international students' increases, so the need grows to address the internationalisation agenda in a variety of ways. However, programs and syllabus can reflect the values, attitudes, and beliefs of a particular culture and an institution, forcing students to assimilate to an unfamiliar learning culture and impacting on their learning processes and sense of identity. As a consequence, we feel the need to share our process of updating a course syllabus with other educators in order to strengthen our efforts, but also to reflect on the pedagogical implications of our teaching and learning approaches. The focus of this workshop, therefore, is to learn from each other's experiences and reflect on how we can provide an academic environment that supports the diverse cultural learning needs, ways of knowing and personal/professional identities of international students. In this workshop, we will use a participatory approach to create discussion between participants, aiming to generate knowledge related to the competences included in TUNING, that is, knowledge of occupational therapy, professional reasoning, processes, and partnerships. This workshop is also related to the conference's theme 'educate educators' and more specifically to the topics related to 'internationalised learning outcomes: 21st century skills competences'.



How to select the best applicant for occupational therapy programs?

Friday, 5th October @ 11:00: (Room 501) - Workshop

***Dr. Orit Bart*¹, *Dr. Michal Avrech Bar*¹**

1. Sackler Faculty of Medicine, Tel-Aviv University

The process of selecting students for occupational therapy programs is a high stakes process and it has become increasingly competitive. The process is challenging for applicants who are competing for a limited number of available positions, and it is challenging for academic programs, which aim to identify those who will excel in occupational therapy studies and future clinical practice. Most selection committees consider different criteria including grades, a written statement, professional reference letters, and individual interviews.

A valid, reliable, acceptable and feasible admissions interview process referred to as the multiple mini interview (MMI) was developed. Studies on the efficacy of the MMI have reported compelling evidence showing that the MMI is a superior alternative to the traditional interview in the selection of applicants seeking entry to medical school.

The suggested workshop will focus on the advantages and disadvantages of the MMI. Participants will identify the “non-cognitive” attributes such as empathy, creativity and communication that are valued by occupational therapy programs. Participants will also develop questions to address these traits through group work and discussions. Some prospective data on the efficacy of MMI interviews and their predictive nature for successful in the OT program and fieldwork achievements, will be presented.



Creative Activities as Cultural Heritage of Occupational Therapy?

Friday, 5th October @ 11:00: (Room 507) - Workshop

***Ms. Astrid Gladilin*¹**

1. IMC FH Krems, University of Applied Sciences

Background: Are creative activities the cultural heritage of OT and should we preserve them? Hardly any other therapeutic activity is so controversially discussed in both areas, practice and teaching, as creative activities. Fisher (2009) encourages professionals to work exclusively on meaningful activities. In Austria, creative activities are still part of the teaching and in occupational therapy work.

Procedure: After an introduction to MOHO and occupational therapy activities, the workshop participants will be given the opportunity to analyse and reflect the use of creative activities with the structure of the OT-model MOHO (Kielhofner, 2008) and to discuss findings regarding to OT activities (Fisher, 2009).

Practice-Results: The aim of the workshop is to introduce the procedure of how IMC FH Krems-students are taught professional reasoning concerning selecting and justifying therapeutic activities. Participants should be encouraged to reflect and share their own teaching/study-experiences in order to ensure and enhance both, the

quality of teaching and occupational therapy concerning creative activities. As result, students could be better supported in confidently justifying the use of (creative) activities. The pleasure to work with creative activities in OT should be promoted to offer broad spectrum of therapeutic activities to clients in the future.

 §

Occupational Therapy at home: palliative care approach

Friday, 5th October @ 11:00: (Room 006) - Workshop

Dr. Vanda Pedrosa¹

1. Polytechnic of Leiria/ School of Health Sciences, Health Center

Background: The Occupational Therapy (OT) in the Palliative Care (PC) can contribute, in a valuable way to preserve independence, comfort and quality of life, effectively during illness and even death. The PC scenario in the world and in Portugal is changing. According to the World Health Organization, PC improve the quality of life of patients and families, prevent and alleviate suffering in incurable health situations, identifying early pain and problems: physical, psychological, social and spiritual. In Portugal this Vision is materialized in the Strategic Plan Development Palliative Care in progress.

The objective is to reflect on the role of OT in PC approach at Home, within the scope of Portuguese Primary Health Care.

Methods: Comprehensive reading of the literature about the last 5 years: World Health Organization; European Palliative Care Association; National Association of Palliative Care, OT Associations, will support case studies to be discussed, in small/after large group.

Conclusions: The outcomes of workshop are in advice format, supporting the holistic, multiprofessional, non-pharmacological scope that the OT, a relevant professional area that acts on the loss of functionality that usually affects and anguish the client, being able at any moment to maximize their occupational performance, helping process and professional reasoning.

 §

Developing occupational therapy and occupational science research leaders for occupation focused research

Friday, 5th October @ 14:00: (Auditorium) - Workshop

Ms. Naomi Hankinson¹, ***Dr. Alison Laver-Fawcett***², ***Dr. Panagiotis Siaperas***³, ***Dr. Esther Steultjens***⁴,
Mr. Niall Turner⁵

1. Council of Occupational Therapists for European Countries, 2. York St John University, 3. Enothe, 4. Hogeschool van Arnhem en Nijmegen, 5. Trinity College Dublin

Research in Occupational Therapy and Occupational Science (ROTOS), being developed as one of three branches of Occupational Therapy Europe, aims to establish a strong European network of occupational therapy and occupational science researchers that both supports access to occupation-based knowledge for all EU citizens and strengthens occupation-based knowledge generation. One element of achieving this aim is facilitating the

development of occupational therapy and occupational science research leaders (Steultjens and Siaperas, 2017). A challenge is that ‘many research leaders have had little or no formal leadership training’ (Wellcome, 2018). Available support and development varies across institutions and countries. In addition to being able to produce and disseminate rigorous and relevant occupation based research, researcher leaders need to be able to lead research projects and grant applications, mentor others, innovate, develop, originate, inspire trust, scan the horizon, develop long-term strategy, and challenge the status quo (Vitae, 2018). Workshop participants will discuss what research leadership means in occupational therapy and occupational science research, identify related development needs, and reflect on experiences of research leadership training and development. The anticipated workshop outcome: overview of needs and successful development strategies. The workshop links to TUNING competencies for ‘Research and development in occupational therapy / science’.

§

Team learning- A future model of learning in occupational therapy education

Friday, 5th October @ 14:00: (Room 405) - Workshop

Mrs. Anu Kuikkaniemi¹, Mrs. Mary-Ann Kaukinen¹, Ms. Kaisa Karvonen¹, Ms. Katariina Oso¹

1. Turku University of Applied Sciences

Who owns the learning process? What is teachers’ and students’ role in the future? Experience the modern way of learning

Team learning is used in occupational therapy education in Turku University of Applied Sciences to meet the needs of modern working life and environment. In this workshop you will understand how it could be applied to occupational therapy education but also how to integrate the learning methods of y- and z-generations.

Team learning integrates flipped learning and active learning methods. It’s based on socio-constructive and connectivism approach. The ownership of learning is on students as they are responsible for producing the knowledge. The global world asks for change in education as the students are able and willing to find the information through various channels.

The purpose is to give the participants new ideas of how to educate the new generations. The teacher’s role turns to coaching as the students produce the knowledge on given subject first themselves through note-making, then in small-group and finally through reflection. Through this process the students work independently but also in dialog with their team, coach and the whole group. In this workshop we will try out some of the methods developed for team learning.



Using The Kohlman Evaluation of Living Skills

Friday, 5th October @ 14:00: (Room 201) - Workshop

Mrs. Alenka Plemelj¹

1. University of Ljubljana, Faculty for Health Sciences

Introduction

Daily activities from different areas of human occupation have an important impact on one's life. Difficulties in carrying out these activities reduce the possibilities for an individual to live independently in the home environment. The Kohlman Evaluation of Living Skills /KELS/ (Kohlman, 1992; Kohlman, Robnett, 2016) is an occupational therapy evaluation. It is designed to determine a person's ability to function in basic living skills. The KELS was originally created for psychiatric units. It is an excellent tool for the elderly (Zimnavoda, Weinblatt and Katz 2002). Most of the studies that have researched the use of evaluation instrument KELS were carried out in the United States of America, there are also some studies from other countries such as Israel and Iran. The KELS assessment tool was used in Slovenia for the first time in 2013 among people with mental health disability (n = 90). In 2016 KELS was used among elderly (n = 34).

The purpose of the workshop is to introduce the assessment and researches in Slovenia.

Working methods: Workshop will include group work, exercises and discussion. **The expected outcomes of the workshop** are getting advice on the subjects matter and providing opportunities to cooperation in the future.



Facilitating short-term mobility and positioning international activities

Friday, 5th October @ 14:00: (Room 407) - Workshop

Mrs. Vera Kaelin¹, ***Dr. Susanne Guidetti***², ***Ms. Nadine Blankvoort***³, ***Mr. Soemitro Poerbodipoero***⁴

1. ZHAW Zürcher Hochschule für Angewandte Wissenschaften Departement Gesundheit Institut für Ergotherapie, 2. Karolinska Institutet, Sektionen för arbetsterapi, 3. Amsterdam University of Applied Sciences, 4. Hogeschool van Amsterdam

Introduction: Diversity has become a reality of the work place, occupational therapists require knowledge and skills to work with clients from different backgrounds and to navigate possible culturally related challenges. The development of cultural competency should ideally start in undergraduate education and is often promoted as a by-product of a study abroad period. For many students going abroad for a long-term exchange can be difficult to organize. One way to overcome these difficulties might be international short-term mobility exchange. To learn more about student's experience on participating in an international "short-term mobility week" has been the goal of a research conducted between 2015 – 2017.

Methods: Findings of the study will be presented briefly followed by discussions facilitated by using Padlet online brainstorm technology. The aim of this workshop is to learn how we as educators can facilitate short-term mobility and to critically discuss how short-term mobility can be used to strengthen the curriculum, reaching a

larger amount of students.

Outcomes: Participants in this workshop will have gained ideas on how to facilitate short-term mobility in their own institutions, and how to position international activities such as this in their curriculum.

§

Students' preparation for internship

Friday, 5th October @ 14:00: (Room 501) - Workshop

Mrs. Stefania Agustoni¹, Ms. Marianna Fasani¹

1. SUPSI. Department of Business Economics, Health and Social Care (DEASS)

INTRODUCTION

Occupational therapy training bases on scientific rigor and clinical practice. The latter is especially important for students. Interpersonal and communicative skills are core-competences.

Lecturers recognize the importance of accompanying students in a process of self-knowledge and personal development and know how to support the emotional implications generated by the interaction between students and others – and/or with themselves.

Nevertheless, the development of soft-skills is a challenge for the learning environment.

To this end, the Department of Business Administration, Health and Social Care promotes narration - writings, narratives, digital storytelling, etc. - since evidence confirms its effectiveness for personal development (Demetrio, 2006) and clinical practice (Kenyon e Randall, 2015).

However, there are different approaches and methods to involve students in this process.

AIM:

compare different practices, reflecting on challenges, opportunities and responsibilities.

METHODS:

- presentation of experiences and pedagogical methods
- share participants' experiences
- guided discussion to highlight possibilities, their strengths and weaknesses, teachers' and fieldwork coordinators' needs

OUTCOME:

Collecting good practices. Connect teachers. Understand their needs to support students and fieldwork educator.

Links to following themes:

- Interprofessional teaching and learning
- 21st century skills competences
- Personalized learning and assessment
- Belonging to a common european space
- Professional relationships and partnerships



TEACHING AND LEARNING ON CITIZENSHIP IN EDUCATIONAL PROGRAMMES

Friday, 5th October @ 14:00: (Room 507) - Workshop

***Ms. Inés Viana-Moldes*¹, *Dr. Sarah Kantartzis*², *Dr. Nick Pollard*³, *Ms. Hetty Fransen- Jaibi*⁴**

1. University of A Coruña, 2. Queen Margaret University, 3. Sheffield Hallam University, 4. Universite de Tunis El Manar

This workshop aims to introduce some of the work of the ENOTHE Citizenship II project group over the past period, related to the development of educational materials for learning about citizenship. UNESCO, Health 2020-2030 and the sustainable development goals recognise the importance of strategic thinking in addressing some of the complex challenges facing Europe today. This workshop offers participants both the opportunity to work with materials that challenge and extend our thinking as well as ideas to take with them to work with others on citizenship as praxis. As citizenship is a transversal issue, the workshop addresses all six TUNING domains of competence.

