

ENOTHE

European Network
of Occupational Therapy
in Higher Education



25th Annual Meeting
17 - 19 October 2019
ATHENS | GREECE

METROPOLITAN COLLEGE
DPT OF OCCUPATIONAL THERAPY



Book of Abstracts

Table of Contents

Oral Presentations

Creating innovative, inclusive playgrounds - a challenge for OT students	2
<u>Ms. Sarah Meuser</u> ¹ , <u>Dr. Steffy Stans</u> ¹ , <u>Ms. Vera Killen</u> ¹	
<i>1. Zuyd University of Applied Sciences</i>	
Assessing Personal Recovery in Forensic Psychiatry: Opportunities for Occupational Therapy?	3
<u>Ms. Reini Haverals</u> ¹ , <u>Ms. Mariotte Wyckaert</u> ¹	
<i>1. KU Leuven & Ghent University, programme MSc in Occupational Therapy</i>	
Health promotion and prevention in communities of the suburbs of Brussels: a challenge for context based Occupational therapy	4
<u>Ms. Reninka De Koker</u> ¹	
<i>1. Odisee University College Brussels</i>	
Occupational deprivation in refugees' women with major depression: an Occupational Therapy approach.	5
<u>Mr. George Katsipodas</u> ¹ , <u>Ms. Dimitra Xarchakou</u> ¹ , <u>Ms. Alexandra Salapa</u> ¹ , <u>Ms. Katerina Stouka</u> ¹ , <u>Prof. Victoria Goraki</u> ¹	
<i>1. Metropolitan College Athens</i>	
Preparing future occupational therapist methodologically to address emerging fields	6
<u>Dr. Margarita Mondaca</u> ¹ , <u>Dr. Sofia Vikstrom</u> ¹	
<i>1. Karolinska institutet</i>	
Occupation-based approaches to social entrepreneurship- A Nordic- Baltic Course for OT students	7
<u>Mrs. Inge Lange</u> ¹ , <u>Mrs. Reidun Skar</u> ² , <u>Dr. Sofia Vikstrom</u> ³ , <u>Mrs. Annikki Arola</u> ⁴	
<i>1. University College Northern Denmark, 2. NTNU, 3. Karolinska Institute, 4. Arcada</i>	
Preparing and empowering occupational therapy students as local and global leaders to address occupational needs of refugees and asylum seekers	8
<u>Dr. Margarita Mondaca</u> ¹ , <u>Ms. Emilia Ödling</u> ¹ , <u>Mr. Mikael Karlsen</u> ¹ , <u>Ms. Noor Issa</u> ¹ , <u>Mrs. Elena Ushakova</u> ¹	
<i>1. Karolinska institutet</i>	
Digitising workplace learning: an innovation project (Belgium)	9
<u>Mrs. Nadine Praet</u> ¹ , <u>Mrs. Charlotte Schatteman</u> ¹	
<i>1. Artevelde University College, Ghent</i>	
JUST-CRS Master Program: An Interdisciplinary Curriculum for Occupational and Physical Therapy	10
<u>Dr. Mohammad Nazzal</u> ¹ , <u>Prof. Silvia Martins</u> ² , <u>Dr. Hanan Khalil</u> ¹ , <u>Prof. Ayse Karaduman</u> ³ , <u>Prof. Antonio Lopes</u> ² , <u>Prof. Helen Dawes</u> ⁴ , <u>Prof. Ziad Hawamdeh</u> ⁵ , <u>Dr. Saad Alnasan</u> ⁶ , <u>Prof. JUST-CRS Working Group</u> ¹	
<i>1. Jordan University of Science & Technology, 2. Escola Superior de Saúde do Alcoitão, 3. Hacettepe University, 4. Oxford Brookes University, 5. University of Jordan, 6. Hashemite University</i>	

E-Learning in Occupational Therapy (E-LOT)	11
Mrs. Naja Benigna Kruse ¹ , Mrs. Stina Bjørnskov ¹ , <u>Ms. Katrine Pedersen¹</u> , <u>Ms. Maj-Britt Krog Birk¹</u> , <u>Ms. Julie Schjødt Laursen¹</u>	
<i>1. Department of Occupational Therapy, VIA University College</i>	
Developing educational film as a digital tool to enhance professional skills	12
Mrs. Trine Alise Magne ¹ , Mrs. Tone Mathisen Husby ² , <u>Mrs. Kristin Pelle Faxvaag²</u>	
<i>1. NTNU, 2. Trondheim municipality</i>	
Challenges and benefits of curriculum redesign towards a blended learning approach.	13
Mrs. Tanja Klein ¹ , <u>Mrs. Ulla Pott¹</u>	
<i>1. Zuyd University of Applied Sciences, Heerlen</i>	
Patient handling for future caregivers, the eUlift project	14
<u>Ms. Aline Ollevier¹</u> , Dr. Tina Baetens ¹	
<i>1. VIVES University College</i>	
Bridging the theory-practice divide: Student perspectives on applying occupation-based theory in practice	15
Dr. Claire Sangster Jokić ¹ , Prof. Andreja Bartolac ¹	
<i>1. University of Applied Health Sciences</i>	
‘Mentors demonstrate love for the profession’: Perspectives on being a fieldwork mentor	16
Prof. Andreja Bartolac ¹ , Dr. Claire Sangster Jokić ¹	
<i>1. University of Applied Health Sciences</i>	
Integrating Cohorts and Establishing an Occupational Therapy Student Society	17
Mrs. Sian Burgess ¹ , <u>Mrs. Joan Howarth¹</u>	
<i>1. University of Derby</i>	
Facilitating Sustainable Evidence Based Practice Strategies in Students and New Graduates.	18
Mrs. Helen Jeffery ¹ , Dr. Linda Robertson ¹ , Mrs. Kim Reay ¹	
<i>1. Otago Polytechnic</i>	
The Effects of Problem Based Learning on OT Students’ Clinical Reflecting and Reasoning	19
Ms. Kübra Şahadet Sezer ¹ , Dr. Devrim Tarakcı ¹ , Dr. Ela Tarakcı ²	
<i>1. Istanbul Medipol University/ Faculty of Health Sciences/ Division of Occupational Therapy, 2. Istanbul University-Cerrahpasa/ Faculty Of Health Sciences/ Division of of Neurologic Physiotherapy and Rehabilitation</i>	
Exploring Students’ perspectives on exchange opportunities: Where do we want to go now?	20
Ms. Helena Brodin ¹ , Mrs. Karen Gustafsson ¹ , <u>Dr. Lisette Farias¹</u> , <u>Dr. Susanne Guidetti²</u>	
<i>1. Karolinska institutet, 2. Karolinska Institute</i>	
“International curriculum”: Students explore OT professional roles and identities across Europe	21
Ms. Tanja Cvijanovic ¹ , Ms. Judith Lindner ¹ , <u>Dr. Elisabeth Url¹</u> , <u>Mrs. Elisabeth Fattinger¹</u>	
<i>1. Institute of Occupational Therapy, University of Applied Sciences Fh JOANNEUM</i>	
Occupational Therapy in the special education schools of Saharawi camps	22
Ms. Nuria Menéndez ¹ , Dr. Estibaliz Jiménez Arberas ²	
<i>1. Asociación asturiana de solidaridad con el pueblo saharauí, 2. Facultad Padre Ossó</i>	

EuReGiOTHERAPIE days – an intercultural education experience for OT students	23
<u>Ms. Vera Killen¹, Mrs. Mimi Market², Mrs. Mariet Janssen², Mrs. Katrin Oestreicher³, Mr. Jürgen Wöber³</u>	
<i>1. Zuyd University of Applied Sciences, 2. PXL University of Applied Sciences and Arts, 3. LVR Düren, school for occupational therapy</i>	
Creating a concept with students for sustainable and effective interventions in mental health	24
<u>Mr. Georg Gappmayer¹</u>	
<i>1. University of Applied Sciences Wiener Neustadt</i>	
Implementing a research driven education: co-creating a joint vision	25
<u>Dr. Ann-Helen Patomella¹, Dr. Sofia Vikstrom¹</u>	
<i>1. Karolinska Institute</i>	
Sustainability of Occupational therapy education in Mongolia: Usage of theory in practice	26
<u>Dr. Bulganchimeg Sanjmyatav¹, Dr. Erdenetsetseg Myagmar¹, Dr. Oyungoo Badamdorj¹</u>	
<i>1. Mongolian National University of Medical Sciences</i>	
Occupational Scripts Instead Of Illness Scripts in OT-education	27
<u>Dr. Ton Satink¹</u>	
<i>1. HAN University of Applied Science</i>	
SOCRE: Social Rehabilitation Through Education	28
<u>Mr. Stijn De Baets¹, Mr. Filip Dejonckheere¹, Mr. António Alves Lopes², Prof. Patricia Almeida², Mr. Panu Karhinen³, Ms. Toini Harra³, Mr. Paul Beenen⁴, Mr. Tiago Principe⁴</u>	
<i>1. Artevelde University College Ghent, 2. Escola Superior de Saúde do Alcoitão, 3. Metropolia University of Applied Sciences, 4. Hanzehogeschool Groningen</i>	
How to address resilience, self-management and intercultural competences at once	29
<u>Dr. Ton Satink¹, Ms. Daniela Senn², Dr. Ursula Costa³, Dr. Patricia de Vriendt⁴, Dr. Dominique van de Velde⁵, Dr. Kee Hean Lim⁶</u>	
<i>1. HAN University of Applied Science, 2. Zurich University of Applied Sciences, 3. Health University of Applied Sciences Tyrol, 4. Artevelde University College, 5. University of Gent, 6. Brunel University</i>	
Client's Family in OT Education: Revealing the hidden forces in every family	30
<u>Dr. Ofra Schaham¹</u>	
<i>1. Department of Occupational Therapy, School of Health Professions, Sackler Faculty of Medicine, Tel Aviv University</i>	
Bridging Occupational Gaps with Refugees and Asylum Seekers	31
<u>Prof. Ioulia Louta¹, Ms. Elena Kapnisi¹, Mr. Loukas Antonaki¹, Mr. Marios Petrou¹, Dr. Pavlina Psychouli¹</u>	
<i>1. European University Cyprus</i>	
Displaced people	32
<u>Ms. magalie simons¹, Ms. Shakti Daes¹, Ms. Nina Menten¹, Ms. Kitty Cambré¹, Mr. Robbin Vermeulen¹</u>	
<i>1. AP High school</i>	
The health seed's project.	33
<u>Ms. Zélie Gex¹, Ms. Elena Muller¹, Prof. Isabel Margot¹</u>	
<i>1. University of Applied Sciences and Arts of Western Switzerland</i>	
Occupational Therapy and the Society: Views of the Occupational Therapy Students	34
<u>Dr. Slawomir Tobis¹, Dr. Mirosława Cyłkowska-Nowak¹, Ms. Katarzyna Stachnik¹, Prof. Mariola Pawlaczuk¹</u>	
<i>1. Poznan University of Medical Sciences</i>	

Perceptions of assessment in Norwegian occupational therapy students	35
Prof. Tore Bonsaksen ¹ , Dr. Astrid Gramstad ² , Ms. Gry Mørk ³ , Ms. Susanne G. Johnson ⁴ , Mrs. Trine Alise Magne ⁵	
<i>1. Oslo Metropolitan University, 2. The Arctic University of Norway, 3. VID - Specialized University, 4. Western University of Applied Sciences, 5. NTNU</i>	
International peer assessment	36
Mrs. Cecilie Krüger ¹ , Ms. Michelle van Vliet ² , Mrs. Lisebet Skeie Skarpaas ¹ , Dr. Cynthia Engels ³ , Ms. Anja Christopher ⁴ , Dr. Lucia Ramsey ⁵	
<i>1. Oslomet, 2. Rotterdam University of applied sciences, 3. Université Paris-Est and Institut de formation en ergothérapie, 4. Zurich University of Applied Sciences, 5. Ulster university</i>	
LEARNING TO HANDLE THE INFINITE FLOW OF INFORMATION AND BECOME EVIDENCE-BASED PRACTITIONAIRES	37
Dr. Anette Enemark Larsen ¹ , Dr. Christopher Kjær-Sørensen ¹	
<i>1. University College Copenhagen</i>	
Occupational therapy at schools. Professional orientation.	38
Ms. Elena Buadze ¹ , Mrs. Natia Gabrava ¹	
<i>1. Ivane Javakhsishvili Tbilisi State University</i>	
Interprofessional Education: A review of context and implications for OT education	39
Dr. Marjorie Bonello ¹	
<i>1. University of Malta</i>	
Occupations beyond the job : volunteering among occupational therapists in Europe	40
Mrs. Yasmine Ait Si Selmi ¹ , Mrs. Margot Dascotte ¹ , Mrs. Fanny Richard ¹ , Mrs. Syrielle Zouakh ¹ , Mr. Christophe Durand ¹ , Dr. Cynthia Engels ¹	
<i>1. UPEC</i>	
A new course for improving interprofessional collaboration among health professions students	41
Dr. Michal Avrech Bar ¹ , Dr. Margalit Pade ² , Dr. Anat Hershko Klement ³ , Prof. Ami Fishman ³ , Prof. Liat Kishon-Rabin ⁴	
<i>1. Department of Occupational Therapy, School of Health Professions, Sackler Faculty of Medicine, Tel-Aviv University, 2. Department of Occupational Therapy, School of Health Professions, Sackler Faculty of Medicine, Tel Aviv University, 3. Medical school, Sackler Faculty of medicine, Tel Aviv University, 4. Department of Communication Disorders, School of Health Professions, Sackler Faculty of Medicine, Tel-Aviv University</i>	
Student Mentoring - Inspiring the Next Generation	42
Ms. Emma Rodrigues ¹	
<i>1. University of Derby</i>	
Multidisciplinary Bridgebuilding: Experts in Team	43
Dr. Jon Sørgaard ¹	
<i>1. Norwegian University of Science and Technology</i>	
Sustainable OT-education asks for interprofessional collaboration: an integrated interprofessional OT curriculum.	44
Dr. Steffy Stans ¹ , Ms. Sarah Meuser ¹ , Ms. Vera Killen ¹	
<i>1. Zuyd University of Applied Sciences</i>	

Interprofessionality, innovation and sustainability in occupational therapy	45
<u>Ms. Gina Heckmann¹, Ms. Dina Kähler¹, Ms. Britt Hoofwijk¹, Ms. Yolanda Kort¹</u>	
<i>1. Zuyd University of Applied Sciences, Heerlen</i>	
Let's talk about Sex – but how?	46
<u>Ms. Franziska Strauhs¹, Ms. Elisabeth Ventura¹</u>	
<i>1. University of Applied Sciences FH Campus Wien</i>	
Preparation and delivery of a Service Learning module in Greece	47
<u>Mrs. Elena Glikli¹, Mrs. Sotiria Vegkoy¹</u>	
<i>1. Metropolitan College Athens</i>	
An Innovative Technology Model for Occupational Therapy Curriculum: DT Model	48
<u>Ms. Kübra Şahadet Sezer¹, Dr. Devrim Tarakcı¹, Mr. Ahmet Emir², Ms. Esra Ünsal¹</u>	
<i>1. Istanbul Medipol University/ Faculty of Health Sciences/ Division of Occupational Therapy, 2. İSTANBUL MEDİPOL ÜNİVERSİTESİ</i>	
A Petty Patent: Adaptive Cutting Board	49
<u>Ms. Başak Tuncel¹, Ms. Halime Avunç¹, Dr. Devrim Tarakcı¹, Ms. Kübra Şahadet Sezer¹</u>	
<i>1. Istanbul Medipol University/ Faculty of Health Sciences/ Division of Occupational Therapy</i>	
Building a sustainable bridge between theory and practice in OT education	50
<u>Mrs. Lis Sjöberg¹, Mrs. Sofia Tavemark²</u>	
<i>1. Örebro University, 2. Örebro kommun</i>	
The Occupational Therapist of the future	51
<u>Mrs. Sussi Slot Lauridsen¹, Mrs. Nora Jonsdottir Myllhamar², Mrs. Jette Fischer³</u>	
<i>1. University College of Copenhagen, 2. University College Copenhagen, 3. Capitol Region University Hospital, Rigshospitalet</i>	
Using High Fidelity Simulations to prepare students for fieldwork experiences	52
<u>Dr. Elaina DaLomba¹, Dr. Robyn Wu¹, Dr. Chi-Kwan Shea¹</u>	
<i>1. Samuel Merritt University</i>	
Coaching occupational therapy students to become cultural sensitive practitioners step by step	53
<u>Mrs. Els Pattyn¹, Mrs. Siska Vandemaele¹</u>	
<i>1. Howest University College</i>	
A Welcoming Museum - Empowering a museum for inclusion of adolescents with autism	54
<u>Ms. Evelyn Haberl¹, Ms. Lisa Kleinrad¹</u>	
<i>1. University of Applied Sciences FH Campus Wien</i>	
Sustainability in education – a student perspective from the field	55
<u>Ms. Sophie Ulbrich-Ford¹, Ms. Ramona Sieberer¹, Ms. Sarah Brandl¹, Mr. Georg Gappmayer²</u>	
<i>1. University of Applied Sciences Wiener Neustadt, 2. university of applied scie</i>	
Family-Centered Approaches in Rehabilitation of Cerebral Palsy: The Guidance of Kawa Model	56
<u>Dr. Hatice Abaoğlu¹, Mr. Tarık Demirok¹, Ms. Zeynep Çelik¹</u>	
<i>1. Hacettepe University</i>	