Following a brief introduction, participants will be invited to explore, discuss, challenge, and play with educational materials developed by the group. Participants will share their experiences within the workshop of using the materials as well discuss their potential for work with students.

Outcomes for participants will be:

- Experience of participation in the development of learning materials
- Reflection on and exploration of teaching materials/ methods for citizenship that participants can use in their own educational programmes



Future of career counselling: tackling long-term unemployment

Friday, 5th October @ 14:00: (Room 006) - Workshop

***Prof. María Kapanadze*¹**

1. University School of Nursing and Occupational Therapy of Terrassa (EUIT), affiliated to Autonomous University of Barcelona

Introduction

Unemployment, particularly youth unemployment, remains to be a major concern for sustainable development. Interest in the efficacy of career construction counselling programs to improve employability has been growing rapidly. Particularly, the recent evidence report that this intervention could be a key to prevention of long-term unemployment in case of vulnerable populations.

Working methods

This workshop proposes to consider the construction of effective career construction training programs and protocols, as well as the development of projects based on ordinary and supported employment. The workshop would use the problem-based learning and acting-out as the learning methods.

Outcomes

The participants will be able to:

- Analyze and compare the social determinants of mental health and the etiology of long-term unemployment in different countries. Example of people with Substance Use Disorders, migrants and refugees.
- Explore employment as a sustainable developmental goal: human rights perspective, respect for dignity, active citizenship.
- Review, discuss and estimate the benefits of the Recovery Model principles (McKey & Robinson, 2011; Smith, Hyman, Andres-Hyman, Ruiz, & Davidson, 2016) and will practice Life Design Counseling techniques (Savickas, 2012).

§

Aging in place from a preventive perspective

Saturday, 6th October @ 09:00: (Room 502) - Workshop

Mrs. Aline Ollevier¹, Mrs. Nele Castelein¹, Mrs. Sabine Vanhollebeke¹

1. University College VIVES

Life expectancy increases every year, which is causing the population to grow older. These older adults have a strong preference to stay at home as long and as independently as possible (aging in place). Healthcare worldwide faces a major challenge, as well as our education for the future OT. Research into the preventive aspect to live at home as long as possible is insufficiently substantiated. Our students need to be prepared for the care demands of tomorrow where prevention gains more attention but leads a different struggle. How well embedded are prevention strategies to age in place in your curricula? How to implement aging in place from a preventive perception into curricula? Can we learn from each other? Set up an online joint classroom?

Methods

- Gain expectations from participants.
- Short theoretic approach.
- GPS method with themes.
- Groupwork.
- Plenary presentation about the different posters with SWOT-analysis for the group.
- Conclusion.
- How to work with this 'future' role in an international way.

Goals

- How to implement prevention as a topic in the curriculum.
- Insight in a research project concerning OT, aging in place and prevention.
- Establish future partnerships to work out some classes, tasks, visits, module, international courses,...



What is the 'just' assignment of education of occupational therapists?

Saturday, 6th October @ 09:00: (Room 405) - Workshop

***Mrs. Marleen Kaijen*¹, *Mrs. Bea Van Bodegom*¹**

1. HAN University

Social transformation in healthcare and welfare require occupational therapists who are aware of complex situations and conflicting interests and values. This will challenge our professionals to be engaged in this complex context. This will challenge lecturers to educate students to be prepared for becoming an occupational therapist in a complex society; called by Schön (1983) as 'swampy lowlands' where professionals are confronted with messy problems and requires an ability to resist 'quick fixes'.

A complex context as 'swampy lowlands' requires an ability to deal with ambiguity. Instead of being an 'ambiguous' professional, occupational therapists experiences this complex society as an area of tension, as a feeling of being trapped, as an area of duality (Van Bodegom, 2017).

Challenging is how students can become subject of action and responsibility in order to do just for their clients (Kaijen, 2017). Developing a strong professional competence, confidence and identity seems to be a key factor in dealing with complex and unpredictable situations (Ashby, Adler & Herbert, 2016). Therefore we see it is an educational question to create a just balance between qualification, socialization and subjectivation (Biesta, 2014).

This workshop is an open space event to enable participants in their dialogue about the topics mentioned.



Occupational Therapy programmes: Human Rights as a curriculum axis

Saturday, 6th October @ 09:00: (Room 201) - Workshop

***Ms. Inés Viana-Moldes*¹, *Mrs. Mar Rodríguez-Romero*¹, *Mr. José Antonio Seoane-Rodríguez*¹**

1. University of A Coruña

Occupational Therapy/Science literature evidences that restriction in occupations infringe rights and preclude the development of a participatory citizenship in the society.

This contextual framework constitutes an opportunity to advance in the critical construction of the collective knowledge of occupational therapy: focused on occupational justice, based on human rights and a commitment to equity.

From a sociocritical theoretical perspective, this workshop is part of an ongoing participatory research -author's PhD-, whose main objective is to analyze the approach of occupational therapy based on human rights and its integrations as a curricular axis in occupational therapy higher education in local/national/international contexts. To achieve this we welcome every voice and knowledge from all the actors involved in the construction of the Occupational Therapy curriculum.

Workshop's aims are: **to share the preliminary results; to co-create a common space for dialogue and reflection.**

The workshop will be organized as a participatory focus group. Within Ethical approval, the participants will have the information and will be asked to sign a consent form permitting to refer to their anonymized discussion in a future thesis&publication.

Outcomes: Occupational Therapy curriculum transformation; raising awareness; building partnerships.

Human Rights as a transversal issue underpinning all the six OT Educational domains.

§

DEVELOPING COMPETENCES FOR SOCIAL TRANSFORMATION THROUGH OCCUPATION

Saturday, 6th October @ 09:00: (Room 407) - Workshop

***Dr. Sarah Kantartzis*¹, *Dr. Hanneke van Bruggen*², *Dr. Claire Craig*³, *Dr. Barbara Piskur*⁴,
*Dr. Nick Pollard*³, *Prof. Debbie Laliberte Rudman*⁵, *Dr. Salvador Simó Algado*⁶, *Dr. Sandra Schiller*⁷**
1. Queen, 2. Fapadag, 3. Sheffield Hallam University, 4. Zuyd University of Applied Science, 5. Western University, 6. University of Vic, 7. Faculty of Social Work and Health, HAWK University of Applied Sciences and Arts, Hildesheim/Holzminden/Goettingen

The Social Transformation through Occupation Project Group was established from the network of the same name, to address the limited knowledge and examples of projects incorporating the power of occupation for social transformation. This workshop aims to facilitate the integration into education programmes of some of the work of the Project Group over the past two years related to the development of cases.

This work has collated projects from around the world that are working towards social transformation through occupation. Such projects are coherent with the aims of Health 2020-2030, supporting the sustainable development goals and reduction of health inequalities. Tuning competences in all domains may be developed through utilising such cases within educational programmes.

Following a brief presentation of the research undertaken, participants will have the opportunity to review cases. Through small group discussion around these, participants will explore their use both to facilitate student learning and to develop new community-based participatory projects in local contexts.

Outcomes will be the opportunity to engage in processes of critical reflection on current educational processes and outcomes. Also, participants will be invited to identify examples of transformative projects in their own contexts, potentially contributing to the growing body of exemplars available.



OT Europe Project Group With Displaced Persons: Moving Forward

Saturday, 6th October @ 09:00: (Room 501) - Workshop

***Ms. Nadine Blankvoort*¹, *Ms. Temple Moore*², *Ms. Kim Roos*³, *Ms. Sandra Schiller*⁴**

1. Amsterdam University of Applied Sciences, 2. London Royal Free Hospital, 3. Zurich Univeristy of Applies Sciences, 4. HAWK Hildesheim

The OT-Europe project group on displaced persons have been working over the last year and a half to collect the current state of practice of occupational therapy (OT) with displaced persons in Europe. Over this period, practice examples have been collected, a network of practitioners, researchers, educators and students interested in this field has been developed and a report and position paper with action points for the future have been drafted. It is important to continue with discussion on this topic, to further develop work in this area. This workshop will first present main findings of the project group and will present the implications from the position paper in three areas: 1) Research 2) Education 3) Practice (Professionalization). Participants will follow a guided discussion on the implications for each area, and will explore what concrete actions are required to work towards each implication, using the online brainstorm tool Padlet.

Outcomes

At the end of this workshop will be a collection of concrete actions for each implication. This will be used to generate a 1-year action plan for the project group, which will be published on the group's website and will be reviewed at the next ENOTHE general meeting.



OT Power - Breaking the barriers

Saturday, 6th October @ 09:00: (Room 507) - Workshop

***Ms. Rita Bogarim*¹, *Mrs. Georgina Cortés Rufé*², *Ms. Elena Buadze*³, *Ms. Aida Kalashyan*⁴**

1. Escola Superior de Saúde do Alcoitão, 2. University School of Nursing and Occupational Therapy of Terrassa (EUIT), affiliated to Autonomous University of Barcelona, 3. Ivane Javakhishvili Tbilisi state university, 4. Khachatur Abovyan Armenian State Pedagogical University

The worldwide scenario shows that the Occupational Therapy is a profession that has a long history in combating health and social inequalities, developing community-based, emancipatory and social transformation practices.

Thus, the OT Power project consists in the dissemination of the role of occupational therapy in the area of social inclusion through the work and commitment of 4 groups of students from 4 different countries: Georgia, Spain, Portugal and Armenia. This project started in 2017 and was presented with great success in ENOTHE 2017 -

Zagreb, through a workshop with students involving them in a deep reflection on our role as professionals in social inclusion, having been possible to share and debate about different perspectives, realities and problems. Thus, at ENOTHE 2018 - Portugal we intend to continue to promote knowledge in this area and disseminate the work carried out over a year to the communities of the different countries, addressing some issues of social inequality and / or health and possible strategies to improve them in the present and in the future, contributing to the discussion of one of the main themes of this annual meeting: Health 2020-2030.

Posters

Abandonment or non-use factors of support products.

Thursday, 4th October @ 11:00: (Hall) - Poster

Dr. Estibaliz Jiménez Arberas¹, Dr. Emiliano Díez²

1. Facultad Padre Ossó, 2. University of Salamanca. INICO (Instituto de integración en la comunidad)

Assistive technology have been designed to reduce the impact that environmental barriers have on the participation and performance of meaningful activities. However, its effectiveness in this function is not only that which influences the use or abandonment of the same, but that it is related to multiple factors. The consequences of abandonment include loss of user functional skills, increased care and other care costs, and ineffective use of funding by paying agencies. Therefore there is clear evidence about the fact that the device features, the person and the environment predict whether the user will use the product or leave it.

The sample was made up of 36 people, 6 were deaf people, 9 with hearing impairment, 8 relatives and 13 professionals. The proposed design is a non-experimental transversal correlational design. By means of a qualitative methodology to carry out an analysis in greater depth the main results were that the most frequent dropout factors in the collective of people with hearing/deaf disabilities are: a negative vision towards the product, Mal-function/failure, cost of maintenance, insufficient or no training on its use and the stigma associated with its use/socially unacceptable.

§

What is communicating with Generation Z in the Occupational Therapy classroom?

Thursday, 4th October @ 11:00: (Hall) - Poster

Dr. Vanda Pedrosa¹

1. Polytechnic of Leiria/ School of Health Sciences

It is important that those who teach Occupational Therapy are really prepared or at least attentive to the societal changes because they can make all the difference in teaching Gen Z, iGeneration, Plurals or Centennials, currently students of Pre Graduate Courses.

I´ve been teaching since 2010.

But in 2018, a student became euphoric by understanding how many digital platforms the National Health Service had available for interaction with citizens, and I understood that my teaching would never be the same!

I realized that I had a digital generation ahead of me.

There is a considerable difference in interests, in the way to be present, observing and reflecting on the subjects debated inside and outside of class.

In other words, it has become crucial to integrate the digital strategy and tools in the classroom.



The effectiveness of photonovels in improving competencies

Thursday, 4th October @ 11:00: (Hall) - Poster

*. Ameer Marks*¹

1. University of Derby

Educate the educators – internationalisation of curriculum

Internationalised learning outcomes: 21st century skills competencies

This poster will demonstrate how photonovels can prepare students for practice by highlighting required competencies and enabling critical self-reflection. Photonovels combine photographs and text to create a story, covering various health-related topics; for example, *Sweet Temptations* discusses diabetes while *Secret Feelings* focusses on depression. Photonovels improve information retention (James et al, 2005), understanding (Unger et al, 2009) and reduce stigmas (Unger et al, 2013).

Phototherapy has been studied within occupational therapy (e.g. Maniam et al, 2016), yet, no research on its usefulness for the training of future occupational therapists has been found. Therefore, this poster aims to provide awareness of this.

The poster will demonstrate the ability of photonovels to complement core occupational therapy competencies as highlighted by the *World Federation of Occupational Therapists*, while also; offering new ways of teaching, boosting professional reasoning through insight into individual emotional intelligence, building professional relationships and autonomy through cultural awareness and communicative skills training, developing occupational therapy by offering new educational tools that complement 21st century training programmes, and promoting the profession of occupational therapy by demonstrating its ever-evolving role in ensuring individuality and holistic care for all.



Challenging therapy situations in the interpersonal area in the course of occupational therapy internships

Thursday, 4th October @ 11:00: (Hall) - Poster

*Ms. Astrid Gladilin*¹, *Ms. Elisabeth Reischl*², *Ms. Elisabeth Springs*²

1. IMC Fachhochschule Krems, University of Applied Sciences, 2. IMC FH Krems, University of Applied Sciences

In course of occupational therapy internships, students often are confronted with challenging situations. They might perceive uncertainties before starting the internship and ask themselves what challenging situations they will encounter and if and how they will master them. For many students this leads to stress, which can reduce their learning success. The aim of this bachelor thesis is to find out which challenging interactive situations actually arise during the internship, from the perspectives of students and supervising practitioners. The next step is to show which social skills are necessary for coping with them.

To answer the question, three qualitative interviews will be conducted each with students of IMC FH Krems (cohort 2015) and supervising practitioners, and will be evaluated using the content analysis of Gläser & Laudel.

The expected result of the study is the description of the views of students and supervising practitioners in relation to challenging internship situations with regard to social interaction. In addition, the necessary social skills for mastering these situations are displayed from both perspectives. An implication for occupational therapy can be to point out additional research needs.



Advanced Interprofessional Training to supervise the staff in elderly care facilities

Thursday, 4th October @ 11:00: (Hall) - Poster

Mrs. Brigitte Loder-Fink¹, Ms. Julia Unger¹

1. Institute of Occupational Therapy, University of Applied Sciences FH JOANNEUM

Topic: Elderly people frequently have difficulties in carrying out every day activities on their own. A health promotion program to improve the mobility of the elderly has been developed by occupational therapists of the Medical University of Vienna. It supports every day activities that are necessary to maintain independence up until old age.

A regional Non-Profit-Organisation in Austria established a seal of approval to all elderly care facilities that implement this program. In order to meet the requirements of the seal of approval the staff has to be trained and supervised by occupational or physical therapists.

Main issues: It is important that there are enough trained therapists to support the care facilities in the implementation of this program and enable elderly people spending their later years in better health and well-being.

Aim: The aim was to develop an advanced interprofessional training to educate students and therapists to be able to supervise and support the staff in care facilities.

This training program is offered free of charge in the bachelor degree courses of occupational and physical therapy at the University of Applied Sciences JOANNEUM. In January 2018 twenty students of occupational and physical therapy successfully completed the interprofessional training course.



SPOTHvA: Internationalization within your education (Mini spot SPOTeurope)

Thursday, 4th October @ 11:00: (Hall) - Poster

Ms. Cassandra Christianen¹, Ms. Rian Temmen¹, Ms. Rixt Dijkstra¹, Ms. Sterre Peters¹, Mr. Joey Van Donk¹

1. Amsterdam University of Applied Sciences

This presentation will explore internationalization in the education at the Amsterdam University of Applied Sciences (AUAS) from a student perspective. The AUAS has a student platform, called SPOT (Student Platform

Occupational Therapy) which acts as a platform amongst students for internationalization throughout their education. SPOTHvA recently collaborated with 'SPOTeurope' as one off their mini spots. Which includes a close cooperation. At the AUAS SPOT is an information point, a group involved in promoting and facilitating internationalization projects, and connecting point between the school and the international OT student population (SPOTeurope).

During this presentation, students of AUAS SPOT will share their experiences and lesson learned, with a reflection on goals for the future. Discussion will explore Internationalization from a student perspective and how this contributes professional profile and identity as a future occupational therapist.

§

Activity analysis: developing terminology for the influence of the physical environment in occupational performance

Thursday, 4th October @ 11:00: (Hall) - Poster

Mr. Brian Ellingham¹

1. OsloMet – Oslo Metropolitan University

The EVA activity-analysis system is a teaching tool used at the Oslo OT programme to develop analytical and observational skills, and acquire OT terminology. Activity analysis forms pertaining to occupational performance have been the focus in developing the system so far and have been adopted by practitioners as a clinical observational tool.

The next phase in developing the EVA system is to extend the system to encompass other aspects of the person-environment-occupation system.

Assessments of the physical environment often take the form of checklists referring to defined objects within defined physical environments. Much of the available literature on environmental influences on performance refers to general principles for understanding how the environment affords occupational performance.

In this presentation I will summarize my review of assessments and literature and from this propose an approach to developing a suitable terminology for general analysis of physical environmental factors on occupational performance, for use in teaching, and potentially as a clinical tool. Feedback from colleagues and students will be useful.

- Knowledge of OT: focusing on environmental influences
- OT reasoning: terminologies contribute to structured reasoning
- Professional partnerships: consistent terminologies contribute to communication
- Autonomy and accountability: documentation of OT reasoning



International learning based on talent and diversity : a dynamic and reflecting on-going process

Thursday, 4th October @ 11:00: (Hall) - Poster

Mrs. Reninka De Koker¹

1. Odisee

Societies are evolving fast. Our context is more dynamic than ever, in different ways, on different levels. Because of the transmigration, we need to deal with many languages, cultures, ways of thinking, visions of cure, care and therapy.

This requires of all health workers occupational therapists included, a constant critical , social and political analysis of the context we are living and working in.

Intercultural competences as well as finding a way to grow constantly in professional identity are important skills for the 21st century.

In this poster we share our vision on the process of developing a professional identity, with emphasis on the intercultural competences and clinical reasoning in different contexts.

We explain that different kind of international mobility's, focus on different learning outcomes and visualize our methodology to guide the student before, during and after his international experience , based on different theoretical frameworks.

An international experience based on the students talent, that is goal directed in a personal and professional way, is an interesting learning process if we reflect continuously about our respect and social commitment to the international community.



Evidence-Based Research Supporting Healthcare Policy Reform: Parkinson's Disease and Freezing of Gait

Thursday, 4th October @ 11:00: (Hall) - Poster

Ms. Gianna Bova¹, Ms. Jenna Gulics¹, Dr. Verna Eschenfelder¹, Dr. Marlene Morgan¹

1. University of Scranton

Curricular design in occupational therapy (OT) education programs must emphasize evidence-based research (EBR) practices in order to develop skills necessary for leadership roles that influence healthcare policy reform. This poster illustrates student perspective in analyzing the relationship between OT curriculum and leadership with EBR in a study that addressed the clinical question: *Does visual and auditory cueing improve community mobility in persons 65 years and older living with Parkinson's disease who experience paradoxical freezing of gait while medicated with levodopa?* Results indicate efficacy of specific intervention cues that is dependent on an individual's level of Parkinson's disease progression, cyclic course of medication and personal preferences. This study supports OT promotion of community mobility and aging in place for this client population. Integrated education offers opportunity for policy reform to better support interventions that maintain quality of

life for persons living with progressive neurological disorders. Occupational therapists (OTs) must assume an active role in policy reform efforts to expand government insurance therapy caps and increase affordability and accessibility of these therapeutic interventions. Ultimately, education empowers OTs to uphold civic competence by recognizing and carrying out their universal role in advocacy for effective, accessible and quality care throughout all life stages.

 §

Attitudes of health professions students towards interprofessional collaboration

Thursday, 4th October @ 11:00: (Hall) - Poster

***Dr. Michal Avrech Bar*¹, *Dr. Michal Katz Leurer*¹, *Dr. Sigalit Warshawski*¹, *Dr. Michal Itzhaki*¹**

1. Tel-Aviv University

Interprofessional collaboration (IPC) improves communication between healthcare workers and healthcare delivery. Interprofessional education (IPE) is essential in preparing healthcare students for cooperating with other healthcare disciplines in a real work setting. This study aimed to examine the attitudes of health professions students towards IPC in correlation with their personality traits. Participants were fourth year occupational therapy (OT), nursing and physical therapy students studying in an academic undergraduate program (N=184). Data were collected by the Interdisciplinary Education Perception Scale, the Big Five Inventory of personality dimensions, and a question evaluating students' experience with the Problem-Based Learning (PBL). The findings reveal that OT students' perception of actual cooperation with other professions is higher than those of other students. Only OT students were familiar with and experienced in the PBL method. This experience with PBL was found correlated with more positive attitudes towards competency and autonomy in the profession and higher positive perception of actual cooperation with other professions. Being exposed to the PBL method and having a higher score in the Agreeableness and Openness traits were positively associated with Perception of Actual Cooperation. Therefore, IPE, including PBL, should be integrated in health professions students' training. This poster describes Interprofessional teaching & learning.

 §

A Community of Learners Impacts OT Practice In Smart Home Technology to Support Aging In Place

Thursday, 4th October @ 11:00: (Hall) - Poster

***Dr. Marlene Morgan*¹**

1. University of Scranton

Occupational therapy educators are challenged to meet professional and personal expectations of students who are artfully named "Generation Y" and "Generation Z". Research reports on instructional strategies that are an effective match with the learning strengths and needs of "Y" and "Z". Strategies include those that promote the distribution of expert knowledge, facilitate collaboration, utilize technology, create collaborative commu-

nities of learners and produce a final product. To address learners' needs and contribute to the research base in occupational therapy in gerontology, a research project was conducted that addressed the question: What are the demographic characteristics, aging factors and motivational factors that characterize a community-dwelling older adult who utilizes smart home technology to support aging in place? This collaborative learning community solicited the support of a neighborhood organization, was facilitated by a faculty whose teaching is informed by Vygotsky, had a research project approved by the university's institutional review board (IRB), collected data, analyzed results and presented the results in a scholarly forum. This poster is designed to illustrate how the integration of "Y" and "Z" learner needs with an educational philosophy and instructional strategy can facilitate a process that produces a transformational educational outcome for both students and faculty.

§

3D Printing Technology Sparks the Development of a Collaborative Learning Community

Thursday, 4th October @ 11:00: (Hall) - Poster

Dr. Marlene Morgan¹

1. University of Scranton

A collaborative learning community that focuses on integrating 3D printing into occupational therapy (OT) education and clinical practice has grown and thrived in an entry-level OT curriculum. The learning community was established in an evidence-based research class when three students explored the topic: Can 3D printing technology be effective in the fabrication of wrist orthoses for the treatment of carpal tunnel syndrome to improve therapeutic outcomes and compliance rates? The community grew by 3 students in year two. To date, this innovative learning community has spanned 4 courses. It has secured institutional funding for a 3D printer, presented at a national conference (AOTA), designed and presented a professional development seminar on 3D printing for their classmates, and gained IRB approval to initiate a research project on integrating 3D printed orthoses into OT practice. The learning community has plans to continue to explore 3D printing after graduation and mentor upcoming students. This poster presents a critical analysis of the strengths and limitations of facilitating learning communities in an OT curriculum to meet the learning needs and professional development of students who represent generation "Y", facilitate the professional development of faculty, and build the technology knowledge base in OT.

§

Msc. Program in Hand Therapy in Turkey

Thursday, 4th October @ 11:00: (Hall) - Poster

Prof. Ali Kitis¹, ***Prof. Ahmet Fahir Demirkan***¹

1. PAMUKKALE UNIVERSITY

The Department of Hand Rehabilitation in Institute of Health Sciences was established in 2014 at Pamukkale University. The Master of Science degree in Hand Therapy prepares participants to become proficient in eval-

uating and questioning their practice and facilitating advanced understand of hand therapy. This was the first and unique campus-based degree of this kind in Turkey.