New modules - new shocks. Experiences and perspectives of learning	57
Dr. Mona Asbjørnslett ¹ , Dr. Helen Bull ¹ , <u>Ms. Gry Mørk</u> ² , Dr. Astrid Gramstad ³ , Ms. Tove Carstensen ⁴ , Prof. Tore Bonsaksen ¹	
<i>1. Oslo Metropolitan University, 2. VID - Specialized University, 3. The Arctic University of Norway, 4. Norwegian University of Science and Technology</i>	
A collaborative escape room as a learning activity for OT students proposal	58
Dr. Estibaliz Jiménez Arberas ¹ , Mrs. Julia Dugnot ² , Prof. Luisa Ruiz Fernández ¹ , Dr. Jesús Merayo-Lloves ³ , Mr. David Fernández Valera ³	
<i>1. Facultad Padre Ossó, 2. Facultad Padre Ossó, University of Oviedo, 3. University of Oviedo</i>	
Preparing for retirement: occupational considerations.	59
<u>Mrs. Linda Renton</u> ¹	
<i>1. Queen Margaret University</i>	
Making hope visible: A pilot educational course on hope for Occupational Therapists	60
Dr. Dorit Redlich-Amirav ¹ , Dr. Denise Larsen ² , Dr. Elizabeth Taylor ³	
<i>1. Department of Occupational Therapy, School of Health Professions, Sackler Faculty of Medicine, Tel-Aviv University, 2. Associate Dean, Graduate Studies Faculty of Education; Director of Research, Hope Foundation of Alberta, University of Alberta, 3. Associate Dean Faculty of Rehabilitation Medicine, University of Alberta</i>	
Occupation & Participation 4 All # an international online-course	61
<u>Mrs. Kristin Alfredsson Ågren</u> ¹ , <u>Mrs. Jette Andersen</u> ² , Mrs. Turid Deisz ³ , <u>Mrs. Gabriele Guentert</u> ⁴ , <u>Mrs. Inge Lange</u> ² , Mrs. Christine Sontag ⁴ , <u>Mr. Mark Steensels</u> ³	
<i>1. Linköping University, 2. University College Nordjylland, 3. Thomas More Kempen, University of Applied Sciences, 4. Salzburg, University of Applied Sciences</i>	
Teaching assistive technology to ‘Generation Y’ undergraduate OT students... challenge accepted!	62
<u>Ms. KATHERINE HORAFAS</u> ¹	
<i>1. AMC Metropolitan College</i>	
Possibilities for the use of VR, AR or MR within OT-education: a small research project	63
<u>Mr. Sander Osstyn</u> ¹ , <u>Ms. Hanne Boussey</u> ¹ , <u>Ms. Manon Meulemans</u> ¹ , <u>Ms. Lisa Casteleyn</u> ¹	
<i>1. VIVES University of Applied Science</i>	
What OTs say about competencies in practice? A two-phase mixed methods study.	64
Prof. Annie Rochette ¹ , Prof. Martine Brousseau ² , Prof. Brigitte Vachon ³ , Dr. Cynthia Engels ⁴ , Mrs. Fatima Amari ⁵ , Prof. Aliko Thomas ⁶	
<i>1. School of Rehabilitation, University of Montreal and Centre for Interdisciplinary Research in Rehabilitation in greater Montreal (CRIR), 2. OT department, Université du Québec à Trois-Rivières, 3. School of Rehabilitation, University of Montreal and Centre de recherche de l'Institut en santé mentale de Montréal, 4. Université Paris-Est and Institut de formation en ergothérapie, 5. School of Physical and Occupational Therapy, McGill University, 6. School of Physical and Occupational Therap and Centre for Medical Education, McGill University and Centre for Interdisciplinary Research in Rehabilitation in greater Montreal (CRIR)</i>	
Workshops	
Occupation-based education for bachelor education programmes; the CO-OP ApproachTM as inspiration.	66
<u>Mrs. Rianne Jansens</u> ¹ , <u>Mrs. Jolien van den Houten</u> ¹	
<i>1. Zuyd University of Applied Sciences</i>	

„Nothing about us without us“ Including client perspectives in the Occupational Therapy Education and Research	67
<u>Ms. Angelika Echsel¹, Dr. Christina Schulze¹</u>	
<i>1. Zurich University of Applied Sciences</i>	
Occupational Therpay and Circus: An Interactive Workshop	68
<u>Ms. Jill Maglio¹, Mr. Theodoros Bogeas²</u>	
<i>1. Holistic Circus Therapy/CircusAid, 2. Metropolitan College Athens</i>	
International clinical placements in occupational therapy: How and what do you learn and teach?	69
<u>Ms. Helena Brodin¹, Dr. Aileen Bergström¹, Dr. Lisette Farias¹</u>	
<i>1. Karolinska institutet</i>	
Student mobility - How can it become a sustainable success?	70
<u>Ms. Anja Christopher¹, Ms. Michèle Gasser¹</u>	
<i>1. Zurich University of Applied Sciences</i>	
A Taste of Innovative Internships in OT	71
<u>Ms. Martine van Herk¹, Mrs. Minjou Lemette², Ms. Michelle van Vliet¹, Ms. Aicha Laouni¹, Mr. Milenko Rutjes¹, Ms. Iris van Ekeren¹</u>	
<i>1. University of applied sciences Rotterdam, 2. University of applied Sciences</i>	
Understanding The WFOT's Approval Process To Assess Education Programmes: Perspective Reviewers Workshop	72
<u>Ms. Samantha Shann¹, Prof. Tecla Mlambo¹</u>	
<i>1. World Federation of Occupational Therapists</i>	
Sustainable OT intervention: how we teach our students linking theory to practice	73
<u>Dr. Ursula Costa¹, Mrs. Danielle Belleflamme¹</u>	
<i>1. Health University of Applied Sciences Tyrol</i>	
Outcomes in clinical cases through 3D printing and low cost assistive technologies	74
<u>Dr. Estibaliz Jiménez Arberas¹</u>	
<i>1. Facultad Padre Ossó</i>	
Do all European OT students learn to use 3D printers ?	75
<u>Mrs. Marion Cavalier¹, Mrs. Mériot Floriane¹, Mrs. Desrosiers Mélissa¹, Mrs. Durand Margot¹, Mrs. Fastier Léna¹, Mrs. Ramond Sixtine¹</u>	
<i>1. IFE ADERE</i>	
3D PRINTING AND THE ADAPTATIVE DEVICES	76
<u>Mrs. Mara Rodríguez¹, Dr. Estibaliz Jiménez Arberas²</u>	
<i>1. Centro Recupera, 2. Facultad Padre Ossó</i>	
Curriculum Development: Integration of 3D Printing for Orthotic Fabrication: A Pilot Study	77
<u>Dr. Marlene Morgan¹, Ms. Christina Gavalas¹, Ms. Alexis Buck¹, Ms. Maureen Hennessy¹, Ms. Alyssa Insalaco¹, Ms. Brittany Lynch¹, Ms. Nicole Morgan¹, Ms. Kara Truskolawski¹</u>	
<i>1. The University of Scranton</i>	
A PURPOSE OF A CASE OF HEMIPARESIA WITH 3D DYNAMIC SPLINT FROM OCCUPATIONAL THERAPY	78
<u>Mrs. Mara Rodríguez¹, Dr. Estibaliz Jiménez Arberas²</u>	
<i>1. Centro Recupera, 2. Facultad Padre Ossó</i>	

Developing occupational therapy curricula for meaningful practice with asylum seekers and refugees	79
<u>Dr. Hannah Spring</u> ¹ , <u>Mrs. Fiona Howlett</u> ¹	
1. <i>York St John University</i>	
How to empower communities by 2nd year OT-students and is this beneficial for students as well?	80
<u>Mrs. Anna Koel-Wardenaar</u> ¹ , <u>Ms. Inge Vromen</u> MScOT ¹	
1. <i>Amsterdam University of Applied Sciences</i>	
Together at school! The emergence of new practices in School-based Occupational Therapy!	81
<u>Ms. Sophie Ulbrich-Ford</u> ¹ , <u>Dr. Debbie Kramer-Roy</u> ² , <u>Dr. Helen Lynch</u> ³ , <u>Ms. Reinhilde Lenaerts</u> ⁴ , <u>Ms. Sarah Meuser</u> ⁵ , <u>Dr. Christina Schulze</u> ⁶	
1. <i>University of applied Sciences</i> , 2. <i>Amsterdam University of Applied Sciences</i> , 3. <i>University College Cork</i> , 4. <i>Artesis Plantijn University College Antwerp</i> , 5. <i>Zuyd</i> , 6. <i>ZHAW</i>	
Use of Serious Games in Vocational Rehabilitation in the Perspective of Occupational Therapists	82
<u>Ms. Zeynep Çelik</u> ¹ , <u>Mrs. Ceren Davutoğlu</u> ¹	
1. <i>Hacettepe University</i>	
World Federation of Occupational Therapists: INTERNATIONAL OCCUPATIONAL NARRATIVE DATA BASE: REPRESENTING THE DIVERSITY OF DOING & MEANING IN PLACE	83
<u>Mr. Mike Jarrey</u> ¹ , <u>Dr. Panagiotis Siaperas</u> ² , <u>Dr. Natalia Rivas Quarneti</u> ³ , <u>Prof. Gail Whiteford</u> ⁴	
1. <i>Artevelde University College, Ghent</i> , 2. <i>Metropolitan College Athens</i> , 3. <i>Univeristy of A Coruna</i> , 4. <i>Charles Sturt University</i>	
Small Steps. Occupational Therapy Services in Low Ressource Countries.	84
<u>Ms. Saskia Buschner</u> ¹ , <u>Ms. Marie Charlier</u> ²	
1. <i>Wannseeschulen</i> , 2. <i>Freelance</i>	
Call-to-Action: One Year Action Plan for Educational Activities with Displaced Persons	85
<u>Ms. Nadine Blankvoort</u> ¹ , <u>Ms. Temple Moore</u> ² , <u>Ms. Kim Roos</u> ³ , <u>Dr. Sandra Schiller</u> ⁴	
1. <i>Amsterdam University of Applied Sciences</i> , 2. <i>University College London</i> , 3. <i>ZHAW</i> , 4. <i>HAWK University of Applied Sciences and Arts</i>	
Experiences of students in organizing meaningful activities with young refugees	86
<u>Mr. Ronne de Jong</u> ¹	
1. <i>Amsterdam University of Applied Sciences</i>	
The FABulous international semester – A joint program in Occupational Therapy	87
<u>Mrs. johanna Stadler-Grillmaier</u> ¹ , <u>Mr. Stefan Grundtner</u> ¹ , <u>Mrs. Kaija Kekäläinen</u> ² , <u>Mr. Filip Dejonckheere</u> ³ , <u>Mr. Marc Warmoes</u> ⁴ , <u>Mrs. Monika Zettel-Tomenendal</u> ¹ , <u>Mrs. Ulla Vehkaperä</u> ²	
1. <i>University of Applied Sciences FH Campus Wien</i> , 2. <i>Metropolia University of Applied Sciences Helsinki</i> , 3. <i>Artevelde University College Ghent</i> , 4. <i>Artevelde University College, Ghent</i>	
HOW STUDENTS OF AN MSC-PROGRAMME DEVELOP SCIENTIFIC KNOWLEDGE, ATTITUDE AND SKILLS	88
<u>Ms. Claudia Galli</u> ¹ , <u>Dr. Debbie Kramer-Roy</u> ²	
1. <i>Zurich University of Applied Sciences</i> , 2. <i>Amsterdam University of Applied Sciences</i>	
Reviewing evidence and writing Research Summary Briefs for Occupational Therapy Europe	89
<u>Dr. Alison Laver-Fawcett</u> ¹ , <u>Ms. Naomi Hankinson</u> ² , <u>Dr. Panagiotis Siaperas</u> ³ , <u>Dr. Esther Steultjens</u> ⁴ , <u>Mr. Niall Turner</u> ⁵	
1. <i>York St John University</i> , 2. <i>Council for Occupational Therapists for European Countries (COTEC)</i> , 3. <i>Metropolitan College Athens</i> , 4. <i>h</i> , 5. <i>Research into Occupational Therapy and Occupational Science (ROTOS)</i>	

How to promote Knowledge Translation in Occupational Therapy? Examples with an innovative school-based project in Switzerland	90
Mrs. Sylvie Ray-Kaeser ¹ , Mrs. Stefania Moioli ² , Mrs. Angelika Echsel ³ , Dr. Christina Schulze ³	
1. EESP, 2. SUPSI, 3. ZHAW	
Programmatic assessment: optimize learning and certification in your education program	91
Mrs. Marleen Kaijen ¹ , Mr. Hill Jonker ¹	
1. HAN University of Applied Science	
Reablement – challenges and opportunities in education and practice	92
Dr. Aileen Bergström ¹ , Prof. Kjersti Vik ² , Dr. Kari Margrete Hjelle ³ , Dr. Maria Haak ⁴	
1. Karolinska Institute, 2. Norwegian University of Science and Technology, 3. Western University of Applied Sciences, 4. Lund University and Kristianstad University	
Assistive Technology and User- Centered Design approach in the OT curriculum	93
Mrs. Minjou Lemette ¹	
1. Rotterdam University of applied sciences	
Didactical choices – between evidences and practice	94
Mrs. Stefania Moioli ¹ , Ms. Emmanuelle Rossini ¹ , Ms. Marianna Fasani ¹	
1. SUPSI	
Posters	
Development of occupational therapy as an academic discipline and profession in Poland	96
Dr. Slawomir Tobis ¹ , Dr. Mirosława Cyłkowska-Nowak ¹	
1. Poznan University of Medical Sciences	
The Effects of Musculoskeletal Disorders and Burnout on Participation in Textile Workers	97
Ms. Halime Avunç ¹ , Ms. Kübra Şahadet Sezer ¹ , Dr. Devrim Tarakcı ¹	
1. Istanbul Medipol University/ Faculty of Health Sciences/ Division of Occupational Therapy	
Post-Stroke Occupational Therapy Process: A Case Study	98
Ms. Sena Nur Yılmaz ¹ , Ms. Halime Avunç ¹ , Ms. Kübra Şahadet Sezer ¹	
1. Istanbul Medipol University/ Faculty of Health Sciences/ Division of Occupational Therapy	
Sustning quality of practice in Occupational Therapy at Charles University, Prague	99
Ms. Kateřina Rybářová ¹ , . Zuzana Rodová ¹ , Dr. Yvona Angerová ¹	
1. Charles University, First Faculty of Medicine	
Developing clinical reasoning and occupation - based practice competences as a mean of facilitating appropriate behaviour in children with autism	100
Ms. Morana Vuk ¹ , Mrs. Marija Tufeković ² , Mrs. Saša Radić ¹ , Ms. Lea Črček ³	
1. aRTisINCLudum - Centre for evaluation, education, training, counselling and research of and in daily occupations/activities and occupational functioning, 2. Hrvatska udruga radnih terapeuta, 3. Savez udruga za autizam Hrvatske	
Creating a sustainable Czech students association	101
. Zuzana Rodová ¹ , Ms. Kateřina Rybářová ¹ , Dr. Yvona Angerová ¹	
1. Charles University, First Faculty of Medicine	