This course will broaden and deepen students' knowledge and understanding of the value of occupational therapy in today's changing world. Each module's content is embedded in practice and overall the programme aims to develop students' skills in analysing evidence, implementing and evaluating hand therapy research. Building on the competence students have already gained in their own professional practice, this course will enable them to continue learning, evaluating, maintaining and developing services for current and future hand therapy provision. They will develop their ability to critically evaluate and reflect on their own practice in hand therapy while reviewing the theory that is fundamental to hand therapy.

Following the completion of the taught modules of the programme, students are expected to undertake a research project for the dissertation relevant to Hand Therapy.

§

Sleep Quality and Recidivism in Incarcerated Persons

Thursday, 4th October @ 11:00: (Hall) - Poster

Ms. Laura Fitzpatrick¹, Ms. Margaret Cashman¹, Dr. Verna Eschenfelder¹, Dr. Marlene Morgan²

1. The University of Scranton, 2. University of Scranton

Our education has fueled our passion to advocate for inclusion of occupational therapy services for incarcerated populations. We have gained civic competence through our occupational therapy curriculum, and have learned to value all people as humans who are worthy of an improved quality of life. Courses related to professional identity, intervention strategies, and evidence-based research has supported our development as reflective practitioners with sound professional reasoning. This poster illustrates our collaboration with a prison based occupational therapist and the results of an evidence-based research project that addressed the following clinical question: *Will occupational therapy modifications to the prison environment and sleep education improve sleep quality and decrease recidivism for clients who are currently incarcerated?* The methods for this project utilized the following four steps: 1) development of a practice scenario and clinical question; 2) systematic review of empirical research; 3) integration of findings; 4) recommendations for practice. As members of generation Z, our learning styles rely on databases and technologies to compare global prison systems. We look to the European prison system as a model of reform, and have identified the American prison system as an upcoming area of treatment that needs to be addressed by leaders in the profession.



Evaluating Sensory Integration Videos Shared on YouTube with Fidelity Measure

Thursday, 4th October @ 11:00: (Hall) - Poster

***Dr. Aymen Balikci*¹, *Ms. Zeynep Ikbal Dogan*², *Mrs. Ayse Aracikul Balikci*¹, *Prof. Gul Ilbay*²**

1. Sense On, 2. Kocaeli University

Sensory Integration (SI) is one of the most popular and interested approach among pediatric rehabilitation professionals in Turkey. Despite this interest to SI, intervention videos that shared at the internet have much diversity and causes confusion about occupational therapy (OT) in society. Evaluating SI videos shared on YouTube is important to promote the newly emerging OT to the country.

YouTube was queried using keywords “sensory integration, sensory integrity, sensory integration therapy”. Videos in Turkish demonstrating therapy and above 120 seconds or long enough for evaluation were included. Videos were evaluated with Ayres Sensory Integration Fidelity Measure for process elements.

Of 76 video screened 19 met the inclusion criteria with mean duration of 147.8 s. No video was meeting the Ayres Sensory Integration Intervention fidelity criteria and all scores were below 80 points. 8 of the rated videos were sensory motor, 9 of them were perceptual motor, 1 of them sensory stimulation and 1 video was table-top activity.

SI videos viewed on YouTube does not reflect process elements of SI intervention defined by Ayres and may lead to confusions about use of SI in occupational therapy. Videos created by occupational therapist that expert in SI can develop interprofessional teaching and learning.



Effects of Security Officer’s Working Conditions on Life Quality: a case report

Thursday, 4th October @ 11:00: (Hall) - Poster

***Ms. Fatma Aydin*¹, *Mr. Ahmet Emir*², *Ms. Kübra Şahadet Sezer*², *Dr. Devrim Tarakçı*², *Dr. Ela Tarakçı*³**

3

1. Istanbul Medipol University/ Faculty of Health Sciences/ Division of Occupational Therapy, 2. İstanbul Medipol University, 3. İstanbul University/Faculty of Health Sciences/ Division of Pyhsiotherapy and Rehabilitation

To examine the difficulties experienced by a security officer regarding profession and the impact of risk factors on quality of life.

A 55-year-old male security officer at Istanbul 29 May University participated to the work. The Pittsburg Sleep Quality Scale (PSQI), Nerpa Assesment, Depression Anxiety Stress Scale (DASS), Mcgill Melzack Pain Questionnaire, Revised Oswestry Lumbar Disc Disability Questionnaire, Life Quality (SF 36), and Maslach Burnout scales were applied with a semi structured interview. According to the results, an intervention plan was created within the PEO framework.

The results of outcome measures were found as follows: PSQI score 6, McGill Melzack Pain Questionnaire 59, Nerpa Assesment Final Score 7, Revized Oswestry Lumbar Disc Disability Questionnaire score 40%. Also mid level anxiety and stress has been recorded. Neck and low back pains occur due to ergonomic setting of the work environment, 8 hours of shift, and prolonged sitting in wrong posture. Depending on the changing shift schedules and excessive caffeine intake, sleep quality was deteriorated.

Occupational therapy intervention plans for problems which can possibly effect the life quality and social inclusion in security personnel needs to be created and executed in a person-oriented manner.

§

A Picture Paints a Thousand Words: Collage-Making in Higher Education Problem-Based Learning

Thursday, 4th October @ 11:00: (Hall) - Poster

Mrs. Sarah Gat¹, Dr. Margalit Pade¹, Dr. Orit Bart¹, Dr. Michal Avrech Bar¹

1. Sackler Faculty of Medicine, Tel-Aviv University

Problem-Based Learning (PBL) is a learner-centered approach that builds on real-life cases to increase the students' knowledge and understanding of the subject matter. The PBL course promotes competencies such as communication skills, clinical reasoning and problem solving. Research has shown that implementation of creative activity into a learning process promotes these skills. Our aim was to examine the impact of an implementation of a creative art activity in a PBL course on occupational therapy (OT) students and their tutors. In one of the meetings of the PBL course, first year OT undergraduate students were asked to create a collage reflecting the case study they chose, followed by a discussion of their experience. Thirty-four students and nine tutors participated in the study. Qualitative analysis was conducted using focus groups, semi-structured interviews, open questionnaires, and observations. Findings revealed four main themes: attachment to the client, change in the meeting atmosphere, developing learning skills and a creative art activity as a pedagogical and therapeutic tool. The study sheds new light on the use of a creative art activity in occupational therapy education. This poster demonstrates a new mean for developing 21st century skills competences among OT students and thus promoting OT knowledge.

§

The Impact of recoveriX on Quality of Life of Stroke Affected People

Thursday, 4th October @ 11:00: (Hall) - Poster

Mrs. Larisa Baciu¹, Ms. Katharina Nopp²

1. IMC Fachhochschule Krems, University of Applied Sciences, 2. IMC

Background: Stroke is the 3rd highest cause of living a life with minor to severe mental and/or physical disabilities impairing the affected individuals in activities of everyday life. Therefore, newly invented therapy

programs like Brain Computer Interface (BCI) assisted systems may be an effective approach beside conventional therapy methods to help patients. The aim of this thesis is to examine the impacts of a BCI system named recoveriX on quality of life of stroke affected people from an occupational point of view.

Method: Qualitative methods were deemed to be particularly suitable to answer the research question. Guided interviews with participants of recoveriX treatment were conducted. Generated data were processed using a qualitative content analysis method.

Expected results: Results of the study and application for practice are expected in May 2018. It is anticipated that the data will further encourage occupational research into BCI assisted therapy methods in order to help affected individuals to attain more independence, improve their quality of life, and participate in meaningful activities. Furthermore, with the generated data it is expected to make a contribution towards strengthening the involvement of occupational therapists in therapy with BCI assistive technology, which can be seen as a sustainable development goal.

§

Importance of international collaboration in Czech OT development during last thirty years.

Friday, 5th October @ 10:30: (Hall) - Poster

***Dr. Jiri Votava*¹, *Dr. Hana Kynštová*²**

1. Department of Occupational Therapy, Faculty of Health studies, Purkyne University, 2. OT Department, Faculty of Health Studies, Purkyne University

Occupational therapy had long tradition in Czechoslovakia, but before 1990 there was no possibility to use support from abroad. It started by Czech participation on the European OT conference in Ostende 1992. Many important changes followed: Czech OT association was established in 1994 and also OT study started in 4 schools. OT development in Czechia was supported by Czech rehabilitation medicine physicians. Collaboration with international OT organisations (COTEC, ENOTHE, WFOT) was established. As a part of international TEMPUS project, initiated by H. van Bruggen, the first meeting of OT delegates from 10 Central and East European (CEE) countries was held in Prague in 1999. By this way we could compare OT development in other post-communist countries. Positive development slowly continues. Representing OT course in Faculty of Health Studies, Purkyne University in Usti nad Labem, we have around 40 OT bachelor study graduates each year. Our graduates can continue in masters study in Prague. Representatives of all 4 OT schools collaborate in further development of their study. We exchange our students and staff both with Western Europe, but also with CEE countries as Slovenia, Croatia or Poland. We wish to support OT development in other CEE countries, as in Slovakia.



Occupational Therapy Oral History Project

Friday, 5th October @ 10:30: (Hall) - Poster

***Ms. Saskia Buschner*¹, *Ms. Sandra Schiller*², *Prof. Silke Dennhardt*³**

1. Wannsee Schule e.V., 2. HAWK Hildesheim, 3. Alice Salomon Hochschule

The emergence of occupational therapy in Germany was a postwar phenomenon, with the first occupational therapy school opening in 1953. This poster presents preliminary results of an ongoing oral history project concerned with the experiences in and perspectives on occupational therapy as they are expressed by early professionals and founders of the profession in Germany.

Besides the use of written material including grey literature as a database, guided interviews of the pioneer generation will form the main part of the project.

The outcome of the project will contribute to a broader appreciation of the roots, relevant events (historical “milestones“), past experiences and developments within the profession’s emergence in Germany. In that sense the project is linked to the European Year of Cultural Heritage: Does occupational therapy have a cultural heritage? Furthermore passed challenges during the development of our profession can give valuable insights for future demands of our profession.

The presentation of the poster provides the opportunity to share and discuss the first results with the OT community.



Critical analysis of the Children and Adolescent Scale of Environment (CASE)

Friday, 5th October @ 10:30: (Hall) - Poster

***Ms. Julie Sambaer*¹, *Ms. Ine Pierreux*¹**

1. KU Leuven & UGent

Theme/aim: To address the needs of children with a disability from different cultures, it is essential for occupational therapists to represent their environment with reliable and valid assessments. The methodological quality of the CASE is explored to assess the construct environment in children with acquired brain injuries (ABI).¹ A critical analysis of the CASE contributes to enhance professional accountability and promotion of occupational therapy. Assessments are part of a therapist’s professional reasoning and processing when working together with a client.

Methods: Literature search and critical analysis of the CASE using the COSMIN checklist (www.cosmin.nl) and the test critique form of Laver-Fawcett (2007).

Results: The CASE identifies problems that children experience in their environment, related to physical/social/attitudinal aspects within home, school and community. Good internal consistency (Cronbach’s $\alpha=0.84-0.91$) and test-retest reliability (ICC=0.75) were demonstrated in children with ABI.^{2,3} Validity was not documented. No specific requirements are necessary when administering the CASE.^{1,4} Limitations of the CASE:

no clear guidelines regarding age limits^{1,2,5}, not all aspects of the environment are considered equally and only the perspective of parents is taken into account³.

Conclusion: The CASE is a reliable questionnaire to describe environment in children with ABI. Further research of validity is necessary.

 §

Occupational Therapy Terminology in Estonian context

Friday, 5th October @ 10:30: (Hall) - Poster

Ms. Karin Lilienberg¹, Ms. Hanna-Maria Põldma¹, Ms. Kristiina Didrik¹, Ms. Ene Kotkas¹, Ms. Elle Sõrmus¹

1. Tallinn Health Care College

Theme European Year of Cultural Heritage: Belonging to a common European space. Estonian OTs belong to European Network and use the common terminology, anyway there are cultural differences interpreting the same words.

OT studies in Estonia started with the support of international cooperation. Professional literature used in OT in Estonia is still mostly in English. To create uniformity in Estonian OT terminology, an applied research „Person, environment, occupation in occupational therapy: Creating uniformity in Estonian occupational therapy terminology“, was conducted in 2013-2017. The process of applied research is described to share it to OTs in other European countries.

The aim of the research was to clarify OT concepts and find consensus terms in Estonian language to apply them both in professional education and practice field.

Students of OT guided by lecturers analysed the professional literature and conducted a questionnaire among Estonian OTs. OT and language lecturers analysed the results and appropriate terms with definitions were worked out. Estonian Association of Occupational Therapists and Terminology Department of the Institute of Estonian Language were involved.

31 consensus terms *with definitions* in Estonian and English languages have been adjusted and entered into the Multilingual Terminology Database ESTERM of the Institute of Estonian Language.

 §

Cultural Competence - Occupational Voluntary Work

Friday, 5th October @ 10:30: (Hall) - Poster

Ms. Tanja Pichler¹, Ms. Alexandra Baumann²

1. IMC Fachhochschule Krems, University of Applied Sciences, 2. IMC FH Krems, University of Applied Sciences

Within the framework of the course “International Occupational Therapeutic Cooperation” (Bachelor Programme Occupational Therapy, University of Applied Sciences IMC FH Krems, Austria), graduates who have completed an occupational therapy voluntary assignment in countries outside of Europe are invited to the University of Applied Sciences to report on this to foster the cultural knowledge as essential basis for occupational

therapy.

In the summer semester 2018, students were given the opportunity to expand their cultural knowledge. Alexandra Baumann and Tanja Pichler reported about their work in the pediatric therapy center Mathari Terbit Center, Bali. They gave insight into cultural encounters and necessary cultural skills.

The aim of this teaching unit was to promote the cultural motivation of the students.

The process of cultural competence in therapeutic services, from cultural awareness, cultural knowledge, cultural skills, cultural encounters to cultural motivation, as described in the Campinha-Bachota model (2002), was well understood by the students during this course.

§

Developing occupational therapy education in Europe - creating a Czech Master's Degree

Friday, 5th October @ 10:30: (Hall) - Poster

Mrs. Anna Krulová¹, Ms. Zuzana Rodová¹, Ms. Olga šVestková¹

1. Charles University, First Faculty of Medicine

In 1913, Professor Rudolf Jedlička founded the Jedlička Institute in Prague, featuring 32 practical workshops for the rehabilitation of disabled war veterans, and others. These early forms of 'OT' extended into healthcare areas, especially psychiatric institutions; 1947 brought 'OT' within physiotherapy education, in cooperation with Sister Elizabeth Kenny, an Australian nurse. The 1970's saw development of a three-year OT programme, but not at university level. In 1992, the 1st Faculty Medicine, Charles University Prague, advised by ENOTHE experts, created a successful 3yr Bachelor's degree.

However, traditionally Czech students prefer to attend university for 5 years, which prompted Charles University to approve a 2yr full-time Master's programme in 2014, open to graduates from the 4 Czech OT schools. Study areas include science and research (including occupational science), management and legislation, and OT practice. International scholars support the programme. Recruitment is buoyant and Czech therapists can now choose to begin practice as post-graduates, unusual in Europe. An important by-product of this masters is that it enhances the annual bachelor's intake. ENOTHE demonstrated the importance of bachelor's level education, without which these advancements would not have been possible.

§

The challenge of neoliberal capitalism and the use of the autonomy's concept in Occupational Science and Occupational Therapy

Friday, 5th October @ 10:30: (Hall) - Poster

Dr. Carla Silva¹

1. Universidade Federal de São Carlos - UFSCar - Brasil

The occupational therapy and the occupational science constructed keys concepts to improve lives, with its emphasis on the provision of a multidimensional description of the substrates, form, function, meaning, and socio-cultural and historical contexts of occupation. This abstract has discussed the perceived value of the therapeutic use of 'autonomy' and 'independence' like a keys concepts in this disciplines. It is very common the concept the independence like meaning the ability to do things for yourself without external support and autonomy is the ability to decide for yourself regardless of the level of assistance needed to accomplish such decisions. However, in a perspective critical understand that the rationality neoliberal capitalist development an individualist and meritocracy culture and apartheid occupational. The meaning of 'independence' and 'autonomy' was been very criticize because was very limited for explain the complex relation among peoples and societies. The concept 'interdependence' like seems more adequate to include the dependence and the connexion with social, political, economic and environmental global issues affect us all. The occupational therapy and science therapy needs to understand and reflect about this and to propose transformation strategies in education, practices and research for equality in the future.

 §

Cultural Heritage Antwerp

Friday, 5th October @ 10:30: (Hall) - Poster

***Ms. Dorien De Bleser*¹, *Ms. Elke Vermeer*¹**

1. AP Hogeshool Antwerp

In the professional occupational therapy literature, we found an interesting article from Hersch et al. (2012) describing this topic in more details: <https://ajot.aota.org/article.aspx?articleid=1851560>

In our research we describe two cultural heritages: the red star line museum (= amuseum about the history of the red star line) and Mukha (= a museum about modern art). We also used data from a bachelor thesis from an occupational therapy student that investigated the impact of guided walks in Mukha for people with dementia (Blennerhasset, 2015).

In Mukha we followed a guided walk especially aimed at people with dementia. In the red star line museum we will use a quality of life questionnaire for people aged +65.

Our study is still ongoing, results of the questionnaire will be presented in the poster.

The literature on interventions using cultural heritages from countries is rather scarce. In our pilot study we examined the effect of two different interventions that are part of the cultural heritage of the city of Antwerp. Preliminary results show a positive effect on the quality of life of certain target groups. This confirms our assumption that cultural heritage can be used as a therapeutic tool in occupational therapy.



Occupational Performance and Time Use of Mothers of Children with Disabilities

Friday, 5th October @ 10:30: (Hall) - Poster

***Ms. Kübra Şahadet Sezer*¹, *Dr. Devrim Tarakcı*¹, *Dr. Ela Tarakci*², *Prof. Mine Uyanık*³**

1. İstanbul Medipol University, 2. İstanbul University, 3. Hacettepe University

This research was planned to examine the occupational performance of mothers of children with disabilities. 20 mothers of children with disabilities and twenty mothers of children with typical development were included. Canadian Occupational Performance Measurement (COPM) and Modified Occupational Questionnaire(MOQ) was conducted with participants. All data were analyzed statistically and also qualitative analysis of COPM was performed. There was no statistically significant difference ($p > 0.05$) between occupational performances(OP)two groups but there was a statistically significant difference in occupational satisfaction(OS)($p < 0.05$).OP was found to be influenced by time use, a statistically significant difference was found in the sleep and child care occupational areas in the time use of the two groups of mothers ($p < 0.05$). In the qualitative analysis results of COPM there are 4 themes as “performing self-care activities”, “ensuring home administration”, “providing time management” and “achieving productivity and social participation” for typical developing children’s mothers. In addition to those themes for mothers of children with disabled, 5 themes have been reached with the theme of “supporting my child’s development”. We expect that will shed light on the family centered and caregiver interventions of occupational therapists who provide services from a holistic point of view.



Exploring cultural approaches to support East and Southeast Asians in 2018’s Europe

Friday, 5th October @ 10:30: (Hall) - Poster

***Ms. Jenny Hong*¹**

1. Brunel University London

There are approximately 5 million East/Southeast Asians living in Europe, including Thais, Chinese, Japanese, Koreans, and Vietnamese people. Although East/Southeast Asians can be seen positively as a model minority in Europe, they continue to be excluded from host-communities on a local and national level. This workshop responds to this situation and to: European Year of Cultural Heritage to celebrate broad diversity of cultural heritages and enable *belonging* to a common European space. It aims to discuss the East/Southeast Asians immigration history and occupational challenges living in Europe, including issues on the populations’ community integration which impact health, wellbeing and *belonging*. There will be an activity and discussion where delegates can explore their country’s respective Asian populations’ needs and cultural approaches to support those concerns.

This workshop explores European occupational therapists’ perspectives of East/Southeast Asian cultural context

and informs how they can address occupational needs, promoting tolerance for broad diversity of cultural heritages and developing sense of *belonging* to a common European community. By the end of the workshop, delegates leave with knowledge on cultural approaches to support their respective Asian populations with community integration and implement different cultural approaches to improve health and wellbeing through holistic and therapeutic means.

 §

Sustainable development and french occupational therapist

Friday, 5th October @ 10:30: (Hall) - Poster

*Ms. Clara Harzo*¹, *Ms. Marion Betriou*¹, *Ms. Elise Durand*¹, *Ms. Lucille Bontan*¹

1. ADERE

Sustainable development meets current needs without compromising the ability of future generations. It is an economic phenomenon, it takes into account the environmental and social aspects so this theme expands over the years and is a current matter, but is it used in occupational therapy practices? How is the French situation about it? Does the OT training raise awareness among the students? How can it be integrate in our practice? The sustainable development is a process which has some future. Thus the insertion of the sustainable development in the OT practice will allow a promotion of the OT. This process will allow to develop also a new OT approach.

This is why with this poster we want to answer some of those questions and make an inventory of the current situation in France concerning the sustainable development, the level of information of occupational therapist about it, and how they include/try to include it in their practice. For this purpose, we will propose a questionnaire to French OT, we will analyse the results, and then bring a reflexion about how the french involvement can be improved, especially during the study.

 §

Investigation of Children's Attitudes Toward Disability

Friday, 5th October @ 10:30: (Hall) - Poster

*Prof. Ali Kitis*¹, *Ms. Ozge Mine Yilmaz*¹, *Ms. hande usta*¹, *Ms. Gizem Selin Pekmez*¹

1. PAMUKKALE UNIVERSITY

Aim: The aim of this study was investigate the children's attitudes and behaviours toward disability.

Material and Methods: One hundred twenty five students educated at secondary school between ages 11 to 14 years were included in the study. Students were asked to respond the Turkish version of Chedoke-McMaster Attitudes Toward Children with Handicaps (CATCH) scale. Also, children were asked if they knew any handicapped person(s), and if so to indicate whether they were family members, relatives or friends.

Results: The mean of total score of the CATCH was 83,17±17,99; emotional component was 36,728±15,378, affective-behavioral component was 33,68±6,981 and cognitive component was 12,76±4,12. children who had had previous experience with a disabled person expressed more positive attitudes (p<0.05). An effect of gender

was seen in the children ($p < 0.05$). **Conclusion:** The more favourable attitudes were seen in both areas evaluated by the CATCH, the cognitive and the affective-behavioural. Cultural factors appear to play a role in modelling children's attitudes toward their disabled peers and therefore should be considered before educational programmes are implemented.

§

Anwendung und Meinungen Über EHealth in der Ergotherapie; Application and opinions about eHealth in Occupational Therapy

Friday, 5th October @ 10:30: (Hall) - Poster

Mrs. Larisa Baciú¹, Ms. Judith Lahner², Ms. Magdalena Ertl², Ms. Barbara Prinz-Buchberger²

1. IMC Fachhochschule Krems, University of Applied Sciences, 2. IMC FH Krems, University of Applied Sciences

eHealth is used to save, to assimilate, to implement and to transfer Information. The exchange of information happens only through information and communication Technologies (ICTs) over the internet or is transferred by personal contact between the therapist and the patient. eHealth interventions are assigned to the patient in "real-time" or as "store-and-forward". The aim of this work is to present available possibilities and information about eHealth and to get different opinions of the Austrian occupational therapists (OTs) about this issue. It is important to know, how eHealth is implemented, used, presented and accepted worldwide in the therapy and to get to know what the Austrian occupational therapists think about this issue. To collect the information and to generate new knowledge on this issue, we will use a Scoping Review to scrutinise existing literature. What is more, we will question a focus group consisting of Austrian OTs about their opinion of this issue. In order to be able to reach our goal, quantitative and qualitative articles will be searched in the databases PubMed, PubMed Central, CINAHL and OT-Seeker. Furthermore, a qualitative design will be used to conduct a survey with a focus group, supported by a semi-structured interview.

§

Social inclusion for children with ASD: how to make an autism-friendly museum

Friday, 5th October @ 10:30: (Hall) - Poster

Ms. Laura Sapijn¹, Ms. Jone Van Gool¹, Ms. Karen Van Der Plaetsen¹, Mr. Arno Vercauteren¹

1. University College Ghent

Children with Autism Spectrum Disorder (ASD) often have difficulties with learning, mostly because of their

limited interests and participation, combined with deficits in social skills and communication. Alternative educational settings, like museums, can meet those needs by providing experiences where children have the ability to explore and learn through the use of concrete objects. The House of Alijn in Ghent is a museum about cultural heritage and also the first autism-friendly museum in Belgium. Inspired by the “European Year of Cultural Heritage”, we assess the positive influence of learning through cultural heritage. Through a case- and literature study, we aim to investigate how museums can improve the accessibility for children with ASD and thereby facilitate their learning process. Our topic relates to the domain of “professional relationships and partnerships” because, as an occupational therapist, we can cooperate with museums in this matter. OT’s can provide information on possible ways to design an autism-friendly museum, in order to increase the inclusion of children with ASD. In addition, the professional knowledge of OT’s on ASD can be shared with museum staff members. With our poster, we hope to inspire and inform museums in their search for accessibility, from an occupational perspective.