Certificate of International Learning; A proof of international and interdisciplinary participation.	102
<u>Mr. Andreas Trædal</u> ¹ , <u>Ms. Guro Aakerholt</u> ² , <u>Ms. Inger Tone Christiernin</u> ²	
<i>1. Western Norway University of Applied Sciences, 2. Oslo Metropolitan University</i>	
The Effects of Long-Term Sensory Integration Therapy, Vision Rehabilitation, and Home Adaptations in A Toddler with Bilateral Congenital Cataract and Developmental Delay	103
<u>Mr. Tarık Demirok</u> ¹ , <u>Ms. Zeynep Çelik</u> ¹ , <u>Dr. Hatice Abaoğlu</u> ¹ , <u>Prof. Esra Akı</u> ¹	
<i>1. Hacettepe University</i>	
Occupational performance deficits and occupational therapy intervention methods in the rehabilitation of children with epilepsy and cortical visual impairment: A retrospective cohort study	104
<u>Mr. Tarık Demirok</u> ¹ , <u>Dr. Hatice Abaoğlu</u> ² , <u>Ms. Zeynep Çelik</u> ¹ , <u>Prof. Esra Akı</u> ¹	
<i>1. Hacettepe University, 2. Hacet</i>	
Client-centered occupational therapy intervention in a child with Moyamoya disease	105
<u>Mr. Tarık Demirok</u> ¹ , <u>Dr. Hatice Abaoğlu</u> ² , <u>Ms. Zeynep Çelik</u> ¹ , <u>Prof. Esra Akı</u> ¹	
<i>1. Hacettepe University, 2. Hacet</i>	
Give them a dream - Vision of possibilities for Roma children	106
<u>Mrs. Ivana Vasilj</u> ¹	
<i>1. Hrvatska udruga radnih terapeuta</i>	
The Occupational Performance and Occupational Histories of Centenarians	107
<u>Dr. Marlene Morgan</u> ¹ , <u>Ms. Christina Gavalas</u> ¹ , <u>Ms. Taylor Doering</u> ¹ , <u>Ms. Caitlin Doherty</u> ¹ , <u>Ms. KerryAnn Randall</u> ¹ , <u>Ms. Karen Ruiz</u> ¹ , <u>Ms. Cailyn VanHouten</u> ¹	
<i>1. The University of Scranton</i>	
Another view through the dementia glasses	108
<u>Ms. Ine Van de Meulebroecke</u> ¹ , <u>Ms. Ienke De Nie</u> ¹ , <u>Ms. Anne Temmerman</u> ¹ , <u>Ms. Laurena Van Leeuwen</u> ¹	
<i>1. Hogeschool Gent</i>	
How to “COOK” the competent occupational therapist - HURT CroSCare CookBook	109
<u>Mrs. Sasa Radic</u> ¹ , <u>Ms. Sanja Lulić</u> ¹ , <u>Mrs. Marija Tufeković</u> ² , <u>Mrs. Ivana Vasilj</u> ²	
<i>1. Hrvatska udruga radnih terapeuta, 2. Ustanova za zdravstvenu njegu u kući</i>	
Fit for research - The educational path of scientific competence acquisition at the IMC University of Applied Sciences Krems	110
<u>Ms. Christine Spevak</u> ¹ , <u>Ms. Astrid Gladilin</u> ¹ , <u>Mrs. Barbara Prinz-Buchberger</u> ¹	
<i>1. IMC FH Krems University of Applied Sciences</i>	
Intercultural and interprofessional cooperation – student experience	111
<u>Ms. Tamta Tchagalidze</u> ¹	
<i>1. Ivane Javakhishvili Tbilisi State University</i>	
Integrate cultural skills in occupational therapy curriculum	112
<u>Ms. Erika Bars</u> ¹ , <u>Ms. Justine BLAISE</u> ¹ , <u>Ms. HAMANN Sabine</u> ¹ , <u>Ms. Agathe VAILLANT</u> ¹	
<i>1. IFPEK</i>	
Using a robot in a joint intervention with a person with dementia and his primary caregiver: improving occupational engagement and decreasing caregiver burden	113
<u>Ms. Iliana Kefalakov</u> ¹ , <u>Mrs. athanasia christopoulou</u> ²	
<i>1. Metropolitan College Athens, 2. Metropolitan College Athens</i>	

Successful Aging In Community-Dwelling Older Adults Living With Congenital and Acquired Disabilities	114
<u>Dr. Marlene Morgan¹, Ms. Christina Gavalas¹, Ms. Christa Accardi¹, Ms. Margaret Cashman¹, Ms. Shantille Deriger¹, Ms. Alaina Dimitriou¹, Ms. Nicolette Spaccavento¹</u>	
<i>1. The University of Scranton</i>	
A comparison between the PEOB model, MOHO and ICF	115
<u>Mrs. Lotte Vanneste¹, Mrs. Isabella Van Tichel²</u>	
<i>1. KU Leuven &; Ghent University, programme MSc in Occupational Therapy, 2. KU Leuven &; Ghent University, programme MSc in Occupational Therapy</i>	
How do you develop Competence of Rehabilitation in Education?	116
<u>Mrs. Kaija Kekäläinen¹, Ms. Johanna Holvikivi¹</u>	
<i>1. Metropolia University of Applied Sciences</i>	
Linking school education and clinical placements for occupational therapy students the “PLEX-way”	117
<u>Ms. Inta Taranrød¹, Mr. John Wrigglesworth²</u>	
<i>1. Western Norway University of Applied Science, 2. Haukeland University Hospital</i>	
Curriculum Development: Utilization of Smart Home Technology to Support Aging in Place	118
<u>Dr. Marlene Morgan¹, Ms. Christina Gavalas¹, Ms. Gianna Bova¹, Ms. Emily Gardner², Ms. Lauren Holtzinger¹, Ms. Veronika Mazur¹</u>	
<i>1. The University of Scranton, 2. The</i>	
From social sciences to occupational therapy: An educational book	119
<u>Prof. Emmanuelle Jasmin¹</u>	
<i>1. Université de Sherbrooke</i>	
Campus Terranova Brussels: a co-creative concept!	120
<u>Mr. Jeroen Vos¹</u>	
<i>1. Odisee University College Brussels</i>	
What is the influence of using labs in the education of undergraduate students?	121
<u>Ms. Aline Ollevier¹, Ms. Annemie Denolf¹, Ms. Nele Castelein¹, Ms. Lisa Kerckhof¹, Ms. Ann Lammens¹, Mr. Benjamin Van Der Smissen¹, Mr. Tony Claeys¹, Mr. Kristof Patyn¹, Ms. Lieve Debackere¹</u>	
<i>1. VIVES University College</i>	
Occupational Adaptation: a forgotten framework with a growing current value?	122
<u>Ms. Arwhen Huyghe¹, Ms. Reini Haverals¹, Ms. Vera Deryckere¹</u>	
<i>1. KU Leuven &; Ghent University, programme MSc in Occupational Therapy</i>	
Interdisciplinary research and education – Health Assisting Engineering	123
<u>Ms. Lena Rettinger¹</u>	
<i>1. University of Applied Sciences FH Campus Wien</i>	
Transverse gamification in the practices of the Occupational Therapy Degree	124
<u>Dr. Estibaliz Jiménez Arberas¹, Prof. Luisa Ruiz Fernández¹, Ms. Isabel Fernández¹, Ms. Juliana Pérez¹, Ms. Julia Dugnot Menéndez²</u>	
<i>1. Facultad Padre Ossó, 2. Facultad Padre Ossó, University of Oviedo</i>	
Disability Studies: Integral to Learning a Cognizant Occupational Therapy Approach	125
<u>Dr. Elaina DaLomba¹, Mrs. Emily Nusbaum¹</u>	
<i>1. Samuel Merritt University</i>	

Implementing a Learning Portfolio as a method of learning in Higher Education	126
Mrs. Stefanie Schwarzl ¹ , Mrs. Brigitte Loder-Fink ¹	
<i>1. Institute of Occupational Therapy, University of Applied Sciences Fh JOANNEUM</i>	
Disability Assessment in Saharawi refugee camps in Tindouf	127
Ms. Nuria Menéndez ¹ , Dr. Estibaliz Jiménez Arberas ²	
<i>1. ACD Rehabilitación, 2. Facultad Padre Ossó</i>	
Interdisciplinary Workshop for Students of the Department Health Sciences at the University of Applied Sciences 'FH Campus Wien'	128
Ms. Veronika Ertelt-Bach ¹ , Ms. Claudia Schume ¹ , Ms. Angelika Eder ¹	
<i>1. University of Applied Sciences FH Campus Wien</i>	
Who are the Marginalised Poor?	129
Ms. Emma Rodrigues ¹	
<i>1. Derby</i>	
What prepares health professions students for Interprofessional Collaboration? A mixed method study	130
Dr. Michal Avrech Bar ¹ , Dr. Michal Katz Leurer ² , Dr. Sigalit Warshawski ³ , Dr. Michal Itzhaki ³	
<i>1. Department of Occupational Therapy, School of Health Professions, Sackler Faculty of Medicine, Tel-Aviv University, 2. Department of Physical Therapy, School of Health Professions, Sackler Faculty of Medicine, Tel Aviv University, 3. Nursing Department, School of Health Professions, Sackler Faculty of Medicine, Tel Aviv University</i>	
Enhancing research development of students during the second academic year	131
Mrs. Brigitte Loder-Fink ¹	
<i>1. Institute of Occupational Therapy, University of Applied Sciences Fh JOANNEUM</i>	
GO4EOT	132
Ms. Gabriele Güntert ¹ , Ms. Eva Sonnberger ¹ , Ms. Anja Kastenhuber ¹	
<i>1. Salzburg, University of Applied Sciences</i>	
Understanding of aged care - a global learning experience	133
Dr. Sanetta Du Toit ¹ , Dr. Sofia Vikstrom ² , Ms. Mia Van Schalkwyk ³ , Ms. Maggie Bracher ⁴ , Dr. Susanne Guidetti ² , Dr. Rebecca Barton ¹ , Ms. Monique Strauss ³ , Dr. Karin Johansson ²	
<i>1. University of Sydney, 2. Karolinska Institute, 3. University of the Free State, 4. University of Southampton</i>	

Oral Presentations

Creating innovative, inclusive playgrounds - a challenge for OT students

Thursday, 17th October - 11:30: (Olympia Room) - Oral Presentation

Ms. Sarah Meuser¹, Dr. Steffy Stans¹, Ms. Vera Killen¹

1. Zuyd University of Applied Sciences

The focus on changing the environment and working together with the context (community or school) have become more and more a part of the occupational therapist (OT) profile working with children. OTs need innovative and creative skills to position their role in creating an inclusive play environment for all children in the future.

A 10-weeks module for 1st year students enables students to redesign a self-chosen playground administered by a school or a community. Students need to gather information about the need of an innovation by assessing the playground critically as well as by getting in contact with different stakeholders (e.g. parents, children). Within the context of inclusion, the overall aim is to develop a sustainable playground for all children, with and without special needs. Within the scope of this module students are taught to explain their expertise, role and vision as an innovative OT in changing the built environment in order to prepare them for innovative tasks of future OTs.

In the presentation the structure, content and examples of some products of a very successful module will be presented. The challenges of using inspiring pedagogical practices without knowing specific task criteria beforehand will be introduced and critically discussed.

Assessing Personal Recovery in Forensic Psychiatry: Opportunities for Occupational Therapy?

Thursday, 17th October - 11:45: (Olympia Room) - Oral Presentation

Ms. Reini Haverals¹, Ms. Mariotte Wyckaert¹

1. KU Leuven & Ghent University, programme MSc in Occupational Therapy

Background In Belgium the number of internees is increasing. In 2016 a new internment law has been approved which fits the recovery-perspective. Recovery includes developing a positive identity and taking personal responsibility, creating opportunities for occupational therapy (OT) in forensic health care (FHC). To support evidence-based practice in this area, there is a need for validated tools to assess recovery.

Aim To explore *potential occupation-based methods to assess a client's recovery in forensic security units*.

Method A definition of 'recovery' in FHC was developed based on literature. Assessments were searched in literature using following search terms: mental health, recovery, assessment, measure, forensic*, occupation* and occupational therap*.

Results All 24 assessments retained only measured either recovery from an OT-perspective, or recovery at internees. No assessments for both recovery in FHC in combination with an OT-perspective were found. Using the FHC recovery definition as a benchmark, the *Recovery Assessment Scale - Domains and Stages* was selected as most suitable measurement for OT in FHC.

Discussion Based on the lack of existing OT-assessment, recommendations are made about the influence of security units on occupations, roles, identity and social networks, and how this relates to developing an OT-recovery-assessment in FHC.

Health promotion and prevention in communities of the suburbs of Brussels: a challenge for context based Occupational therapy

Thursday, 17th October - 12:00: (Olympia Room) - Oral Presentation

Ms. Reninka De Koker¹

1. Odisee University College Brussels

Doing practice in emerging fields is a way of preparing students for the future. Nowadays the urban development in Brussels is so complex that a lot of socially vulnerable people are deprived from a healthy and meaningful occupation because of several reasons.

Based on our experience of students, being member of a transdisciplinary team in a community service center in a poor neighborhood, we investigated the contribution of an OT in community work, the complexity of context and how to deal with it in clinical reasoning.

An OT used to work client centered, but in community development, the context-based input is overall a condition to succeed. Context is often more complex than we can see and often more important than we estimate. We need tools and interdisciplinarity to support a community with efficient OT interventions.

To reach an active participation, the OT needs to emerge her-/himself in the formal and informal network of the community, to detect and understand the occupational needs and opportunities.

This presentation highlights practical aspects for context-based community thinking and cultural sensitive OT, combining theory and practice, and shows that understanding context has to be the starting point of clinical reasoning.

Occupational deprivation in refugees' women with major depression: an Occupational Therapy approach.

Thursday, 17th October - 12:15: (Olympia Room) - Oral Presentation

*Mr. George Katsipodas*¹, *Ms. Dimitra Xarchakou*¹, *Ms. Alexandra Salapa*¹, *Ms. Katerina Stouka*¹,
*Prof. Victoria Goraki*¹

1. Metropolitan College Athens

Through a series of socio-economic changes that have arisen in the recent years in Europe and furthermore in Greece, Occupational Therapy has been directly affected. This gives the academic community both the opportunity and the mandate to elicit new areas for teaching and research by promoting the social aspect of the profession and emphasizing the terms of occupational deprivation and occupational justice, thus the change of the OT curriculum in response to these new societal challenges.

This presentation will discuss the female refugees' population with major depression that has been detained to camps in Greece as well as to some innovative methods that OT could use to help these people. In particular, reference will be made to displaced people and occupational deprivation, the Kawa model (Iwama et al., 2009) and Food Gardening (Harris et al., 2014) as significant therapeutic tools which should be taught in an academic curriculum, as well. The ultimate goal of the presentation is to prepare emerging occupational therapists to address future social and humanitarian crisis with innovative methods through an integrated approach and considerations of environmental, socio-cultural and economic factors and available resources (Taff et al., 2017).

Preparing future occupational therapist methodologically to address emerging fields

Thursday, 17th October - 11:30: (Ground Room) - Oral Presentation

***Dr. Margarita Mondaca*¹, *Dr. Sofia Vikstrom*¹**

1. Karolinska institutet

Occupational therapy programmes have the paradoxical mission to form students that will encounter health and social challenges currently emerging and changing in local contexts. This urges to create sustainable ways for occupational therapists to tackle future, health and social challenges beyond the current scope with a solid, critical and innovative occupational perspective. Social isolation, marginalization, loneliness, unemployment, mobility and health inequality are just some examples of rapid changing societies (Durocher, Rappolt, & Gibson, 2014) that have occupational repercussions and could benefit from innovative and social sustainable occupational perspectives.

In recent years, the bachelor programme at Karolinska Institutet have being using Design Thinking methodology (Plattner, Meinel & Leifer, 2016) combined with elements of Participatory Research approaches (Bergold & Thomas, 2012) to tackle these emerging fields. Based on these experiences in education, teachers and students using this framework will present critical insights, challenges and benefits of using this methodology in education and the practices they have solved challenges for. Students will exemplify how this methodology helps to identify relevant questions within complex problem areas and how the approach contributes to foster social sustainability, by enabling the ability to make use of scientific approaches in collaborative ways to specific societal challenges.

Occupation-based approaches to social entrepreneurship- A Nordic- Baltic Course for OT students

Thursday, 17th October - 11:45: (Ground Room) - Oral Presentation

*Mrs. Inge Lange*¹, *Mrs. Reidun Skar*², *Dr. Sofia Vikstrom*³, *Mrs. Annikki Arola*⁴

1. University College Northern Denmark, 2. NTNU, 3. Karolinska Institute, 4. Arcada

Social exclusion and restriction in participation for underprivileged groups are challenges shared by all European countries. To prepare future occupational therapists to tackle these issues, last annual intensive week of the Nordic and Baltic OT network focused on **Occupational –based approaches related to social entrepreneurship**. In November 2018, 24 OT students from Latvia, Estonia, Iceland, Finland, Denmark and Norway collaborated to create innovative solutions to real life challenges with social exclusion identified beforehand in their home societies.

Using different design tools and pedagogical methods students were supported to ideate and choose among concepts to rephrase a shared, new challenge. They collected perspectives of the challenge amongst evidence-based knowledge, their own cultural experiences and visits to stakeholders. These social entrepreneurship initiatives aligned with the Zahra- definition as processes to discover, define, and exploit opportunities to enhance social wealth through new ventures or managing existing ones in innovative ways.

The network teachers coached students through lectures, workshops and practice visits, to enable students to meet the learning outcomes of the course.

Findings from students' evaluation, showed the international week to be appreciated in regards of students collaboration, identification of social exclusion and creation of new and innovative solutions.

Preparing and empowering occupational therapy students as local and global leaders to address occupational needs of refugees and asylum seekers

Thursday, 17th October - 12:00: (Ground Room) - Oral Presentation

Dr. Margarita Mondaca¹, Ms. Emilia Ödling¹, Mr. Mikael Karlsen¹, Ms. Noor Issa¹,
Mrs. Elena Ushakova¹

1. Karolinska institutet

Occupational Therapy Interventions focusing on refugees and asylum seekers has been gaining research and educational attention lately in Europe (Trimboli & Halliwell, 2018) in an effort to respond to the consequences of traumatic experiences caused by war, armed conflicts and forced migration. Asylum seekers and refugees are exposed to stressors during their life in the home countries, during their transitions towards host countries and during the arrival to the new countries that frequently impact health, employment and participation in the host societies (Laban, Komproe, Gernaat, & de Jong, 2008). The complexity and multilevel character of these issues claims for comprehensive initiatives, including education, advocacy, research, policy making and health interventions within the hosting society. In this sense, occupational perspectives and competences (Morville, Amris, Eklund, Danneskiold-Samsøe, & Erlandsson, 2014) can greatly contribute to the creation of inclusive communities through gaining a more pivotal role in creation and leadership of community based psychosocial interventions towards refugees and asylum seekers. Based on an international and interprofessional training and mentoring, occupational therapy students present their critical insights about the role of our profession regarding health equality issues regarding refugees. Moreover, students will argue for the urgency of incorporating health issues of refugees in our curriculums

Digitising workplace learning: an innovation project (Belgium)

Thursday, 17th October - 14:00: (Olympia Room) - Oral Presentation

Mrs. Nadine Praet¹, Mrs. Charlotte Schatteman¹

1. Artevelde University College, Ghent

THEME 1: Sustainability in OT EDUCATION

• Digital Education and Health (e-learning, blended learning, e-communication, and innovative technologies)

Workplace learning is dynamic and complex. Therefore, due to the implementation of a new occupational therapy curriculum of the Artevelde University College (Ghent, Belgium), we embarked on a new project about workplace learning. The framework of this project was inspired by an evidence-based and practical model (Embo et al. 2015) to guide continuous competency development in occupational therapy students.

During workplace learning students were challenged to work on competencies through (1) personal goalsetting, (2) self-chosen learning moments and (3) self-evaluation. Professionals from the workplace and teachers from school stimulated and supported the process of acquiring competencies of students by using a digital tool, called *Medbook*. This tool enables continuous communication and is an example of e-communication in which all involved can simultaneously monitor data, give feedback and stay informed.

Introducing this digital tool to follow up workplace learning was key to its success. Digitising Embo's continuous workplace learning model encompassed all educational components and was the start of an inspiring, and still growing, co-creation between lecturers, students and professionals. Results, successes, pitfalls and challenges of this innovation project will be presented.

JUST-CRS Master Program: An Interdisciplinary Curriculum for Occupational and Physical Therapy

Thursday, 17th October - 14:15: (Olympia Room) - Oral Presentation

***Dr. Mohammad Nazzal*¹, *Prof. Silvia Martins*², *Dr. Hanan Khalil*¹, *Prof. Ayse Karaduman*³, *Prof. Antonio Lopes*², *Prof. Helen Dawes*⁴, *Prof. Ziad Hawamdeh*⁵, *Dr. Saad Alnasan*⁶, *Prof. JUST-CRS Working Group*¹**

1. Jordan University of Science & Technology, 2. Escola Superior de Saúde do Alcoitão, 3. Hacettepe University, 4. Oxford Brookes University, 5. University of Jordan, 6. Hashemite University

JUST-CRS is a capacity building Project in higher education funded by the EU Erasmus+ aims to establish an interdisciplinary master program in rehabilitation sciences at JUST for both occupational and physical therapy. Consortium partners, led by the grant holder (JUST) and universities from Portugal, England, Turkey and Jordan have worked collaboratively to build an international curriculum with 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. This presentation intends to shed light on the process, steps, outcomes and insights of developing this master's degree program in rehabilitation sciences. The process highlights the steps starting from needs assessment, setting up program graduate competencies, setting up core and elective courses' skeletal structure and descriptions, establishing courses learning outcomes, courses' contents and topics as well as establishing the courses' evaluation methods. Each step was collaboratively crafted to fit multiple international culturally-different partners, multi-disciplines, multiple views and perspective of educational and professional systems. Ultimately, the program has been a success. The recipe for this success as well as better suggestions for future international collaborations in the field of higher education for rehabilitation sciences will be disseminated.

E-Learning in Occupational Therapy (E-LOT)

Thursday, 17th October - 14:30: (Olympia Room) - Oral Presentation

*Mrs. Naja Benigna Kruse*¹, *Mrs. Stina Bjørnskov*¹, *Ms. Katrine Pedersen*¹, *Ms. Maj-Britt Krog Birk*¹,
*Ms. Julie Schjødt Laursen*¹

1. Department of Occupational Therapy, VIA University College

Abstract

Related to main theme

The E-LOT project relates to the first main theme of ENOTHE 2019: Sustainability in OT EDUCATION by focusing on development of new digital educational methods.

Aim

The aim is to create a digital learning platform within our OT educational living lab-apartment to support and encourage student engagement through e-learning.

Method

The educational content on the platform consists of instructive videos, exercises and written directions available on touchscreens located in the living lab. The content allows students to improve their skills and competences without a teacher being present, hereby inspiring student engagement, and study intensity. E-LOT enables independent practice of e.g. person transfer or use of assistive devices by video guidance and additional relevant materials. To insure sufficient quality the content is produced by trained OT's. Volunteer students are involved in developing both content and user interface.

Conclusion

The project is ongoing with continuous development and evaluation in order to strengthen the blended learning approach in the OT education program.

Perspective

The content on the platform must be accessible to students in all semesters in autumn 2019. We plan to demonstrate the platform and elaborate on results of the first evaluations at ENOTHE 2019.

Developing educational film as a digital tool to enhance professional skills

Thursday, 17th October - 14:45: (Olympia Room) - Oral Presentation

***Mrs. Trine Alise Magne*¹, *Mrs. Tone Mathisen Husby*², *Mrs. Kristin Pelle Faxvaag*²**

1. NTNU, 2. Trondheim municipality

Development of a educational film was initiated by OTs in municipality practice. The OT unit in Trondheim needed a digital learning tool that could contribute to professional development and reach many employees. The OT education (NTNU) have resent years focused on digital tools in teaching, and saw this opportunity to collaborate on developing a tool for visualizing clinical practice. The theme of the educational film was directed towards communication techniques to promote user participation in daily activities.

This project worked without a clear research design. Participants were older adults and the recordings were done in the natural environment of the participants' home. During the entire development process of the film, the project team collaborated with a reference group, existing of national experts in the topic and content. Colleague counselling was used to ensure quality learning outcomes in editing the film.

Knowledge on developing films can contribute to the sustainability in OT education. Using digital solutions in education (and OT practice) is needed and welcomed by practitioners, students and teachers. Knowledge on how to develop educational films and how to use them to promote practice learning skills are important to further development of innovative educational solutions.

Challenges and benefits of curriculum redesign towards a blended learning approach.

Thursday, 17th October - 15:00: (Olympia Room) - Oral Presentation

***Mrs. Tanja Klein**¹, **Mrs. Ulla Pott**¹*

1. Zuyd University of Applied Sciences, Heerlen

It is a fact that most of our students do not live near the university, that they perceive travel time as time consuming and that the world is getting closer and closer using digital means of communication. Educational institutions should not miss the trend towards digitalization and prepare future therapists for the increased use of technical skills (1). Zuyd university is transferring part of the undergraduate occupational therapy education into a blended learning approach (2) as sustainable as possible (3).

Based on a qualitative process evaluation by lecturers and students, success factors and barriers for this successive curricular change are described, by constantly using the PDCA cycle.

In the course of this successful process lecturers notice a need for other didactical forms and pedagogical competences to actively involve all students in the learning process. But most students take the offered opportunity to achieve a higher degree of personal responsibility for the time and place of their own learning.

To create sustainable learning, a facilitating environment through the university is crucial (4). The flexible application and the linking of different fields of students' knowledge must be stimulated in a didactically appropriate way (5).

Patient handling for future caregivers, the eUlift project

Thursday, 17th October - 15:15: (Olympia Room) - Oral Presentation

Ms. Aline Ollevier¹, Dr. Tina Baetens¹

1. VIVES University College

Background

Chronic low back pain is a common, long-lasting, and disabling condition with high societal costs. Unfortunately, low back pain in caregivers is closely tied to patient handling techniques. Educating students with tools to implement in practice can be beneficial. eUlift provides full teaching material in patient handling for the future caregiver. All theoretical backgrounds and a detailed description in how to perform patient handling, supported with 3D animations. For teachers a train-the-trainer tool is developed to educate students.

Method

Development of the tool included different steps: (1) design a manual with all necessary background, (2) define learning outcomes, (3) integrate innovative didactics, (4) develop an innovative IT tool, (5) compose a train-the-trainer manual. The tool has been tested for usability in education and in practice over different European countries.

Results

Pilottesting in practice was a continuous approach to gain feedback and improve the content. Pilottesting in education, with train-the-trainer was evaluated cross country and revealed good results. Integration in the European curriculum is a puzzle to be made.

Conclusion

eUlift aims for a long-term solution from a self-regulated perspective and integrates an innovative approach, with a particular attention to detailed descriptions of specific patient handling techniques, postures, and movements.

Bridging the theory-practice divide: Student perspectives on applying occupation-based theory in practice

Friday, 18th October - 11:00: (Olympia Room) - Oral Presentation

Dr. Claire Sangster Jokić¹, Prof. Andreja Bartolac¹

1. University of Applied Health Sciences

To effectively enable occupational performance, contemporary occupational therapy practice should be grounded in theoretical models of occupation. As such, practitioner competences for selecting, explaining and analyzing theoretical frameworks should be integrated into clinical reasoning and decision-making processes. While educational programs play an important role in ensuring students acquire the knowledge and skills needed to apply theory in practice, educators and students are often challenged by a dissonance between the strong emphasis on theory in the curriculum and limited opportunities to apply theoretical knowledge in fieldwork. The present study used both quantitative (questionnaire) and qualitative (interview) methodologies to examine student perspectives related to occupation-based theory, the relevance of theoretical models in practice and students' experience and competence in applying theory in clinical practice. Participants were 45 students in their first year of OT studies. While the findings from the quantitative phase of the research indicated that a majority of students expressed an emerging understanding of occupation-based models and theory, individual interviews provided a more nuanced picture of the ongoing uncertainties students held in relation to connecting theory and practice. The findings of this study will be discussed in relation to current pedagogical methods for supporting students to bridge the theory-practice divide.

‘Mentors demonstrate love for the profession’: Perspectives on being a fieldwork mentor

Friday, 18th October - 11:15: (Olympia Room) - Oral Presentation

Prof. Andreja Bartolac¹, Dr. Claire Sangster Jokić¹

1. University of Applied Health Sciences

Fieldwork mentors are professionals who navigate the delicate balance between everyday work duties and mentoring students. Achieving a balance between meeting the needs of employer, clients, students and university requires skills that are not typically acquired during formal education. To date, the perspectives of fieldwork mentors in managing these multiple roles have rarely been examined. As such, this study examined this question with fifteen fieldwork mentors of OT students in all three years of study. Initially, participants completed a *Fieldwork skills questionnaire* together with a self-evaluation of teaching skills, support and resources; opportunities for growth through mentorship; challenges faced and role satisfaction. This was followed by a focus group in which all participants further discussed perspectives and experiences as fieldwork mentors. This discussion was facilitated by questions concerning feelings and motivation related to the educator role, resources and challenges faced during mentorship and their thoughts on necessary changes. Focus group discussion yielded new ideas and ethical considerations for students and mentors, especially concerning technology use during fieldwork, need for better student engagement during fieldwork and areas of professional challenges. In addition, mentors highlighted the need for their own continued education in contemporary professional contexts and ongoing development of mentorship skills.

Integrating Cohorts and Establishing an Occupational Therapy Student Society

Friday, 18th October - 11:30: (Olympia Room) - Oral Presentation

***Mrs. Sian Burgess*¹, *Mrs. Joan Howarth*¹**

1. University of Derby

The practicalities of timetabling two pre-registration Occupational therapy programmes has made it challenging to integrate cohorts to enable students to benefit from each other's learning and experience. Harju and Akerblom (2017) discuss the growing need for students to have more control of their own learning.

Karimi and Matous (2006) identify that students' experiences are increasingly diverse and can impact on academic experiences. A student idea to establish a cohort integration project provided the impetus to establish a project to improve students' experience, provide networking and allow sustainable extra curricula activities.

The cohort integration project initially aimed to support new undergraduate students with peer support and social activities. It quickly became evident the student passion was also for peer teaching, mentoring, co-creation of activities and extra curriculum learning and experiences.

The cohort integration project evolved into a formal student society enabling students to have control over their outcomes and influence decision making regarding the focus of events. Dunleavy et al (2017) support the notion of active learning to increase student participation and promote professional identity.

The formation of the occupational therapy society creates a sustainable focus for the students to continue to influence their student experience and establish career long networks.

Facilitating Sustainable Evidence Based Practice Strategies in Students and New Graduates.

Friday, 18th October - 11:45: (Olympia Room) - Oral Presentation

*Mrs. Helen Jeffery*¹, *Dr. Linda Robertson*¹, *Mrs. Kim Reay*¹

1. Otago Polytechnic

Introduction:

This research explored evidence based practice (EBP) strategies that are important to promote in current practice. The intent is that lecturers and supervising therapists have a structure for coaching students and novice practitioners in EBP, in turn facilitating the development of lifelong clinical decision-making habits.

Methodology

Descriptive qualitative methods were used, exploring the experience and views of students, new graduates, lecturers and clinicians. Students and clinicians participated in focus groups, and lecturers were interviewed, in order to determine their perceptions of how EBP is best conducted in practice and the skills necessary for this.

Results

Themes included the overlap between EBP and professional reasoning. Five sources of legitimate evidence identified were literature and research, senior practitioner knowledge and wisdom, client insights, context: ie policy direction and local culture, and the experience and knowledge of the student/novice practitioner. Developing students' capacity for critical reflection and questioning in practice is crucial.

Conclusion

Consistent consideration of these five sources by lecturers and supervising therapists will enhance the development of appropriate habits of thinking and questioning in students. This approach will provide a sound platform to prepare them to be evidence based practitioners

The Effects of Problem Based Learning on OT Students' Clinical Reflecting and Reasoning

Friday, 18th October - 12:00: (Olympia Room) - Oral Presentation

***Ms. Kübra Şahadet Sezer*¹, *Dr. Devrim Tarakcı*¹, *Dr. Ela Tarakcı*²**

1. Istanbul Medipol University/ Faculty of Health Sciences/ Division of Occupational Therapy, 2. Istanbul University-Cerrahpasa/ Faculty Of Health Sciences/ Division of of Neurologic Physiotherapy and Rehabilitation

Occupational Therapy bachelor degree curriculum should provide critical thinking and reasoning skills in different patient populations for OT students. For this reason Problem Based Learning (PBL) is an innovative learning method that uses analysis and synthesis by brainstorming in small groups. The aim of this study is to examine the effects of the 14th week/4 hours Problem Based Occupational therapy course on the clinical reasoning of the students who are continuing to the 3rd class at the Department of Occupational Therapy at Istanbul Medipol University. Self Assessment of Clinical Reflection and Reasoning (SACRR) were used in evaluating the effectiveness of PBL. The study conducted by using quasi-experimental and pre-test post-test during a semester in 2017-18 academic year. Statistically significant results were obtained in post-test results of the SACRR ($p < 0,001$). During the course of a semester, students have been positively influenced by clinical reasoning perceptions, but it is recommended that students take part in undergraduate education in PBL from the first semester, that this training method is spread throughout four years of undergraduate education and that these skills are reinforced.

Exploring Students' perspectives on exchange opportunities: Where do we want to go now?