§

Participation and Vocational Assessment in Tailoring: A Case Report

Friday, 5th October @ 10:30: (Hall) - Poster

*Ms. Halime Avunç¹, Ms. Başak Tuncel¹, Mr. Emirhan Karakuş¹, Ms. Kübra Şahadet Sezer¹,
Dr. Devrim Tarakcı¹*

1. İstanbul Medipol University

This study aims to assess the occupational musculoskeletal, psychosocial and participation problems in the tailoring from the occupational therapy point of view and to determine the program for the client-centered intervention. A 30-year-old man included to the study. The Extended NORDIC Musculoskeletal System Questionnaire was used to evaluate the occupational and chronic musculoskeletal problems, the Community Integration Questionnaire was used to evaluate participation, Beck Anxiety Scale was used to assess anxiety, and the PEO model was used to plan the intervention program after evaluation. Chronic neck, shoulder, back, hand / wrist, waist, hip, foot / ankle pain was observed in tailor in the Extended NORDIC Musculoskeletal System Questionnaire. Home integration score is 2, social integration score is 7, integration into productive activities score is 10, the total survey score is 19 in Community Integration Questionnaire Testing. Beck Anxiety Scale score is 27, so moderate anxiety was observed. We decided to intervention to activity to as result of PEO Model. Occupational Therapy evaluation and intervention for each occupation may be among the health goals in the coming ten years.



Vocational Assessment of a Tradesman: A Case Report

Friday, 5th October @ 10:30: (Hall) - Poster

Dr. Devrim Tarakcı¹, Ms. Kübra Şahadet Sezer¹, Mr. Ahmet Emir¹, Ms. Havva Müntehea İnanıcı¹, Ms. Gülhizar Akdemir¹

1. İstanbul Medipol University

The aim of this study was to evaluate vocational factors in a healthy client who is a tradesman and to determine the occupational therapy approaches by examining stress, quality of life and environmental factors on the occupation. A 46-year-old male client was participated. Nottingham Health Profile and Perceived Stress Level Scale were used to assess quality of life and stress level, respectively. Also environmental assessment was obtained. As a result of the interviews, the intervention program according to the PEO model was determined. According to results low quality of life and high stress level. interviews with the person showed deficiencies related to free time activity and time management. As a result of the environmental evaluations, it was found that the work area is narrow, the shelf heights are not ideal and it is seen that the materials are very crowded and they are not fixed to the shelves. It is envisaged that teaching the methods of coping with stress, time scheduling, getting leisure occupations, making environmental regulations, occupational therapy approaches should apply to decrease the stress level of the person and increase the quality of life.



Design Thinking in students: Errorless cooking with Korsakoff's syndrome using an application

Saturday, 6th October @ 10:30: (Hall) - Poster

Mrs. Miranda van Niel¹, Mrs. Lisanne Opdam¹, Mrs. Fouzia Bajnan¹, Mrs. Ana-Maria Vrvilo¹

1. Amsterdam University of Applied Sciences

In the minor Health Technology, students from interdisciplinary backgrounds work together in a joint programme using a process for innovation called 'Design Thinking'. This method has proven to be a positive experience not only for students from care professions, including occupational therapy, but also for students from technology and IT professions. It aims to improve students' knowledge and research skills, as well as gain personal insight into professional relationships with partner organisations. To encourage professional autonomy and accountability, students work closely with these organisations during their projects. One of our partners is Amsta, a healthcare organisation in Amsterdam. Amsta wishes to equip their residents with Korsakoff's syndrome with cooking skills. Involving residents in this meaningful daily activity is believed to create a sense of belonging, improve self-esteem and contribute to a community feeling. During the course, students designed an application to teach Korsakoff's clients cooking skills through errorless learning. Using photos and a prototype application we would like to conduct an oral presentation of our findings, focusing on the specific benefits and the overall impact of the project. Personal experiences, acquired insights and challenges from the students' perspectives, as well reflections from the educators will be highlighted throughout the presentation.



Art as an innovative agent of socialization and well-being in mental health

Saturday, 6th October @ 10:30: (Hall) - Poster

Ms. Nerea Díez Ríos¹, Prof. Nereida Canosa Domínguez¹, Dr. Salvador Simó Algado²

1. University of A Coruña, 2. University of Vic

Art as a tool for inclusion and social transformation contributes to improving well-being, quality of life and social participation, constituting an element of personal expression and development which allows to overcome relational and communicative difficulties, especially for those people who are in a situation of vulnerability and occupational deprivation such as people with a mental disorder.

In recent years, museums have undergone a change in their own conception and objectives, becoming welfare and social participation scenarios, originating experiences with social groups that the system places at the margins. From Occupational Therapy, considering the Sustainable Development Goals project, it is important to be innovative and act in favor of the creation of inclusive communities, eradicating inequalities and framing our practice in occupational justice by means of eliminating the prejudices and social stigma that surrounds people with mental disorders.

This paper will present the results of a mixed investigation developed at the Museum of Fine Arts of A Coruña (Spain), framed in the critical hermeneutic theory, whose objective was to know the impact of art as an agent of socialization, social inclusion and welfare in people with mental disorders; in addition to contributing to the scientific data of Occupational Therapy.



The “S” Word in Individuals Living with Cancer

Saturday, 6th October @ 10:30: (Hall) - Poster

Ms. Nicolette Spaccavento¹, Ms. Nicolette Sorensen¹, Prof. Patricia Wisniewski¹, Dr. Chandra Dombroski¹

1. The University of Scranton

This poster exhibits the effectiveness of integrative health practices on improving sexuality in individuals living with cancer.

Sexuality is a core defining aspect of a person including, but not limited to, sex drive, self-perception, sexual functioning and body image. In current practice settings, occupational therapists who treat individuals with cancer typically address symptoms and side effects that negatively impact quality of life; however, the effects of cancer on a person's sexuality are often overlooked.

Aside from the traditional medical treatment methods, holistic methods have been considered. Integrative health interventions (mindfulness, meditation, exercise, yoga, etc.) elicit a relaxation response. Research on the use of integrative health practices shows moderate improvement in aspects of sexuality. More research is necessary for the emerging areas of sexuality and integrative health to be promoted as skilled occupational

therapy services.

When an occupational therapist interacts with people living with cancer, it is imperative that the therapist ensures all activities of daily living (ADL) are addressed and treated. Sexuality may be an uncomfortable topic for both the client and the occupational therapist, however, with background knowledge on strategies to improve this ADL, the occupational therapist will likely feel more empowered to discuss this area.

§

The impact of Yoga as a leisure occupation on the well-being of adults with Learning Disabilities

Saturday, 6th October @ 10:30: (Hall) - Poster

Ms. Michaela Sheridan¹

1. Sheffield Hallam University

People with learning disabilities have widely recognised health inequalities (Mencap, n.d.) and experience many barriers to leisure occupations (Hawkins & Look, 2006).

Yoga is a historic Eastern tradition focused on the union of mind, body and spirit. Evidence suggests that yoga is an important and effective complement to the treatment of many mental and physical health concerns, though very little research exists into the use of yoga as an intervention in Occupational Therapy(OT) (Sulenes et.al., 2015), and even less including people with learning disabilities (Hawkins, et.al., 2012).

This Mixed Methods Case Study addresses the impact of participation in yoga classes as a leisure occupation for adults with learning disabilities. Likert-scale surveys and semi-structured interviews with participants and family members are employed to explore the lived experience of Yoga for people with learning disabilities and the potential for Yoga as an OT intervention.

OTs are well-placed to deliver adapted yoga sessions since the two concepts share the belief of holistic health incorporating mind, body and spirit. The adoption of a popular activity such as yoga may aid in the promotion of OT and the building of community partnerships to provide opportunity for occupations that increase health & well-being for marginalised persons.

§

Inclusive Education in Pakistan: A Resource Guide for Occupational Therapists and Teachers

Saturday, 6th October @ 10:30: (Hall) - Poster

Dr. Debbie Kramer-Roy¹

1. Brunel University London

This poster presents the outcomes of a Collaborative Action Research project that focused on developing Inclusive Education in Pakistan, and the role of Occupational Therapy in this process.

The research team consisted of occupational therapists from Brunel University London and Dow University of

Health Sciences Karachi, and teachers from The AMI School Karachi. It was funded by The British Council and the Higher Education Commission of Pakistan.

The poster gives a brief overview of the project, including the poor state of education of all children, but more crucially children with special needs in Pakistan, despite legislation that promises free compulsory education for all children. Occupational therapists were very impairment focused, but had the potential to use and develop their skills in support of Inclusive Education. The Action Research process gave the opportunity for occupational therapists to work collaboratively with the teachers at classroom level in three local schools. The Action Research cycles of observing, reflecting, planning and acting were recorded carefully in reflective logs, which became the date from which a Resource Guide was developed.

The Resource Guide will very soon be available in English in print or as PDF from www.otiepakistan.pk and an Urdu translation is in preparation.

§

Occupational Therapy Students participating in winter activities for people with Developmental Disabilities.

Saturday, 6th October @ 10:30: (Hall) - Poster

***Mrs. Sidsel Kaland*¹, Ms. Student: *Birgit Skinnemoen*²**

1. Western Norway University of Applied Science, 2. Western Norway University of Applied Sciences

A Norwegian saying states: “Norwegians are born with skis on their legs”. A part of the Norwegian cultural heritage means that nearly all Norwegians use outdoor activities during wintertime. People with Developmental Disabilities often have difficulties in this participating.

Bergen Municipality arranges 2 weeks of winter activities in the mountains outside Bergen where users of day centers for people with Developmental Disabilities are offered one day stay.

O.t. students are assistants in these winter games and live in cabins near the arena during these weeks. They meet the participants when arriving, help finding and adjusting equipment, serve lunch, help guiding the various activities, ensure safety, and motivate when needed.

The activities are: cross country skiing, sliding, frisbeegolf, snowmobile trip, and dog team trips.

The students get excellent practice and experiences in building relationship and communicate with the participants. Not least: these students must try out their professional patience. In addition to the students professional development, it is a good input as an Occupational Therapy promotion to Bergen Municipality, which can result in future positions for Occupational Therapists.

Exchange students are invited to participate together with Norwegian students.



A scoping review of the nature, extent and efficacy of occupational therapy interventions with persons living with cardiac disease

Saturday, 6th October @ 10:30: (Hall) - Poster

***Ms. Fiona McDonald*¹, *Ms. Karen Farrelly*²**

1. University of Limerick, 2. University of Li

Cardiac disease is the leading cause of death in worldwide. Within Ireland one third of deaths are cardiac-related each year. Furthermore, the number of people living with cardiac disease in Ireland is expected to increase by 40% by 2020. Individuals living with cardiac disease often experience reduced quality of life and dissatisfaction with occupational engagement. Despite this, there are limited numbers of occupational therapists working within the area of cardiac rehabilitation within Ireland. Therefore a scoping review was undertaken to examine the nature, extent and efficacy of occupational therapy interventions with persons living with cardiac disease. The review highlighted that limited literature was available in relation to occupational therapy and cardiac health. A thematic analysis was conducted from the available data which highlighted that many persons experienced decreased occupational engagement and increased dependency related to a cardiac diagnosis, that psychological adjustment to cardiac disease was a key factor in perceived quality of life and that an individualised approach to care by a multi-disciplinary team was most effective. The scoping review indicated a clear need for further research or publication in this area to best inform service delivery and development



How sharing meals can strengthen communities: A Realistic evaluation of FoodCycle

Saturday, 6th October @ 10:30: (Hall) - Poster

***Ms. Debi Altman*¹**

1. Sheffield Hallam University

Over nine million people in the UK report feeling lonely (British Red Cross, 2016). Such social isolation is detrimental for both physical (Berkman & Syme, 1979; Holt-Lunstad et al, 2010) and mental (Cruwys, 2014) health, representing a pressing socially determined health issue.

However, Occupational Therapists are well equipped to promote social connections amongst people and can do so on a large scale, working with whole communities to strengthen their social ties. This can lead to improved community health (Holt-Lunstad et al, 2010) and well-being (Jetten et al, 2014).

One occupation that brings people together is eating. Eating is one of the most fundamental biological human needs and basic activities of daily living (Katz, 1963). However, it is far more than that; eating is an inclusive, complex, social occupation.

The UK based charity FoodCycle has recognised this and, using surplus food, works to 'strengthen communities

by bringing people together around a healthy meal' (FoodCycle, 2018).

Using qualitative methods, this research is working with a local FoodCycle site exploring how eating together can strengthen people's social connectedness and create occupational benefits. Furthermore, it aims to promote community based occupational interventions to strengthen connections within communities to support health and well-being.

§

How does the social environment influence quality of life in persons with chronic heart disease: results from a systematic literature review

Saturday, 6th October @ 10:30: (Hall) - Poster

Ms. Fiona McDonald¹, Ms. Paula Monaghan²

1. University of L, 2. University of Limerick

Cardiovascular disease remains the most common cause of death in Ireland. However mortality rates have significantly improved in Ireland, over the last 3 decades, leading to increased numbers of persons living with chronic heart disease. Literature highlights that social support is a factor in improving the outcomes for persons with chronic heart conditions and their experience of quality of life (QOL). To further understand the relationship between the social environment and QOL in persons living with chronic heart conditions a qualitative meta-synthesis was conducted. Thematic analysis elicited three main themes including the importance of feeling security and love, shifting roles and responsibilities and facilitators and barriers to making lifestyle changes.

Relationships altered following diagnosis. Women often felt the need to be strong for the family, either as the patient or spouse, precluding access to support. A sense of vulnerability and loneliness was common for those with limited social support. Maintaining social roles and activities were important to participants across studies, with meaningful activities being adapted to ensure continuance. The review revealed that many aspects of the social environment positively influence QOL but healthcare professionals should recognise that existing social networks may not be positive for individuals when arranging follow-up care.

§

Self-Efficacy and Burnout Among Occupational Therapists in Slovenia

Saturday, 6th October @ 10:30: (Hall) - Poster

Mrs. Alenka Plemelj¹

1. University of Ljubljana, Faculty for Health Sciences

Introduction. Self-efficacy as a determinant of human activity. Within the context of the workplace, self-efficacy causes burnout, affects job satisfaction, and is also associated with the satisfaction in life. **Objectives.**

The purpose of the research was to determine how occupational therapists in Slovenia perceive general and work self-efficacy and to what extent it effects burnout. The study included 215 employed occupational therapists from Slovenia from different work areas. **Method.** The data were collected through a Maslach Burnout Inventory, through the general and work self-efficacy scale, and job and life satisfaction questionnaire. The data were analyzed with SPSS software, using Kruskal-Wallis test, Spearman's rank correlation coefficient and multiple linear regression. **Results.** The highest level of burnout was identified in occupational therapists caring for persons with mental health disorders. The regression coefficients show a positive impact of self-efficacy on job satisfaction and life satisfaction.. **Conclusion.** The lowest level of self-efficacy and job satisfaction has been identified in occupational therapists treating people with mental health disorders,. Further study of burnout prevalence and sources of self-efficacy should be conducted, including the analysis of job demands and resources of occupational therapists.

 §

Relevance and utility of the Ecology of Human Performance (EHP) in Occupational Therapy Practice.

Saturday, 6th October @ 10:30: (Hall) - Poster

Mr. Kobe Willems¹, Ms. Mariotte Wyckaert¹, Mr. Niels Demeulenaere¹

1. Master of Science in Occupational Therapy, KU Leuven & UGent, Belgium

The aim is to evaluate the relevance and use of the Ecology of Human Performance (EHP) within contemporary occupational therapy practice. The EHP model was developed in 1994 to describe the interaction between a person and his context and the impact of this interaction on occupational performance¹. The key role of the context within the EHP is in line with the current evolution towards a more community based health care and the theme integrated health care². An exploratory critical literature review of the evidence regarding the EHP was performed. Additionally, through comparison of the EHP to the Person-Environment-Occupation model³ the researchers found the possibility of including occupational science specific concepts in the EHP. Further research in the theoretical base of the model is required.[AVG2] [KW3] The findings suggest that the EHP can be used in a complementary manner to the ICF⁴.

The poster will display the EHP as an interdisciplinary tool with many practical applications within occupational therapy. Considerations should be made regarding the theoretical concepts and their potential relevance or use within the occupational therapy process and professional reasoning. This would enable future occupational therapists to better understand occupation within the client 's context.



Duchenne Muscular Dystrophy and Occupational Therapy Process

Saturday, 6th October @ 10:30: (Hall) - Poster

***Mr. Emirhan Karkuş¹, Ms. Başak Tuncel¹, Ms. Halime Avunç¹, Dr. Devrim Tarakcı²,
Mr. Ahmet Emir²***

1. İstanbul Medipol University, 2. İstanbul Medipol üniversitesi

The aim of occupational therapy in duchenne muscular dystrophy is to ensure community participation providing independence in daily living activities. Participation in daily living activities effects health and wellbeing as directly. The factors, context and occupation affecting person's occupational performance is evaluated by occupational therapist and is decided intervention, training of activities of daily living, postural management, pain and fatigue management, housing, school and workplace adaptations, equipment, wheelchair provision, transport issues, teaching new methods, support groups, environmental control systems, skin protection and management, access to play equipment, hardware and software, accessing the educational curriculum, community-care services, psychosocial approaches and biomechanical approaches are implemented either alone or as complementary programs in occupational therapy practice of duchenne muscular dystrophy.



Low vision rehabilitation in children with Leber congenital anamolia: practice implications

Saturday, 6th October @ 10:30: (Hall) - Poster

Ms. Zeynep Çelik¹, Mr. Tarık Demirok¹, Prof. Esra Akı¹

1. Hacettepe University

This study is aimed to provide an example of occupational therapy practice in rehabilitation of children with low vision due to Leber Congenital Anomalia by PEO model as including two siblings.

The brother who has onlylight perception was 9 years old, read Braille, study at the 4th class in the school for the blind. The sister, who finds light-colored objects in dimlight, went to kindergarten. The children were in the same school, home and special education. Their activities included basic daily activities and school activities mainly. Although the activity circles of the children were almost the same, personal factors caused big differences inactivity participation. Practices aimed at increasing participation in the boy covers the personal management techniques for visually impaired individuals.The practice of the girl was mainly based on the improvement of personal factors (especially visual perceptual skills) and adaptation of the environmentvia taking Warren's visual perceptual skill hierarchy into account. As a resultof 30 sessions of intervention, it was seen that children had a significant increase in their participation in the targeted activities.

Occupational therapists have a noticeable role on the rehabilitation of children with low vision and PEO model is, also, employable.



Occupational Theraphy Seen Throught PEO Model: Cooking

Saturday, 6th October @ 10:30: (Hall) - Poster

***Ms. Başak Tuncel*¹, *Mr. Emirhan Karakuş*², *Ms. Halime Avunç*¹, *Ms. Kübra Şahadet Sezer*³,
*Dr. Devrim Tarakcı*³**

1. İstanbul Medipol University, 2. istanbul Medipol üniversitesi, 3. İstanbul Medipol University/ Faculty of Health Sciences/ Division of Occupational Therapy

Cooking is a profession that involves many cognitive, psychosocial and physical abilities like timing, monitoring, control, cooperation. We looked for the most common problems, risk factors, ergonomics and protective practices in the cooking profession. From the view point of occupational therapy, we used the PEO model to determine the areas that need to be intervened. This study aims to determine the causes of accidents ,occupational musculoskeletal system diseases, psychosocial problems in cooking profession with occupational therapy methods and explain the ways of protecting employees from these accidents and injuries. Cookers have many risk factors that cause injuries and accidents. Occupational therapists should reduce these risk factors by making a special assessment and intervention plan for the person and the profession.

The most common problems are; P: psychosocial problems (burnout syndrome, high stress level), E: occupational accidents (falling, burning, cutting, electric shock) O: occupational musculoskeletal problems (muscle weakness and injuries, back pain, waist and neck stiffness and carpal tunnel syndrome) in cookery. Occupational therapy evaluation and intervention methods for each profession-specific should be developed and similar studies need to be done. Occupational Therapy evaluation and intervention for each occupation may be among the health goals in the coming ten years.



Assessment of work-related musculoskeletal problems and ergonomic risks in textile workers

Saturday, 6th October @ 10:30: (Hall) - Poster

***Ms. Kübra Şahadet Sezer*¹, *Dr. Devrim Tarakcı*¹, *Dr. Ela Tarakci*²**

1. İstanbul Medipol University/ Faculty of Health Sciences/ Division of Occupational Therapy, 2. İstanbul University/Faculty of Health Sciences/ Divison of Pyhsiotherapy and Rehabilitation

Our purpose is to determine the ergonomic risks of textile workers and to reveal the musculoskeletal system problems of workers related with work. Totally 113 cases namely 44 females and 69 males who work in textile workshop were included in our study. The cases were evaluated with demographic data form, Quick Exposure Check (QEC), Reviewed Oswestry Low Back Pain Scale (OBS) and Visual Analog Scale (VAS).Total working year of the cases were 12.4±5.73. There was back pain (VAS 3.49±2.58), in 72.3% of the workers; low back pain (VAS 4.07±2.58) in 7.3% of the workers and foot pain (VAS 1.71±2.40) in 37.3 % of the workers. Their OBS average was 10.67±6.77. This result showed that workers are slightly restricted in daily life due to low back pain. HMD points were as follows: total low back was 28.19±6.46; total shoulder was 32.72±6.99; total hand was 32.91±6.53

and total neck was 18.01±18.28. We have the opinion that making the working conditions of textile workers ergonomic is important in respect of reducing the musculoskeletal system risks which may be confronted.

§

Comparison of hand functions and grasping power of autistic and mentally retarded children with healthy cases

Saturday, 6th October @ 10:30: (Hall) - Poster

Ms. Kübra Şahadet Sezer¹, Dr. Devrim Tarakcı¹, Dr. Ela Tarakci²

1. Istanbul Medipol University/ Faculty of Health Sciences/ Division of Occupational Therapy, 2. İstanbul University / Faculty of Health Sciences / Division of Physiotherapy and Rehabilitation

Evaluation of grasping power and functions of children in whom autism and mental retardation (MR) have been detected, and comparison of them with healthy cases in the similar age group. 20 autistic, 22 MR, 20 healthy cases, whose ages are similar, were included. Grasping power was evaluated with hand dynamometer, pinching power with pinchmeter; whereas hand functions with Jebsen Taylor and nine hole peg test (NHPT). The average age is 11,45±3,89 years in the healthy group; 8,50±3,63 years in the autistic group; whereas 11,63±5,37 years in MR group. A significant difference was observed between groups in terms of grasping power ($p < 0,05$). In terms of pinching power between groups, a statistical difference was observed ($p < 0,05$). Time of completion of Jebsen test differences between the groups in terms of time was significant ($p < 0,05$). Time of completion of NHPT has significant difference between groups ($p < 0,05$). In autistic and MR children, pinching power and functionality was found lower when compared with the healthy group with the similar age. It was observed that this fact negatively affected speed and capability in many activities such as grasping spoons in daily life. It has been concluded that fine motor skills of these patient groups in occupational therapy groups have to be focused on.

§

Occupational therapy in day service provision for those with learning disability

Saturday, 6th October @ 10:30: (Hall) - Poster

Ms. Rachel Krol¹

1. Sheffield Hallam University

Occupational therapy's potential contribution to day service modernisation for those with learning disability has been experienced on an extended scope student placement. A lack of opportunity and support for those with learning disability to have equal opportunities in employment as their non-disabled peers exists. For those individuals in the post-school transition, day service provision could be invaluable in developing individuals' skills, providing opportunities in meaningful occupation, including in vocational training, and reducing future inequalities in health and wellbeing that currently exist.

There is little research specifically regarding occupational therapy, day service provision and post-school transition for those with learning disability. Occupational therapists' expertise in learning disabilities, collaborative

working and vocational support place them in a valuable position to modernise day services. The future potential of occupational therapy within the placement organisation is in creating a through pathway for students to enable greater occupational participation in communities, including in employment.