Friday, 18th October - 14:00: (Olympia Room) - Oral Presentation

***Ms. Helena Brodin*¹, *Mrs. Karen Gustafsson*¹, *Dr. Lisette Farias*¹, *Dr. Susanne Guidetti*²**

1. Karolinska institutet, 2. Karolinska Institute

Internationalization as an integral part of the change in higher education is increasingly encouraging student exchange opportunities related to clinical placements and education in general. Yet, there has been a decreasing interest from students to engage in international exchange that require spending time abroad. Discussions among teachers in higher education and staff have shown that the expansion of internationalization has brought with it questions about its benefits as well as the challenges that these experiences can present to students going abroad. To gain a deeper understanding of the needs and potential challenges that may hinder students from engaging in international exchange, the Occupational Therapy Division at Karolinska Institutet conducted a survey with all students from the program. This initiative aimed to “re-think” existing international opportunities in order to understand students’ perspectives on these opportunities and come up with actions that can better support these activities. This presentation will summarize the findings of this survey, as well as discuss potential benefits, risks and current trends in the internationalization of higher education and development of international and intercultural competencies in occupational therapy.

“International curriculum”: Students explore OT professional roles and identities across Europe

Friday, 18th October - 14:15: (Olympia Room) - Oral Presentation

***Ms. Tanja Cvijanovic*¹, *Ms. Judith Lindner*¹, *Dr. Elisabeth Url*¹, *Mrs. Elisabeth Fattinger*¹**

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

Goals

The course “International Perspectives” for second-year students of Occupational Therapy at FH JOANNEUM, Austria, was first taught in spring of 2019, addressing the following aims: Students learn and reflect on similarities and differences in professional roles and identities of Occupational Therapists across Europe; they engage in cross-border exchange and improve their intercultural, research and English language skills.

Methods

Students conducted semi-structured interviews with OT lecturers and Occupational therapists from eight European countries by means of conferencing tools. Afterwards, they presented a summary and reflection on both process and results in class. Interview guides were developed in class. Questions focused on action fields of Occupational Therapy, professional roles, identities and trends, as well as health policy frameworks. Finally, students filled in a short evaluation of the course

Results and learning outcomes

15 of the 16 participating students would take part in the course again. Among the reasons stated are: It increased knowledge and reflection about occupational therapy, broadened their horizons and inspired new views on OT; students gained self-confidence in conducting interviews and talking about OT in English; they enjoyed application of research methods and the intercultural exchange with occupational therapists from other countries.

Occupational Therapy in the special education schools of Saharawi camps

Friday, 18th October - 14:30: (Olympia Room) - Oral Presentation

Ms. Nuria Menéndez¹, Dr. Estibaliz Jiménez Arberas²

1. Asociación asturiana de solidaridad con el pueblo saharauí, 2. Facultad Padre Ossó

The Saharawi population is in a situation of occupational apartheid. Children with disabilities form one of the most vulnerable population groups. A training programme is presented to the staff of the Auserd Special Education Centre so that, through empowerment and health promotion, assistance and intervention with children is improved, raising their quality of life, limiting the progression of the disability and reducing the level of stress of the center staff. Practical theoretical workshops have been carried out in which essential aspects have been worked to improve the independence in the AVD's such as positioning, postural control and intervention in autism. The evaluation of the program has been carried out from the beginning, valuing the work stress of the teachers prior to the workshops and the performance of the assistants in the workshops. After completion, teachers should periodically send records and evaluations of their intervention at the center and their level of stress. Positive results are expected due to the high demand of training by workers at the centres and the benefits that the program will generate in the health of the children.

EuReGiOTHERAPIE days – an intercultural education experience for OT students

Friday, 18th October - 14:45: (Olympia Room) - Oral Presentation

***Ms. Vera Killen*¹, *Mrs. Mimi Market*², *Mrs. Mariet Janssen*², *Mrs. Katrin Oestreicher*³,
*Mr. Jürgen Wöber*³**

*1. Zuyd University of Applied Sciences, 2. PXL University of Applied Sciences and Arts, 3. LVR Düren, school for occupational
therapy*

Three OT-departments close to the border of Belgium (PXL Hasselt), Germany (LVR Ergotherapieschule Düren) and the Netherlands (Zuyd Hogeschool) decided to develop an annual workshop (3-days) for international OT-students, the EuReGiOTHERAPIE days. Each day a relevant OT-topic is emphasized;(1) The education and the profession, (2) Mental health and (3)Universal Design. Students attend lectures and workshops (e.g. European OT networks) and have time to share their experiences and ideas about (future) OT-education and practice internationally. In addition they work collaboratively on topic specific assignments. All students highly appreciate the cultural exchange and working together on an intercultural level as it offers students an overview of perspectives on their future professional life within the Euregion. Additionally, these days contribute to their cultural awareness and competencies, the development of their professional identity, and enhance their English language and networking skills.

In the presentation, the structure, content and examples of assignments of those days will be presented together with students. Students will have the opportunity to share their experiences with a broader audience and by means of that they may be able to stimulate other students to make use of Euregional exchange in their home countries.

Creating a concept with students for sustainable and effective interventions in mental health

Friday, 18th October - 15:00: (Olympia Room) - Oral Presentation

Mr. Georg Gappmayer¹

1. University of Applied Sciences Wiener Neustadt

This presentation shares the experience of developing therapeutic concepts with students for a real life working context which is challenging in regards of a top down approach. In Austria clients have six weeks of group therapy in mental health rehabilitation centers located far from their home. These framework conditions limit the possibilities to work occupation-based. But how can group intervention be sustainable for clients, if occupational therapists cannot work directly in their everyday settings?

Occupational therapists are creating intervention concepts (1). Students are often not aware of this as part of their future tasks, and there is not enough time within the curricula to create concepts. How can these challenges be tackled?

In a seminar students work with the student´s contributions of the former years, developing and refining an intervention concept for occupational balance (2) since 2014. Starting from scratch, parts of the concept were tested with healthy people in 2017, and evaluated in a mental health rehabilitation center in 2018. At the moment students refine the concept through role-play in seminars, which strengthens their group leading skills. This do-it-yourself approach enables students to be innovative in their thinking and finally also in therapy for sustainable outcomes.

Implementing a research driven education: co-creating a joint vision

Friday, 18th October - 14:00: (Ground Room) - Oral Presentation

***Dr. Ann-Helen Patomella**¹, **Dr. Sofia Vikstrom**¹*

1. Karolinska Institute

Background

2013, the Division of occupational thereapy commenced an actionplan towards developing a renewed curriculum, implementing a research driven education. Research driven education is defined as:

1.Education being infused by the research process 2.Education grounded in current research 3.Teachers have a research education and are active researchers, 4.Students are involved in research.

The aim of the project was to describe how research driven education was implemented. What activities were used to plan, create and support a change? What kind of leadership was used in the process?

Methods

Descriptive written data was collected from seminars, workshops, discussions, reflections, interviews and analysed. Participatory action reserach methods were used.

Results

Activities used for implementing change of the curricula and course objectives was a) eucational days for teachers b) "Think tanks" and pedagogical seminars, C) workshops on curricula changes and creation of new course objectives, d) symposiums and seminars on research driven education.

The pedagogical leaders were challenged in implementing the curricula and a great effort was used to build relationships and engage staff in pedagogical work.

Conclusion

Formal and informal meeting places where pedagogics is on top of the agenda support the change process of a research driven curriculum.

Sustainability of Occupational therapy education in Mongolia: Usage of theory in practice

Friday, 18th October - 14:15: (Ground Room) - Oral Presentation

Dr. Bulganchimeg Sanjmyatav¹, Dr. Erdenetsetseg Myagmar¹, Dr. Oyungoo Badamdorj¹

1. Mongolian National University of Medical Sciences

INTRODUCTION. Introducing the new profession is a big challenge for those who are employed to be in charge of developing the educational programme and teach the theory and therapeutic skills for occupational therapy students. Following the WFOT advice for the establishment of a new programme for the education of occupational therapists, in order to develop the curriculum we had an extensive network and partnership with an established and WFOT approved schools such as ZHAW, Gunma University and HvA. As a part of the evaluation of the curriculum this study examines the compliance of taught theory and its use in practice.

METHOD. This study used a detailed questionnaire to analyze contents of theories in all 65 subjects taught for occupational therapy students during four-year study and also six occupational therapist and six nurse practitioners working as occupational therapists were surveyed as to what theories they use in their practice.

RESULTS. Approximately 70% of taught theories are occupation-focused and 30% are from different frames of reference. However, practitioners predominantly use assessments and interventions focused to clients' impairments.

CONCLUSION. The newly established profession of occupational therapy in Mongolia has not yet embraced the contemporary paradigm and tends to avert to mechanical paradigm.

Occupational Scripts Instead Of Illness Scripts in OT-education

Friday, 18th October - 14:30: (Ground Room) - Oral Presentation

Dr. Ton Satink¹

1. HAN University of Applied Science

Although occupational therapists have a holistic perspective on their clients, the reality is that the focus and explanations of situations is often still influenced by biomedical thinking. A possible way to look at this is the perspective of script theory. The script theory provides a framework for understanding professionals' reasoning, decision making, attitudes and beliefs about events, situations and clients. Scripts develop during the education and experiences in clinical practice. Although most OT-students are educated in a holistic way, practice show that their scripts (mental models) can still be related to illness scripts are often (still) the starting points for professional reasoning.

The goal of the presentation is to introduce 'occupational scripts' and inspire colleagues about the applicability of occupational scripts in OT-education. Possible elements of an occupational script will be presented. Additional elements of an occupational script as well as the meaning for OT-educations will be discussed.

Questions:

- Are occupational scripts useful for educators in the field of OT and OS?
- Which elements should be part of an occupational script? How can you organize your curriculum in order to start developing an occupational script?

SOCRE: Social Rehabilitation Through Education

Friday, 18th October - 14:45: (Ground Room) - Oral Presentation

Mr. Stijn De Baets¹, **Mr. Filip Dejonckheere**¹, **Mr. António Alves Lopes**², **Prof. Patricia Almeida**², **Mr. Panu Karhinen**³, **Ms. Toini Harra**³, **Mr. Paul Beenen**⁴, **Mr. Tiago Principe**⁴

1. Artevelde University College Ghent, 2. Escola Superior de Saúde do Alcoitão, 3. Metropolia University of Applied Sciences, 4. Hanzehogeschool Groningen

Changes in Society and challenging situation of elderly, chronically ill and disabled people in Kosovo and Russia require know-how in social rehabilitation, which aims to improve social capability and possibilities of persons to cope with everyday life.

The aim of this project is to enhance education in social rehabilitation and management through lifelong learning, in collaboration with partners of education, rehabilitation practice and ministries. The program countries are long-term partners from Higher Education Institution in Belgium, Finland, the Netherlands and Portugal. The partner countries are Kosovo and Russia.

The outputs are:

- Clear and practical definitions of the competences of rehabilitation professionals.
- Six continuous professional development courses: one course for teachers and five for professionals, and a digital platform to support the implementation of the courses.
- Teacher handbooks, course plans and other learning materials.
- Regional, national and international networks for collaboration and sustained development of education.

The pedagogical strategies to achieve the results are co-creation and blended learning. The project reaches its goals through activating professionals and students in the field of rehabilitation. The main impact of the project is the enhanced level in rehabilitation services resulting in higher client satisfaction and quality of life.

How to address resilience, self-management and intercultural competences at once

Friday, 18th October - 15:00: (Ground Room) - Oral Presentation

***Dr. Ton Satink*¹, *Ms. Daniela Senn*², *Dr. Ursula Costa*³, *Dr. Patricia de Vriendt*⁴, *Dr. Dominique van de Velde*⁵, *Dr. Kee Hean Lim*⁶**

1. HAN University of Applied Science, 2. Zurich University of Applied Sciences, 3. Health University of Applied Sciences Tyrol, 4. Artevelde University College, 5. University of Gent, 6. Brunel University

The Joint International Project (JIP) relates to sustainability in OT education. The JIP is a consortium of five institutions offering Occupational Therapy Bachelor and/or Masters programs. All strive to provide opportunities for students to develop intercultural and international competencies and to address topics related to current developments in health care. Health promotion, salutogenesis, resilience (1) and self-management (2, 3) are the main umbrella topics.

Students who write their Bachelor or Master thesis project related to one of the JIP topics, connect and participate in the annual JIP meeting, organized by one of the involved institutions. In workshops, lectures and discussion sessions students deepen their understanding related to the overarching topic and reflect on international and intercultural aspects.

The main impact of the JIP is the students' enrichment for their Bachelor or Master thesis projects, their learning experience in an intercultural context, sharing resources and knowledge among students and teachers. Besides, the JIP topics have been implemented in the OT curricula of the participating institutions. Furthermore, there are publications coming out of the JIP (4, 5).

The JIP is an international learning experience for students on many levels and addresses innovative topics within Occupational Therapy. New, interested participating institutions are welcome.

Client's Family in OT Education: Revealing the hidden forces in every family

Friday, 18th October - 16:00: (Olympia Room) - Oral Presentation

Dr. Ofra Schaham¹

1. Department of Occupational Therapy, School of Health Professions, Sackler Faculty of Medicine, Tel Aviv University

Introducing a teaching model, addressing the family forces as an undiscovered topic in OT education. The importance of family involvement in OT therapeutic interventions has been increasingly recognized by OTs in most fields. Yet, OT programs lack practical training courses, and literature reviews of "OT and client's family" have shown very little results. Current trends in service delivery have been towards family-centered care, however, often it still translates into a 'parent guidance' contributing at times to extended frustration for both - therapists and family members.

The presenter developed a course designed to grant OTs with means to understand and intervene in a more effective way with clients' families. This original course offers active learning and is being taught in OT graduate schools and clinical settings in Israel. Year by year, OT graduate students and practitioners have been testifying how this course became most valuable to their practice.

The presentation will introduce a unique approach to families with their visible and invisible forces that motivate and guide family members - basically all of us. The assumption is that realization and decoding of these forces may enable occupational therapists and educators to have a better understanding and efficient interventions with family members.

Bridging Occupational Gaps with Refugees and Asylum Seekers

Friday, 18th October - 16:15: (Olympia Room) - Oral Presentation

Prof. Ioulia Louta ¹, Ms. Elena Kapnisi ¹, Mr. Loukas Antonaki ¹, Mr. Marios Petrou ¹, Dr. Pavlina Psychouli ¹

1. European University Cyprus

Societal changes both across countries and within them challenge occupational therapists to identify their role in emerging practice areas and to develop effective practices that are evidence based. In an effort to respond to human displacement and to draw meaningful conclusions with respect to the international dialogue on occupational justice and client centered practice, the Occupational Therapy Program of the European University Cyprus has launched an innovative clinical practice program for refugees and asylum-seekers in collaboration with the UNHCR office in Cyprus. Aiming at facilitating integration in the local society, the overarching objective of the program is to help refugees and asylum seekers overcome their trauma, develop their potential and rebuild their lives through enhancing the necessary skills for participation in daily life activities and by taking into account the challenges they face in adapting and integrating into the social, cultural and economic fabric of the host community, as well. The program consists of group and individual interventions for children, adolescents and adults implemented by students under the guidance of their clinical supervisors and has rolled out at various settings in such a way as to address the needs of different groups of the refugee community.

Displaced people

Friday, 18th October - 16:30: (Olympia Room) - Oral Presentation

Ms. magalie simons*¹, *Ms. Shakti Daes*¹, *Ms. Nina Menten*¹, *Ms. Kitty Cambré*¹, *Mr. Robbin Vermeulen

¹

1. AP High school

We are students from AP University College of Antwerp (Belgium).

The subject we chose is 'displaced people'. We want to consider how many people are admitted in residential settings where they don't really belong, and in this way experience displacement. We examine this using two different approaches:

First, we want to have an impression of the amount of people that are displaced in a residential care center for elderly while they actually don't fit the geriatric profile.

Second, we want to map how many people with a psychiatric diagnosis or a psychiatric vulnerability are displaced in prison for committing a crime they can't be taken responsible for.

Our research is a mixed method design. We find out how prevalent displacement is in a region in Flanders. The results from the hospitals from the Antwerp area will be displayed. The qualitative part reports the opinion of patients and management-or care professionals.

At the same time, we investigate our study curriculum. We check whether this topic is addressed in our study curriculum. We try to find out why it does or doesn't occur in our curriculum, and look critically to the sustainability of our education, linked to this topic.

The health seed's project.

Friday, 18th October - 16:45: (Olympia Room) - Oral Presentation

Ms. Zélie Gex¹, Ms. Elena Muller¹, Prof. Isabel Margot¹

1. University of Applied Sciences and Arts of Western Switzerland

Climate issues will play an important role in our society in the following years. The world population has to amend its way of behaving and acting in regard to the sustainability of resources, like food and water, and social capital. Through the inclusion of values of behavioral changes into occupational therapy practice and the Transition Model (Hopkins, 2010, p. 133), we would like to develop a community garden as a permaculture (Mollison, 1988) for a neighborhood in which support for people with mental health illness is available (Hébert, 2000; Hébert et al., 2002).

The aim of our project is to inscribe the community garden in a sustainable development of occupational therapy practice and education (Wegmuller & Duchemin, 2010), as a student project in a community-based OT module. The main outcomes of our project will be social participation, inclusion, local productivity of goods and promotion of occupational therapy.

Occupational Therapy and the Society: Views of the Occupational Therapy Students

Friday, 18th October - 16:00: (Ground Room) - Oral Presentation

Dr. Slawomir Tobis¹, Dr. Mirosława Cyłkowska-Nowak¹, Ms. Katarzyna Stachnik¹, Prof. Mariola Pawlaczyk¹

1. Poznan University of Medical Sciences

Background: Occupational therapy (OT) suffers from a deficient social perception in Poland.

Aim: Collection of the views of OT students on the familiarity with OT in the society, as well as possible ways to improve it.

Material and methods: Three focus group discussions with a total of eighteen 2nd year OT students of Poznan University of Medical Sciences (expected to have a good knowledge of the field) were organised, recorded, transcribed and analysed.

Results: The students pointed out some deficits in the social functioning of OT in Poland, mainly: insufficient knowledge and inadequate perspective of OT. They also indicated changes which are necessary for the field to counteract the negative symptoms.

Conclusions: Several actions were pointed out as necessary to improve the social perspective of OT in Poland: educational campaigns, broadening of university-level teaching, and formal certification of professional competence. Active commitment of social policymakers and lawmakers, as well as other stakeholders to suggested changes, was considered essential.

Abstract relates to "Sustainability in OT EDUCATION": "Knowledge Assurance" and "Research Education and Occupational Science."

Perceptions of assessment in Norwegian occupational therapy students

Friday, 18th October - 16:15: (Ground Room) - Oral Presentation

***Prof. Tore Bonsaksen*¹, *Dr. Astrid Gramstad*², *Ms. Gry Mørk*³, *Ms. Susanne G. Johnson*⁴,
*Mrs. Trine Alise Magne*⁵**

1. Oslo Metropolitan University, 2. The Arctic University of Norway, 3. VID - Specialized University, 4. Western University of Applied Sciences, 5. NTNU

In addition to securing minimum standards of learning among students, assessment is used as a tool to improve learning (1). Assessment quality is measured with the Course Experience Questionnaire (2); however, the assessment scale has demonstrated ambiguous psychometric properties. To improve the sustainability of occupational therapy education, the current study aimed to increase our understanding of students' perceptions of assessment by analyzing the factor structure and internal consistency of the six items on the "appropriate assessment" scale among 187 Norwegian students with Principal Components Analysis, Cronbach's α and mean inter-item correlations. Three factors were extracted from the data: Factor 1 (three items, $\alpha = 0.51$) concerned assessment content, Factor 2 (two items, $\alpha = 0.62$) concerned the assessment context, whereas Factor 3 (one item) concerned feedback following assessment. Thus, the results indicate that assessment is a multi-faceted phenomenon that relates to the content of assessment, context for assessment and the feedback following the assessment. In view of the mean feedback score being considerable lower than the mean scores on assessment content and assessment context, feedback appears to be an important area of improvement for the occupational therapy programs, as well as a venue for further research (3).

International peer assessment

Friday, 18th October - 16:30: (Ground Room) - Oral Presentation

***Mrs. Cecilie Krüger*¹, *Ms. Michelle van Vliet*², *Mrs. Lisebet Skeie Skarpaas*¹, *Dr. Cynthia Engels*³,
*Ms. Anja Christopher*⁴, *Dr. Lucia Ramsey*⁵**

1. Oslomet, 2. Rotterdam University of applied sciences, 3. Université Paris-Est and Institut de formation en ergothérapie, 4. Zurich University of Applied Sciences, 5. Ulster university

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, costumers and rules & regulations. Working in an international environment requires new and additional competences. In order to prepare our students for this international environment, and to get a cultural perspective on occupational therapy, we created an assessment with international peers. In 2018, a pilot started with eight students from both Norway and the Netherlands. After presenting our pilot project at the Enothe congress in Portugal, the project continued with five universities. In 2019, 34 students from five countries were included in this project.

In this presentation, we will share the learning outcomes for the students and experiences from all universities. We will also discuss the organizational aspects of implementing learning outcomes for international peer assessment in the curriculum.

LEARNING TO HANDLE THE INFINITE FLOW OF INFORMATION AND BECOME EVIDENCE-BASED PRACTITIONERS

Friday, 18th October - 16:00: (Room 2B) - Oral Presentation

***Dr. Anette Enemark Larsen**¹, **Dr. Christopher Kjær-Sørensen**¹*

1. University College Copenhagen

Introduction: Modern healthcare generates an almost infinite flow of information rapidly filling up databases. Simultaneously, increased speed in service-delivery affects healthcare professionals, leaving less time to identify, evaluate and implement new knowledge in clinical practice. Such are the conditions Danish OT-students face after completing education, which increases the need to develop their skills to absorb new knowledge. In Denmark however, an additional language challenge is present, as the majority of scientific papers are published in English.

Aim: To teach OT students in Denmark to perform a Critical Appraised Topic (CAT), and to present their synthesized findings in a poster in English.

Methods: An elective course in three weeks was conducted including three small groups receiving close supervision. Each group should base their research question on a chosen population and a topic within occupational science.

Results: The three groups each performed a CAT, and presented their work in a CAT assignment (in Danish) and a poster (in English). The best presentations were rewarded by participating at this ENOTHE conference.

Conclusion: Preparing students with sustainable methods like CAT intend to enable them to maintain an evidence-based clinical practice.

Occupational therapy at schools. Professional orientation.

Friday, 18th October - 16:15: (Room 2B) - Oral Presentation

Ms. Elena Buadze¹, Mrs. Natia Gabrava¹

1. Ivane Javakhishvili Tbilisi State University

Our project will serve school students' professional orientation. There are no professional orientation programs in Georgia but choosing the profession is the important step in anyone's life. That's why, based on OT's responsibilities, we have decided to build community capacity to support school students to make the proper choice.

There is a State Career Online Consultation Website in our country.

Many people do not know about it. We plan to contact the site project manager in agreement with the Ministry of Education and offer cooperation.

We will show places of employment and work process to inform school students about their future professions. We also will collaborate with the students of different universities and colleges and share the experience as students with our beneficiaries.

7 target schools are selected but we plan to get into other regions as well as the professional orientation less accessible in regions.

With professional orientation, we will also:

- Provide the promotion of Occupational Therapy
- Encourage public awareness about cooperation with people with disabilities (in our team we will have students with different abilities)
- Offer students professions that they may not be able to study in Universities and are available only at colleges

Interprofessional Education: A review of context and implications for OT education

Friday, 18th October - 16:30: (Room 2B) - Oral Presentation

Dr. Marjorie Bonello¹

1. University of Malta

Interprofessional Education (IPE) occurs "when two or more professions learn *with, from* and *about* each other to improve collaboration and the quality of care" (CAIPE, 2002). Worldwide impetus for IPE has been gaining momentum in an effort to create a collaborative practice-ready health workforce better equipped to address challenges faced by health care systems worldwide (WHO, 2010). Within entry level occupational therapy curricula, IPE is advocated so that students have opportunities to learn and apply the knowledge and skills necessary for interprofessional collaboration (Gray et al., 2015). However, there appears to be a disparity between policy rhetoric and operational realities; institutionalising IPE in professional health education is complex and challenging. The first part of the presentation will discuss policy levers and key factors crucial for developing, implementing and sustaining progress in IPE. It will also highlight barriers that IPE faces at macro, meso and micro levels.

The second part will focus on a number of themes emanating from a literature review of studies which explored interprofessional experiences of occupational therapy students. These insights might stimulate debate about the implications of developing and sustaining IPE in occupational therapy curricula possibly contributing towards the development of more collaborative OT education across Universities.

Occupations beyond the job : volunteering among occupational therapists in Europe

Friday, 18th October - 16:45: (Room 2B) - Oral Presentation

Mrs. Yasmine Aït Si Selmi¹, Mrs. Margot Dascotte¹, Mrs. Fanny Richard¹, Mrs. Syrielle Zouakh¹, Mr. Christophe Durand¹, Dr. Cynthia Engels¹

1. UPEC

Occupational therapy finds its values in a blend of health and social care. This represents some kind of professional commitment. But what do you do when your workday is over ? Does this commitment go beyond the job ?

So, we wanted to know if OTs and OT students engage in volunteer or associative activities on their personal time.

We are exploring this interrogation through a survey conducted throughout Europe. It is translated in more than 15 languages and spread via multiple networks: email, Facebook, personal networks etc., using a snowball sampling, aiming to reach as many European OTs and OT students as possible.

Our aim is to measure and describe the features of volunteering among OTs and OT students in Europe. A secondary aim is to analyse the potential differences that might exist from one country to another: do we all involve in the same fields and do we invest the same amount of time in it?

This study offers a better understanding of OTs' volunteering habits and an insight of our implications in the future European communities, as sustainability might also need to go behind the job!

A new course for improving interprofessional collaboration among health professions students

Saturday, 19th October - 10:45: (Olympia Room) - Inspirational Oral

***Dr. Michal Avrech Bar*¹, *Dr. Margalit Pade*², *Dr. Anat Hershko Klement*³, *Prof. Ami Fishman*³, *Prof. Liat Kishon-Rabin*⁴**

1. Department of Occupational Therapy, School of Health Professions, Sackler Faculty of Medicine, Tel-Aviv University, 2. Department of Occupational Therapy, School of Health Professions, Sackler Faculty of Medicine, Tel Aviv University, 3. Medical school, Sackler Faculty of medicine, Tel Aviv University, 4. Department of Communication Disorders, School of Health Professions, Sackler Faculty of Medicine, Tel-Aviv University

Interprofessional collaboration (IPC), manifested in the capacity of different health professionals to work cohesively, improves communication between healthcare workers. Interprofessional education (IPE) is directly linked to IPC, and is characterized by occasions when two or more professions learn from, with, and about each other. Experience with IPE is essential in preparing healthcare students for working with other healthcare disciplines in a real work setting. Therefore, we developed a new course that brings together five students from five different professions in one class, including nursing, occupational therapy, physical therapy, communication disorders, and medical students. The teaching method that underlies the course is Problem-Based Learning (PBL) which fosters independent study in small groups facilitated by a tutor. It presents students with real-life problems and requires them to work in teams to discover solutions.

Students who participated in the course reported satisfaction and were excited to meet students from different professions. They appreciated the PBL experience that is an appropriate method for educating generation Y students.

Implementing the new course confronted us with challenges including coordinating between five different programs and changing attitudes of health professions educators. This poster describes interprofessional education and thus relates to the conference theme "Sustainability in OT education".

Student Mentoring - Inspiring the Next Generation

Saturday, 19th October - 10:50: (Olympia Room) - Inspirational Oral

Ms. Emma Rodrigues¹

1. University of Derby

Astin et al (2000) suggests that encouragement from other students increases the time that students devote to their academic experience. This presentation will, through reflection of my creation of the Derby Occupational Therapy Society, highlight the benefits of student mentoring.

In addition to peer assisted learning, which in itself encourages peer-support and learning through mentorship, students linked through the society also facilitate revision sessions and CPD opportunities such as guest speakers, careers and networking events which complement the curriculum and further enhance learning. Astin et al (2000) stated that this sort of peer teaching may have an even greater impact on students than classroom teaching. These events encourage students to liaise not only with their peers, but with Occupational Therapists in practice, thus building networks in preparation for practice.

Student mentoring has motivated fellow students to explore opportunities to further their learning. The aim is for this desire to be transferred into practice, preparing students to strive for CPD opportunities throughout their careers. In terms of sustainability, participation in the society will be encouraged amongst future cohorts, and training for the next generation of mentors will be provided to ensure a legacy of passion, enthusiasm and motivation for additional learning.

Multidisciplinary Bridgebuilding: Experts in Team

Saturday, 19th October - 10:55: (Olympia Room) - Oral Presentation

Dr. Jon Sørgaard¹

1. Norwegian University of Science and Technology

‘Experts in Team’ is one of the ‘signature’ study activities at the Norwegian University of Science and Technology. This is compulsory for all students at master level, normally after ca. 4 years, and focus on multidisciplinary teamwork. The total number of students participating each year is around 2 500.

The students select which ‘village’ they want to join, based on an overall theme defined by the teacher. Within the village – that each consists of 25-30 students - the students are placed in groups of 5-7 persons from different disciplines. The work in the villages has some key features:

- Student-defined projects within the theme,
- multidisciplinary approach,
- practical and theoretical tasks,
- thematic and organizational learning outcomes.

‘My’ village, named ‘Technical solutions for strengthening the possibilities for activity and participation among people with special needs’, was attended by students from different programmes within Health Sciences and Medicine, Technology, Humanities, Economy, Humanities and Social Science.

I will present experiences from ‘Experts in Team’: Challenges, possibilities and necessities of multidisciplinary teamwork, bringing different backgrounds and competencies together, and, according to ‘my’ theme and background: The value of Occupation Perspective in such a ‘multicultural’ setting.

Sustainable OT-education asks for interprofessional collaboration: an integrated interprofessional OT curriculum.

Saturday, 19th October - 11:10: (Olympia Room) - Oral Presentation

Dr. Steffy Stans¹, Ms. Sarah Meuser¹, Ms. Vera Killen¹

1. Zuyd University of Applied Sciences

Interprofessional collaboration is essential for a sustainable view on the work of occupational therapists. The questions of the increasing group of elderly and people with chronic diseases cannot be solved by one profession, but asks for interprofessional collaboration.

OT students should be educated in an interprofessional environment to prepare them for their future collaboration with other professionals in the workfield. Therefore, a shared framework for the operationalisation of interprofessional competences was developed by Zuyd university. It contains competences and descriptors on different levels to cover all bachelor programmes at the Faculty of Healthcare.

This framework forms the basis of a 4-year interprofessional education programme at Zuyd university. Students collaborate in interprofessional communities of practice in different lessons during each year. Students are also stimulated to work interprofessionally at their internships as well as bachelor studies.

The background of the interprofessional framework and examples of the interprofessional education programme are presented.

Interprofessionality, innovation and sustainability in occupational therapy

Saturday, 19th October - 11:25: (Olympia Room) - Oral Presentation

Ms. Gina Heckmann¹, Ms. Dina Kähler¹, Ms. Britt Hoofwijk¹, Ms. Yolanda Kort¹

1. Zuyd University of Applied Sciences, Heerlen

Interprofessional education (IPE) stimulates students to increase their knowledge of different professions and the value of the other disciplines in relation to patient management.

It is an open-ended and vivid partnership between professionals from diverse backgrounds, who collaborate in solving problems and providing services for their clients (van Dongen, 2017).

Zuyd has created a framework of interprofessional competences, which include common, complementary and collaborative competences (Barr, 1998). The five interprofessional key competences (Vyt, 2009) are used to define the collaborative competences and built the Zuyd IPE competency model when integrated with the CanMed roles (Frank, 2005).

Out of students perspective, there will be the presentation of how Zuyd gives opportunities to learn in an interprofessional context at present and what further development should be made to improve the IPE program. Concluding, IPE sets important prerequisites in order to do justice to the complexity of the future working world of occupational therapists. It represents a basis for being able to further establish oneself professionally far away from the traditional medical sector in a sustainable manner.

Let's talk about Sex – but how?

Saturday, 19th October - 11:40: (Olympia Room) - Oral Presentation

Ms. Franziska Strauhs¹, Ms. Elisabeth Ventura¹

1. University of Applied Sciences FH Campus Wien

Introduction:

Various diagnoses cause limitations in people's sexuality resulting in a restriction in sexual health (WHO, 2006). According to AOTA(2013) sexuality is seen as a meaningful occupation, so the clients' sexuality belongs to the work field of OT. Occupational therapists should be able to address this topic and empower their clients to talk about potential issues. Knowledge about frameworks such as the ex-PLISSIT Model (Davis et al., 2006) and the sexual rehabilitation framework (Elliott et al., 2017) are important tools for OT-practice. However our main concern is to investigate skills and competences needed for Occupational Therapists when using the frameworks and dealing with sexual issues. We feel that these issues are addressed too little in our curriculum.

Methodology:

- Literature review
- Interviews with a client, an Occupational Therapist, a sexual assistant and a teacher from the midwife study program to gather information about experiences and required competences
- Analyzing and identifying the main competences and challenges
- Identifying possibilities for interprofessional learning

Results and conclusion:

We present a cluster of challenges that might be faced and competences that are required by Occupational Therapists addressing clients' problems around sexuality. Furthermore we give ideas which interprofessional study settings can be introduced in OT training.