The placement experience shows the role of occupational therapy in supporting change at both the service and individual level in non-traditional settings to reduce inequality and marginalisation of those with learning disability. Greater awareness and promotion of our role in day service modernisation is needed both within and outside our profession.

 §

Impact of Social Determinants on Parent Sense of Competence in Mothers Who Are Homeless or Poor Housed

Saturday, 6th October @ 10:30: (Hall) - Poster

Prof. Debra Rybski¹, Ms. Heidi Israel¹

1. Saint Louis University

Unfavorable social determinants can impact mothering of young children who are homeless or poor housed and Parent Sense of Competence (PSOC). Social determinants influence on mothers' PSOC parent self-efficacy and satisfaction was investigated. Homeless mothers reported worse scores than poor housed mothers on five of ten social determinants including: mother moves, abuse, un/underemployment, less stable partner relationships and student roles. Homeless mothers scored lower than poor housed mothers on PSOC satisfaction and PSOC total, but not on PSOC efficacy. No one social determinant predicted PSOC. Results underscore the need to address social determinants of health in occupational therapy community-based practice This work advances research in occupational therapy work with mothers and children, disadvantaged by poverty and homelessness. Furthermore, this work addresses European Health 2020-2030: Health Inequities.

 §

Adressing The Issue Of Sexuality - Perspectives Of People With Spinal Cord Injury And Occupational Therapists - A Qualitative Study

Saturday, 6th October @ 10:30: (Hall) - Poster

Ms. Astrid Gladilin¹, Ms. Rita Mayrhofer², Ms. Tanja Tesch², Mrs. Larisa Baciu²

1. IMC FH Krems, University of Applied Sciences, 2. IMC Fachhochschule Krems, University of Applied Sciences

Introduction:Due to a spinal cord injury, physical and psychological changes occur, which can reflect on all life aspects including sexuality. The subject is hardly addressed by occupational therapists or other health care professions even though the desire of having a sexual life still exists for adults with this diagnosis. The aim of this thesis is to state the perspective of people with spinal cord injuries and occupational therapists on discussing the topic in occupational therapy in Austria.

Design and method: Four persons with a spinal cord injury and four occupational therapists were interviewed to answer the research question. The data was evaluated according to the qualitative content analysis by Gläser and Laudel.

Results, Conclusion and Application to practice: Results of the study are expected in May 2018 and application for practice will be shown after data Interpretation. Based on the results recommendation whether or not sexuality is part of the occupational therapy process can be made and therefore should be implemented to the curriculum.

Authors Index

Agustoni, S.	46, 59	Buadze, E.	64
Akdemir, G.	86	Buanic, L.	29
Akel, S.	30	Bulk, L.	39
Aki, E.	93	Bultmann, L.	45
Albon, S.	2	Buschner, S.	78
Allum, N.	19		
Altman, D.	90	Cael, L.	43
Alves Lopes, A.	24	Camacho, C.	21
Apóstolo, J.	23	Canosa Domínguez, N.	20, 87
Aracikul Balikci, A.	75	Cashman, M.	74
Araniti, A.	35	Castelein, N.	61
Avrech Bar, M.	55, 72, 76	Christensen, J.	41
Avunç, H.	85, 93, 94	Christianen, C.	69
Aydin, F.	9, 75	Churchill, H.	16
Azevedo, J.	11	Cogger, N.	25, 34
		Cortés Rufé, G.	36, 64
Baciu, L.	76, 84, 96	Costa, M.	23
Baert, M.	44	Costa, U.	15, 48
Bajnan, F.	86	Couto, F.	23
Balikci, A.	75	Craig, C.	63
Barker, H.	34	Cylkowska-nowak, M.	13
Barosa, S.	30		
Bart, O.	55, 76	D'Hu, J.	8, 29
Battalova, A.	39	Davies, R.	32
Baumann, A.	79	De Baets, S.	24
Bergström, A.	54	De Bleser, D.	81
Betriou, M.	83	De Koker, R.	71
Beykal Orhun, F.	45	De Meester, S.	8, 29
Björklund, A.	40	Dehouck, A.	44
Blais, L.	29	Dejonckheere, F.	24
Blankvoort, N.	26, 48, 58, 64	Dekoster, L.	44
Bodell, S.	18	Demeulenaere, N.	92
Boere, F.	52	Demirkan, A.	73
Bogarim, R.	64	Demirok, T.	93
Bogreas, T.	35	Dennhardt, S.	78
Boland, P.	4	Didrik, K.	79
Bonnet, M.	29	Dielacher, S.	6
Bontan, L.	83	Dijkstra, R.	69
Bostancı, H.	37	Dixe, M.	21, 23
Bova, G.	71	Dogan, Z.	75
Brodin, H.	11, 54	Dombroski, C.	87
Bryson, R.	32	Dugnot, J.	12

Durand, E.	83	Harzo, C.	83
Dzotsenidze, D.	3	Hendriks, S.	50
Díez Ríos, N.	87	Hengelaar, R.	27
Díez, E.	67	Hills, C.	3, 17, 25
Edgeley, G.	18	Hislop, J.	43
Edström, E.	7, 21	Hong, J.	28, 82
Eichinger, B.	6	Hook, A.	18
Ellingham, B.	70	Hoppe, P.	6
Ellingsen, K.	33	Huot, S.	48
Emir, A.	75, 86, 93	Ilbay, G.	75
Enemark Larsen, A.	41	Israel, H.	96
Engels, C.	4, 29	Itzhaki, M.	72
Ertl, M.	84		
Eschenfelder, V.	71, 74	James, K.	43
Estrela, C.	21	Jarus, T.	2, 39
		Jiménez Arberas, E.	12, 67
Farias, L.	11, 36, 40, 54	Johansson, A.	12, 21, 40
Farrelly, K.	90	Jorge, S.	30
Fasani, M.	46, 59		
Fattinger, E.	50	Kaelin, V.	58
Fernández Méndez, M.	12	Kaijen, M.	62
Fink, H.	15, 17	Kalafati, E.	7
Fischer, C.	37	Kaland, S.	89
Fitzpatrick, L.	74	Kalashyan, A.	64
Forwell, S.	48	Kantartzis, S.	26, 60, 63
Fransen- Jaibi, H.	60	Kapanadze, M.	9, 23, 60
Freese, J.	45	Karakuş, E.	85, 93, 94
Frenner, I.	6	Karhinen, P.	24
Fristedt, S.	40	Kars, S.	30
Fritsch, V.	15	Karvonen, K.	57
Froboese, J.	45	Katz Leurer, M.	72
Fryer, A.	31	Kaukinen, M.	57
		Kay, K.	18
Galle, V.	43	Khalil, H.	10
Garreau, L.	29	Kiesl, U.	6
Gat, S.	76	Kitis, A.	45, 73, 83
Giatsi Clausen, M.	26	Kjaer, M.	31
Gladilin, A.	55, 68, 96	Kletzl, D.	15
Gliki, E.	35	Kollmann, S.	6
Gomes, M.	2	Kos, D.	48
Gomes, P.	11	Kotkas, E.	79
Gosse, J.	45	Kramer-Roy, D.	22, 48, 88
Grießinger, A.	37	Krol, R.	95
Guidetti, S.	11, 54, 58	Krulová, A.	5, 80
Gulics, J.	71	Krüger, C.	19
		Kuikkaniemi, A.	57
Hankinson, N.	56	Kynštová, H.	77
Hartmann, V.	15		

Lahner, J.	84	Pade, M.	76
Laliberte Rudman, D.	36, 40, 63	Patomella, A.	54
Lapkin, S.	3, 17	Pawlaczyk, M.	13
Larkin, L.	53	Pedrosa, V.	13, 27, 30, 56, 67
Laver-Fawcett, A.	48, 50, 56	Pekmez, G.	83
Lecours, A.	39	Pentland, D.	26
Lee, M.	39	Peters, S.	69
Lemette, M.	51	Pichler, T.	79
Levett-Jones, T.	3, 17	Pierreux, I.	78
Lilienberg, K.	79	Piskur, B.	63
Loder-Fink, B.	69	Plemelj, A.	58, 91
Löffler, O.	15	Poerbodipoero, S.	26, 58
Macdonald, D.	43	Pollard, N.	60, 63
Magalhães, L.	38	Prellwitz, M.	50
Marks, A.	68	Prinz-Buchberger, B.	84
Martin, R.	18	Prior, S.	16
Martins, J.	30	Pérez, J.	12
Martins, S.	10	Pöldma, H.	79
Mayer, L.	45	Reis, H.	21
Mayrhofer, R.	96	Reischl, E.	68
McDonald, F.	4, 53, 90, 91	Ribeiro, J.	11, 23
McKay, E.	43	Ringwood, B.	33
Melville, A.	22	Rivas-Quarneti, N.	20, 38, 48
Mertens, M.	45	Rodenburg, L.	19, 26, 52
Meuser, S.	42	Rodová, Z.	5, 80
Moerbeek, W.	52	Rodríguez-Romero, M.	62
Monaghan, P.	91	Roldão, E.	14
Moore, T.	64	Roos, K.	64
Morgan, M.	71–74	Ruckser-scherb, R.	6
Movilla-fernández, M.	38	Ruiz, L.	12
Murphy, S.	39	Rusticus, S.	2
Nazzal, M.	10	Rutsaert, L.	35
Nijenhuis, M.	53	Rybski, D.	96
Nolan, C.	33	Röck, V.	15
Nopp, K.	76	Röse, K.	42
Noss, E.	37	Sakellaropoulou, I.	35
Noversa, A.	11	Salmon, N.	4, 53
O'brien, I.	53	Sambaer, J.	78
O'donoghue, M.	4	Sander, M.	45
O'flynn-magee, K.	2	Sangster Jokić, C.	16
O'Leary, N.	53	Santamaría Vázquez, M.	27, 30
Odawara, E.	48	Sapijn, L.	84
Ollevier, A.	61	Sari, Z.	9
Opdam, L.	86	Schiller, S.	48, 63, 64, 78
Orçan, A.	37	Schwarz, U.	6
Oso, K.	57	Seoane-Rodríguez, J.	62

Sezer, K.	9, 37, 75, 82, 85, 86, 94, 95	Van Der Plaetsen, K.	84
Sheridan, M.	88	Van Donk, J.	69
Siaperas, P.	7, 56	Van Gool, J.	84
Silva, C.	31, 80	Van Hartingsveldt, M.	27
Simó Algado, S.	63, 87	van Niel, M.	86
Skaltsi, P.	7	Van Vliet, M.	19
Skinnemoen, S.	89	Van West, M.	35
Smith, Y.	6	Vandekerckhove, E.	43
Soares, B.	11	Vandemaele, S.	8, 29, 44, 50
Sorensen, N.	87	Vanhollebeke, S.	61
Spaccavento, N.	87	Vavoula, F.	7
Sprenger, A.	17	Vercauteren, A.	84
Springs, E.	68	Vermeer, E.	81
St-Hilaire, F.	39	Viana-Moldes, I.	20, 60, 62
Steultjens, E.	56	Viegas, C.	30
Storr, C.	49	Vikström, S.	11
Sörmus, E.	79	Vos, J.	20
Tarakci, E.	75, 82, 94, 95	Votava, J.	77
Tarakci, D.	9, 37, 75, 82, 85, 86, 93–95	Vrvilo, A.	86
Tarakci, E.	37	Wagman, P.	40
Temmen, R.	69	Walker, C.	53
Ten Haaf, I.	26	Warren-Forward, H.	3, 17
Teoh, J.	52	Warshawski, S.	72
Tesch, T.	96	Wieczorowski, M.	13
Timman, N.	52	Willems, K.	92
Tobis, S.	13	Wilson, D.	2
Todorova, L.	50	Winge, C.	41
Tuncel, B.	85, 93, 94	Wisniewski, P.	87
Turner, N.	56	Witemyre, K.	26
Uhrig, A.	37	Wolski, S.	4
Ulbrich-Ford, S.	15	Wyckaert, M.	92
Unger, J.	69	Yates, P.	43
Urbanowski, R.	9	Yilmaz, O.	45, 83
usta, h.	83	Zango Martin, I.	12, 31
Uyanık, M.	82	ÁVila-Álvarez, A.	20
Vale, C.	21	Çelik, Z.	30, 93
Van Bodegom, B.	62	İnanıcı, H.	86
van Bruggen, H.	63	šVestková, O.	80
Van Cauwenberghe, E.	8, 29		
Van den Bossche, K.	29		