Preparation and delivery of a Service Learning module in Greece

Saturday, 19th October - 11:55: (Olympia Room) - Oral Presentation

Mrs. Elena Glik¹, ***Mrs. Sotiria Vegkoy***¹

1. Metropolitan College Athens

Occupational Therapy Education is preparing future practitioners to work as agents of change in addressing not only the needs of individual service users but also the community (Lorenzo, Graham, Buchanan & Aslop, 2006). “Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (Corporation for National and Community Service, 2011). The Service Learning module was prepared and delivered in the new re-validated Occupational Therapy Programme at Metropolitan College Athens, for the first time in Greece. The module was delivered to year 1 OT students, and linked to the module “Principles of Professional Interaction in Occupational Therapy”. The main goal of the module was to enhance learning and understanding of the basic principles of professional communication and interaction through volunteer work in role emerging sites, within the community, where OT services are not yet incorporated. The students were then asked to reflect upon and link their experiences to the theory taught in class. The aim of this presentation is to explore the challenges and highlight the importance of delivering service level modules in OT programmes.

An Innovative Technology Model for Occupational Therapy Curriculum: DT Model

Saturday, 19th October - 10:45: (Room 1A) - Inspirational Oral

Ms. Kübra Şahadet Sezer¹, Dr. Devrim Tarakçı¹, Mr. Ahmet Emir², Ms. Esra Ünsal¹

*1. Istanbul Medipol University/ Faculty of Health Sciences/ Division of Occupational Therapy, 2. İSTANBUL MEDİPOL
ÜNİVERSİTESİ*

Technology has made an impact in every aspect of life including in the field of occupational therapy. Currently, students who have received training in occupational therapy are generation Z and from the end of generation Y. In the Innovative DT model, which is planned as an ongoing process, started in the scope of ERG2235830 Assistive Technology course in 2nd class is going on until the 4th grade. The students carried out the clinical studies on the context of their project of the 3rd degree of fieldwork and bachelor's degree final project. At the beginning of the course, the Project Writing and Management Training and Patent Applying Training was given by the Technology Transfer Office of Istanbul Medipol University. They could work individually or as a group in which the process interactive. Academic, technical and engineering mentoring support was provided to students during the process. 6 patents and petty patents were filed from 29 students for 3 years. Copyright processes are continues. 9 TUBITAK projects were applied and 2 of them were accepted. The Techno-therapy laboratory of our university was established with the accepted and funded projects. Within this model, OT students from generation Y and Z are included in the innovation process from the second degree of OT curriculum onwards.

A Petty Patent: Adaptive Cutting Board

Saturday, 19th October - 10:50: (Room 1A) - Inspirational Oral

Ms. Başak Tuncel¹, Ms. Halime Avunç¹, Dr. Devrim Tarakçı¹, Ms. Kübra Şahadet Sezer¹

1. Istanbul Medipol University/ Faculty of Health Sciences/ Division of Occupational Therapy

Based on OT educational curriculum and clinical experience, OTs have the knowledge and foundational skills to assess clients and provide assistive technology devices and services. Develop and training of the using adaptive equipment is an intervention method used by occupational therapists for enhance and maintain the occupational performance of clients. The aim of this invention is to eliminate the problem of the patients who have suffered from hemiplegia, brachial plexus, arm amputated, shoulder contracture and/or clients who doesn't have motor skills to cutting and peeling activities in the kitchen independently. In addition, it is aimed to increase the functionality, self-confidence and motivation of the individuals who use one arm through independence on the activities of cutting, chopping and peeling in the kitchen in individuals. In the invention, the hardware of the cutting and peeling apparatus has been increased by adding the materials to the main mechanism for different functions and thus many functions can be made with the one design. Invention includes backing for foods, scales, flexible material and gib for fixing food, grater. It was applied to copyrights of the invention to Turkish Patent Institute and the process is continuing. OTs should be innovative and develop assistive technology and adaptive equipment.

Building a sustainable bridge between theory and practice in OT education

Saturday, 19th October - 10:55: (Room 1A) - Oral Presentation

***Mrs. Lis Sjöberg*¹, *Mrs. Sofia Tavemark*²**

1. Örebro University, 2. Örebro kommun

To strengthen the link between the theoretical education at the university and the practical education in clinic the Occupational therapy program at Örebro University introduced a new organization in 2004 (fifteen years ago). In this organization, clinical lectures (CL) in occupational therapy (OT) are recruited in clinic and affiliated to the university. The CL, work part-time as an ordinary OT with patients in clinic and part-time as CL, involved in courses including clinical practice. A CL is confident in the role as facilitator to link theoretical knowledge with clinical practice and use reflection as a fundamental component for transitional development of professional competence.

The purpose of this presentation is to share our experiences of how CL can be a link between theory and practice supporting learning processes during clinical practice. Our presentation will include a clarification of the role of the CL and illustrate it from three perspectives: the students, the preceptors, and the academic. Our experience is that CL may overlap this bridge and support students and preceptors where the environment does not support learning processes very well.

The Occupational Therapist of the future

Saturday, 19th October - 11:10: (Room 1A) - Oral Presentation

***Mrs. Sussi Slot Lauridsen*¹, *Mrs. Nora Jonsdottir Myllhamar*², *Mrs. Jette Fischer*³**

1. University College of Copenhagen, 2. University College Copenhagen, 3. Capitol Region University Hospital, Rigshospitalet

Quality assurance of Practice placement & Service Learning

Introduction

The project aims to develop effective intervention, improving quality assurance of practice placement and service learning, based on Occupational Therapy and innovative theory. The OT curriculum has thirteen weeks of clinical practice in the last semester. One part is three weeks of innovation, quality assurance and evidence-based practice, another ten weeks of OT-intervention. Combining these two periods gives the student a sense of coherence while working innovative with OT-intervention. The students associated the same clinic for three and ten weeks period.

Methods

Students were interviewed, seven students were chosen to follow this project. In the clinic the students worked with a topic of OT-intervention, decided by the innovative method, from the three weeks of clinic. The topic will be implemented in the ten weeks clinic of OT-practice. The student and the clinical trainer used logbooks to describe the experiences and sense of coherence due to the clinical practices. Two hospital facilities participated in the project.

Results/conclusions

The project is still in process and we expect results and conclusions from the clinical trainers and the students, during summer 2019. Students, clinical trainer and senior lecturer will present the results at ENOTHE 2019.

Using High Fidelity Simulations to prepare students for fieldwork experiences

Saturday, 19th October - 11:25: (Room 1A) - Oral Presentation

Dr. Elaine DaLomba¹, Dr. Robyn Wu¹, Dr. Chi-Kwan Shea¹

1. Samuel Merritt University

Experiential learning, or learning through doing, is central to occupational therapy education (Schaber, 2014). High fidelity simulations evoke student confidence/efficacy and enhance knowledge (Gibbs, D. M., Dietrich, M., & Dagnan, E., 2017). Rigorous studies of simulated learning are lacking (Bennet, et al., 2017).

Methods: This study used anonymized data of student fieldwork performance and supervisor qualitative comments to identify most frequent areas of concern in student knowledge, critical reasoning, therapeutic use of self, and overall self-management. From these data focused case studies were developed by faculty to represent situations with high fidelity to these concern areas. Simulated patients were trained by the same faculty prior to simulation experiences. Active learners were chosen; sessions were observed via live feed for remaining students. Learners completed qualitative surveys addressing identified areas of concern.

Results: 77% of students felt simulations were a superior method of learning and developing confidence in critical reasoning skills. 66% felt all students would benefit from being an Active Learner (vs. observer). Most felt enhanced self-efficacy after active learning experiences.

Conclusion: Focused simulated learning is an effective method to cultivate student competence and confidence in knowledge, reasoning and client interactions. Time, cost, and scheduling are barriers to these experiences.

Coaching occupational therapy students to become cultural sensitive practitioners step by step

Saturday, 19th October - 11:40: (Room 1A) - Oral Presentation

***Mrs. Els Pattyn**¹, **Mrs. Siska Vandemaele**¹*

1. Howest University College

Our curriculum prepares students to become occupational therapists (OT) who work cultural sensitive and competent. The first step in this process is acquiring knowledge and insight during a course of 3 ECTS about community diversity, cultural diversity in healthcare, culture sensitive working and cultural competences of an OT, partially taught by guest speakers active on the work field. This course closely relates to the emphasis on internationalization throughout our curriculum to develop international and intercultural competences. Subsequently the students accomplish internships, case studies, projects, assignments and practical research focusing on integration and inclusion of societal vulnerable target populations like displaced people (Strijk et al., 2010; Smith, 2015). Maximal collaboration with local work field partners hereby is a must, e.g. Groep INTRO Kortrijk and OKAN. One of this projects investigates the role of OT in mentoring adult asylum seekers and newly arrived migrants towards an appropriate job in Belgium in order to minimize occupational deprivation (Whiteford, 2000). Involvement of the students in such projects reinforces learning and is an added value in their development as an professional OT.

This presentation proposes an instructional strategy to train and coach OT students in acquiring the knowledge, skills and attitudes of culture sensitive working.

A Welcoming Museum - Empowering a museum for inclusion of adolescents with autism

Saturday, 19th October - 11:55: (Room 1A) - Oral Presentation

Ms. Evelyn Haberl¹, Ms. Lisa Kleinrad¹

1. University of Applied Sciences FH Campus Wien

Museums enable people to explore new things, to interact socially and thereby enhance general well-being (Hesseldahl, McGinley & Monk, 2018). As the WFOT stated, all people have the right to be included and to be supported in participating in meaningful occupations. Accessibility has become a pressing issue for museums but regarding autism providing suitable programs and environment is still challenging (Lurio, 2016).

To get an overview of the current situation we use the method of a literature review and investigate existing projects of cultural institutions enhancing inclusiveness. A following field study will include interviews with museum educators and people that are working with adolescents with autism.

Combining the findings of the literature review and the interviews we will develop a list of recommendations for institutions aiming to provide a satisfying museum experience for people with autism. We will also present ideas how to approach this topic within education of occupational therapists.

Welcoming people with disabilities is an important but complex topic for museums. Occupational therapists can support them by evaluating their current situation and by providing advice. Thereby occupational therapists can play an active role in community work and have a sustainable impact on the participation of people with impairments.

Sustainability in education – a student perspective from the field

Saturday, 19th October - 10:45: (Room 2A) - Inspirational Oral

*Ms. Sophie Ulbrich-Ford*¹, *Ms. Ramona Sieberer*¹, *Ms. Sarah Brandl*¹, *Mr. Georg Gappmayer*²

1. University of Applied Sciences Wiener Neustadt, 2. university of applied science

Problem: The literature generally supports the notion that developing critical professional thinking is important for a sustainable education and that out-of-class training shows significant improvement of competence and promotes students to take a client's perspective. Curricula of Occupational Therapy Programmes in Austria are densely-packed. As the fields of occupational therapy and the required skills are growing, the best preparation for future occupational therapists are lying within generating sustainable skills. The question emerges which of the current methods and lecture content are experienced as sustainable by students.

Methodology: As methodology strategy, two separated focus groups were carried out with 12 students in each group. The aim was to collect information regarding the personal beliefs and attitudes about sustainable education at the University of Applied Sciences in Wiener Neustadt, Austria.

Outcome: The discussion in the focus group has shown that out-of-class-training, case studies with real clients or actors, practical placements, active learning have a huge and sustainable impact on the students.

Family-Centered Approaches in Rehabilitation of Cerebral Palsy: The Guidance of Kawa Model

Saturday, 19th October - 10:50: (Room 2A) - Inspirational Oral

Dr. Hatice Abaoğlu¹, Mr. Tarık Demirok¹, Ms. Zeynep Çelik¹

1. Hacettepe University

Introduction: Family-centered approaches that improve the quality of life of all the family members have become the focus of rehabilitation. The aim of this study was to investigate the effect of a family-centered approach in caregivers of children with cerebral palsy using kawa metaphor.

Methods: Eight caregivers of children with cerebral palsy were included in the study. The participants were evaluated with the Kawa Model before and after the occupational therapy intervention consisted of 12 weekly educational sessions focusing on individual needs such as awareness of family role and responsibilities, problem solving, time management, coping skills and goal setting for rehabilitation. Participants were asked to draw a river representing their life journey and the components of the model were examined through a semi-structured interview.

Results: The factors affecting the flow of the rivers of participants were grouped into 6 main themes: rehabilitation process, responsibilities, financial issues, social environment and stigma, leisure participation, healthcare systems. After the intervention, the size of the impeding structures decreased and life flows of participants became stronger.

Conclusion: The Kawa Model is thought to be useful as a part of family-centered approaches in pediatric rehabilitation. Results should be supported with mixed research designs in future studies.

New modules - new shocks. Experiences and perspectives of learning

Saturday, 19th October - 10:55: (Room 2A) - Oral Presentation

Dr. Mona Asbjørnslett¹, Dr. Helen Bull¹, Ms. Gry Mørk², Dr. Astrid Gramstad³, Ms. Tove Carstensen⁴, Prof. Tore Bonsaksen¹

1. Oslo Metropolitan University, 2. VID - Specialized University, 3. The Arctic University of Norway, 4. Norwegian University of Science and Technology

Learning is a central occupation for university students. How students perceive the learning environment may be particularly important for first year students.

The aim of study was to explore first year occupational therapy students' experiences and perceptions of learning and of their learning environment.

The study applied a qualitative descriptive design. We conducted four in depth focus group interviews with six first year occupational therapy students. To analyze the empirical material we used a theory driven thematic analysis, with a transactional perspective in the discussion of results.

The analysis indicated one main theme "New modules- new shocks" and three categories related to the experienced differences between modules. 1) Knowing that you are going to work with people, but the profession is unfamiliar; 2) Getting accustomed to new ways of thinking, reasoning and communicating 3) Preparing for learning: reading, organizing the reading list and written tasks.

Entering a new study program is a demanding process. Transitioning between four different modules in the first year also requires that students adapt to different expectations, use of language and teaching styles between teachers, which can be demanding in itself.

A collaborative escape room as a learning activity for OT students proposal

Saturday, 19th October - 11:10: (Room 2A) - Oral Presentation

Dr. Estibaliz Jiménez Arberas¹, Mrs. Julia Dugnot², Prof. Luisa Ruiz Fernández¹, Dr. Jesús Merayo-Lloves³, Mr. David Fernández Valera³

1. Facultad Padre Ossó, 2. Facultad Padre Ossó, University of Oviedo, 3. University of Oviedo

Introduction: This study presents an experiment regarding the introduction of gamification strategies into the classroom, and it is related to the context of sustainability in OT education. The experiment is aimed at adapting the so-called escape rooms to educational environments to promote learning based on games and students' skills and curricular competences so important as teamwork.

Methodology: A software© was created to make a collaborative escape room, with an elaborated story and characters. Part of the puzzles was in digital format and others, in physical format. The design of our escape room allows to play on-line simultaneously with up to 24 students, so that the end of the escape room was collaborative. It was tested two times and it was based in Anatomy and Autonomy and Functional Independence in the Adult subjects, but it is possible to adapt the format to another subjects.

Results: The participation of the students was 100% and the application of curricular competences was proven. The degree of satisfaction has exceeded the expectations.

Conclusions: Students were found to have a preference for using gamification tools in their learning, but we are still waiting for further results.

Preparing for retirement: occupational considerations.

Saturday, 19th October - 11:25: (Room 2A) - Oral Presentation

Mrs. Linda Renton¹

1. Queen Margaret University

Introduction: Retirement is an occupational transition, this study explored occupationally focussed planning, transition and adaption to retirement.

Methodology: using narrative inquiry, convenience sampling and narrative interviewing, the data were organised, managed, analysed and coded, through themes and headings, which emerged from participants' narratives. Data were revisited, developed and interpreted using reflexivity and poetry. Meaning was co-constructed. Plots emerged and occupational transition, occupational identity, occupational balance and occupational meaning offered theoretical underpinning to the reflexive co-construction of meaning through narrative inquiry.

Literature was identified on occupational therapy and occupational issues in retirement but they were dated (Liddle et al 2004, Hewett et al 2010, Pepin and Deutscher 2011 and Jonsson 2000). They suggested how individuals selected occupations to continue or take up in retirement and what roles they have and may acquire

Results: This study added to the knowledge base and highlighted how retiree's relationships might change, how they balance their occupations (occupational balance), how they see themselves and how others see them (occupational identity) and what meanings they associate with the occupations they participate in, or want to participate in (occupational meaning).

Conclusion: This occupational focus is helpful when planning retirement.

Making hope visible: A pilot educational course on hope for Occupational Therapists

Saturday, 19th October - 11:40: (Room 2A) - Oral Presentation

***Dr. Dorit Redlich-Amirav*¹, *Dr. Denise Larsen*², *Dr. Elizabeth Taylor*³**

1. Department of Occupational Therapy, School of Health Professions, Sackler Faculty of Medicine, Tel-Aviv University, 2. Associate Dean, Graduate Studies Faculty of Education; Director of Research, Hope Foundation of Alberta, University of Alberta, 3. Associate Dean Faculty of Rehabilitation Medicine, University of Alberta

When people struggle with difficult situations and the future becomes uncertain, the importance of hope is vital. Occupational therapists (OTs) are in a unique position to help people find hope and meaning in their lives. Thus, it is important that OTs become knowledgeable about hope and possess skills for fostering client hope. Presently, hope is not part of the core curriculum in OT training. An innovative pilot course to provide OTs with a better understanding of their own personal and professional way of hoping was developed. The course consisted of three full days of lectures and workshops focused hope theory and research. It also included practical tools for fostering client hope. A post evaluation survey was delivered 2 years after completion of the course. Participants confirmed the impact of the course on their professional and personal development and practices. The course enhanced their understanding of hope, enabled them to search for and identify client hope experiences, and enabled intentional use of hope language with clients. The results of this pilot study offer evidence of the need for larger studies to evaluate future course refinements and to identify how hope curriculum might be best integrated into core pre-service OT programming.

Occupation & Participation 4 All # an international online-course

Saturday, 19th October - 10:45: (Room 4A) - Oral Presentation

***Mrs. Kristin Alfredsson Ågren**¹, **Mrs. Jette Andersen**², **Mrs. Turid Deisz**³, **Mrs. Gabriele Guentert**⁴,
Mrs. Inge Lange², **Mrs. Christine Sontag**⁴, **Mr. Mark Steensels**³*

1. Linköping University, 2. University College Nordjylland, 3. Thomas More Kempen, University of Applied Sciences, 4. Salzburg, University of Applied Sciences

Introduction: Shared knowledge and skills needed for occupational therapy students in most countries are that not only health problems can deprive people of their occupations but also societal challenges, such as poverty. To prepare students to handle those themes and to increase internationalisation in OT curricula innovative educational methods based on internet could be helpful.

Methodology: Delegates from four European universities developed an online course (6 weeks, 2 ECTS) focused on occupational justice and deprivation. With support from Tuning competencies, learning outcomes were defined. Educational internet-based methods were used for lectures, documentation, assignments and group meetings.

Results: The course ran autumn 2018. Target groups chosen by the students were homeless people and (ex)prisoners. The groups of students ended up in creating mutual OT visions referring the needs of the target groups and presenting it to stakeholders and professionals.

Conclusion: Student's evaluations highlights the international discussions as important and that they gained in-depth learning in matters important for future OT, but with a heavy workload during the course. The teacher's evaluation shows that although course development and implementation required efforts, the learning outcomes were reached. Thus, it was decided that the course should start again in spring 2020.

Teaching assistive technology to ‘Generation Y’ undergraduate OT students... challenge accepted!

Saturday, 19th October - 11:00: (Room 4A) - Oral Presentation

Ms. KATHERINE HORAFAS¹

1. AMC Metropolitan College

There is emerging evidence that generational attributes may influence learning needs. ‘Generation Y’ is comprised of individuals born in the early 80’s-early 2000’s. They are praised technologically savvy learners, however occupational therapy (OT) educators are concerned regarding their apparent traits of being overconfident, having a different communication style, becoming easily bored and in need of constant praise. Apparent generational characteristics need to be considered when approaching teaching ‘Generation Y’ OT undergraduate students whose learning needs may be different than that of previous generations.

There are a variety of instructional methods that are used in allied health educational programs. These methods include more traditional lecture based instruction, case studies, problem-based learning, team-based learning and other active learning approaches. OT educators consider cooperative learning through in-class group assignments to be a valuable mode of instruction. However a more modern take on the didactic lecture, infused with active learning activities may be an effective teaching tool.

The ‘Enabling Occupational Performance through Assistive Technology’ module at Metropolitan College in Athens, Greece utilizes an assortment of teaching methods. Guided by good education practice and active learning principles, the OT students are invited to engage in different learning experiences that respect their generational traits and needs.

Possibilities for the use of VR, AR or MR within OT-education: a small research project

Saturday, 19th October - 11:15: (Room 4A) - Oral Presentation

Mr. Sander Osstyn¹, Ms. Hanne Boussery¹, Ms. Manon Meulemans¹, Ms. Lisa Casteleyn¹

1. VIVES University of Applied Science

Aims and objectives: Recommendations for application of VR, AR or MR within the OT curriculum, so future OT-students will be prepared for the integration of this technology in their OT-practice.

Background: VR, AR or MR are new technologies that became more accessible for everyone during the last few years. This technology offers a lot of opportunities, not only in leisure and learning activities, but also in therapeutic situations. As for an OT, there are a lot of opportunities to use VR, AR or MR in daily practice, so it is important that OT students are prepared to use this technology as a medium in interventions.

Methodology: Literature research showed a lot of advantages of the use of VR, AR or MR in education. Literature also showed advantages for different target groups in practice.

Results: Recommendations of how VR, AR or MR can be introduced in the OT- educational program. This is possible in more theoretical courses, but also within specific OT-courses.

Conclusion: First steps of integration of VR, AR or MR are possible, but technology still has to evolve further so also (OT-) education programs can make use of this new technology.

What OTs say about competencies in practice? A two-phase mixed methods study.

Saturday, 19th October - 11:30: (Room 4A) - Oral Presentation

***Prof. Annie Rochette*¹, *Prof. Martine Brousseau*², *Prof. Brigitte Vachon*³, *Dr. Cynthia Engels*⁴, *Mrs. Fatima Amari*⁵, *Prof. Aliko Thomas*⁶**

1. School of Rehabilitation, University of Montreal and Centre for Interdisciplinary Research in Rehabilitation in greater Montreal (CRIR), 2. OT department, Université du Québec à Trois-Rivières, 3. School of Rehabilitation, University of Montreal and Centre de recherche de l'Institut en santé mentale de Montréal, 4. Université Paris-Est and Institut de formation en ergothérapie, 5. School of Physical and Occupational Therapy, McGill University, 6. School of Physical and Occupational Therapy and Centre for Medical Education, McGill University and Centre for Interdisciplinary Research in Rehabilitation in greater Montreal (CRIR)

Introduction: Understanding how OT professional competencies are actually enacted in clinical practice can help university programs better prepare their graduates. The study aimed to describe graduates' perceived competencies, the factors that influence successful enactment and the strategies used to further develop competency level.

Methodology: Descriptive mixed methods sequential design. Quantitative phase consisted of an online survey sent to all OTs holding a professional master in Quebec, Canada, followed by focus group discussions with a subset of participants. Analysis used descriptive statistics and the Framework Approach for content analysis of focus group data. Competencies were theoretically anchored to the seven roles of the Canadian OT Practice Framework.

Results: 26.5% (n=317/1196) participated in the survey. Communicator, collaborator and professional roles were perceived as highly solicited in practice, valued and more frequently rated at a higher competency level compared to the other four roles. Focus group data with 16 clinicians revealed that both individual and organisational factors influence enactment of competencies. Consulting colleagues was the preferred strategy to support the scholar role, often described as foundational for development of expertise.

Conclusion: This study provides valuable information as to how the seven roles are enacted in practice to better prepare future OTs.

Workshops

Occupation-based education for bachelor education programmes; the CO-OP Approach™ as inspiration.

Thursday, 17th October - 14:00: (Ground Room) - Workshop: Tandem style

***Mrs. Rianne Jansens*¹, *Mrs. Jolien van den Houten*¹**

1. Zuyd University of Applied Sciences

Clientcentredness, occupation-, evidence-, technology- and context-based are characteristics of current occupational therapy education programs that aim for sustainability. Knowledge about occupation and its relation to health and long lasting well-being is increasing, however it is still challenging for students and professionals to apply an occupation-based approach in fieldwork and practice. Limited number of occupation-based tools and interventions is one of the challenges (Hodgetts et al., 2007) in a profession that is in transition towards activities-based, ‘top-down’ interventions (Novak et al., 2019).

The CO-OP Approach™ has purposely been developed from a sustainable ‘top-down’ perspective and is researched for many years (Polatajko & Mandich, 2004; Dawson, McEwen, Polatajko, 2017). At AOTA 2019, during the E.C. Slagle lectureship by Ellen Cohn, CO-OP Approach got a honorable mention as evidence for the competence of occupational therapy.

In this workshop we will discuss therefor opportunities the approach offers for contemporary module design in the current focus on effective ‘top-down’ service delivery. From the perspective of the instructional design model 4C/ID (van Merriënboer & Kirschner, 2007), participants will go through a process of guided discovery towards suggestions for designing an educational module. Discussions will shed a light on the educational challenge of preparing students for practice.

„Nothing about us without us“ Including client perspectives in the Occupational Therapy Education and Research

Thursday, 17th October - 15:30: (Ground Room) - Workshop: Tandem style

Ms. Angelika Echsel¹, Dr. Christina Schulze¹

1. Zurich University of Applied Sciences

Including the client and user perspective is more and more in the focus of health care and community services (Chu et al., 2016). Teaching examples and research projects of the Zürich University of Applied Sciences (ZHAW), illustrate and explore possibilities including client perspective and client specific skills in different ways.

In the “enable-it skill laboratory” clients present their occupational performance difficulties and teach students specific skills based on the enablement skills of the CMOP-E. The structure and content of this teaching unit aims to facilitate a deeper understanding of client centeredness.

“Learning from clients” in this „hands on“ interaction, clients teach students different skill such as repairing electric appliances. Beforehand the student’s interview the clients to their occupational history and relate theoretical aspects to practical experiences.

Inclusive education: this course teaches influences of political and socio-cultural aspects and gives insight of personal experiences of a child and her family pioneering inclusive education. A young woman and wheelchair user co-lectures with a lecturer from the ZHAW.

With a selection of running research projects such as the “playgrounds for all”, we show how the perspective of children is included in research and how children’s voices need to be heard to remove play barriers.

Occupational Therpay and Circus: An Interactive Workshop

Thursday, 17th October - 14:00: (Room 1A) - Workshop

Ms. Jill Maglio¹, Mr. Theodoros Bogeas²

1. Holistic Circus Therapy/CircusAid, 2. Metropolitan College Athens

Learning Objectives:

Participants will learn theoretical knowledge of how circus can be used by occupational therapy to improve social, emotional, physical and cognitive functions.

Participants will acquire practical skills of how circus can be used as an occupational therapy intervention within an educational setting to increase executive functions.

Participants will leave with an understanding of how social circus can be used to address occupational deprivation, promote community resilience and increase solidarity among marginalised communities.

Participants will leave with practical applications of how to introduce and grade different circus skills to increase functional capacities for individuals of diverse populations.

Description of Teaching Methods: This interactive workshop will combine theory, case study examples and experiential learning that will enable participants to explore and critique the intersection of circus with occupational therapy practice.

Jill Maglio has been using circus address occupational deprivation in refugee camps in Europe since 2016. The effective methods and tools used will be shared in this workshop.

International clinical placements in occupational therapy: How and what do you learn and teach?

Thursday, 17th October - 14:00: (Room 1B) - Workshop

Ms. Helena Brodin¹, Dr. Aileen Bergström¹, Dr. Lisette Farias¹

1. Karolinska institutet

International students and clinical supervisors face diverse challenges during their placements. These challenges are related to learning expectations, cultural and social barriers, and difficulties understanding the learning objectives related to clinical rotations. Still both supervisors and students report mutual learning benefits from this process which often changes, enriched by diverse learning experiences. In order to prepare students and supervisors for their international placements, it is key to enact dialogue with those involved in this process in order to learn from their experience, and therefore, include different perspectives. This workshop aims to learn from each other's experiences and reflect on how and what participants are learning. Participatory methods will be used to enact dialogue with the participants and delve into what sort of support is needed and what could be offered to those engaged in international placements so that the learning is mutual. This workshop is of particular interest for students, teachers and practitioners involved or that have had participated in international placements. It is expected that this workshop will co-generate knowledge and specific actions that can tackle the needs and challenges related to this process which in turns will support more sustainable international exchanges within occupational therapy higher education.

Student mobility - How can it become a sustainable success?

Thursday, 17th October - 14:00: (Room 2A) - Workshop

Ms. Anja Christopher¹, Ms. Michèle Gasser¹

1. Zurich University of Applied Sciences

Internationalisation in Higher Education (HE) has developed from student mobility programs to the idea of enabling student's experience of internationalisation at home e.g. peer-skype projects to develop intercultural competences. Still student mobility, especially long-term, is a valuable part of internationalisation.

International mobility is one key element for knowledge exchange, future research and increasing quality e.g. in OT services. The Swedish Internationalisation Agenda points this clearly out (Swedish Government Official Reports, 2018).

Students often struggle with cultural differences in communication, social behaviour, and Occupational Therapy in a foreign health care system when leaving their home country. Even a pre-departure training can provide valuable preparation; the real life experience often offers unexpected challenges.

This workshop invites students and professors to discuss their concepts and approaches to successful support students in their international experiences and development of intercultural competence. We will present our concept (under development) and give a short introduction of the Intercultural Development Inventory (IDI, 2018).

Together we would like to develop ideas of mentoring for incoming students, outgoing students, and professors/practitioners who supervise international students to support student mobility and internationalisation.

A Taste of Innovative Internships in OT

Thursday, 17th October - 14:00: (Room 2B) - Workshop

***Ms. Martine van Herk*¹, *Mrs. Minjou Lemette*², *Ms. Michelle van Vliet*¹, *Ms. Aicha Laouni*¹,
*Mr. Milenko Rutjes*¹, *Ms. Iris van Ekeren*¹**

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

We are 4 OT students from the University of applied sciences Rotterdam. The subject in the workshop is to explain how internships can be implemented in the curriculum and the way this will benefit the students. We believe that it is important that an internship in the first two years of the study as well as the 3rd and 4th year will contribute to motivation and effective learning. In this way students will 'taste' the OT field.

Within the workshop there will be a presentation of our future dreams about what our ideal curriculum would look like in terms of practical OT experience. Here we will also present the different kind OT internships in the Rotterdam curriculum and our own experiences with practical experience during our study. Some innovative internships are already implemented in the current curriculum in Rotterdam such as role- emerging placements.

In the interactive part we would like to invite the participants to share & discuss experiences and knowledge about the subject. In this way participants may discover new points of view and learn from the experiences of OT's/OT students from different backgrounds & nationalities (in other words: to taste different flavours).

Understanding The WFOT's Approval Process To Assess Education Programmes: Perspective Reviewers Workshop

Thursday, 17th October - 14:00: (Room 3A) - Workshop

***Ms. Samantha Shann*¹, *Prof. Tecla Mlambo*¹**

1. World Federation of Occupational Therapists

The World Federation of Occupational Therapists (WFOT) Minimum Standards for the Education of Occupational Therapists (revised 2016) are instrumental in the development of the profession globally. The Standards are accompanied by the WFOT Approval Process which is a quality assurance approach that includes international review, oversight and monitoring of the profession's global commitment to core professional and educational values and principles. The process for gaining WFOT Approval of an education programme is distinct from accreditation, moderation, or monitoring processes imposed by other organisations.

The WFOT Approval process is based on review of written documentation although other components of the overall process implemented by the National Association may include site visits or peer review. The workshop will outline the WFOT Approval process and guide participants in how to complete a WFOT Approval of an occupational therapy education programme. Participants will work in small groups to start a review of a programme during which time workshop facilitators will provide verbal feedback and answer questions.

It is envisaged that participants will participate in future WFOT Approvals, thereby contributing to the sustainability and progression of the profession.

Sustainable OT intervention: how we teach our students linking theory to practice

Thursday, 17th October - 14:00: (Room 4A) - Workshop

***Dr. Ursula Costa*¹, *Mrs. Danielle Belleflamme*¹**

1. Health University of Applied Sciences Tyrol

Occupational therapists (OT) aim to contribute to people's and population health and resilience. OT graduates are asked to develop and design not only efficient, but sustainable interventions. Which opportunities do we create as lecturers, curriculum developers, fieldwork supervisors for students to learn sustainable ways of "enabling occupation"? How do we need to shape our curricula to ensure appropriate learning opportunities, supporting theory-practice transfers? Which principles do we need to disseminate in our future colleagues for the sake of people's and population well-being, resilience, and health?

Experiences, good practices, and ideas are shared in this workshop.

Outcomes in clinical cases through 3D printing and low cost assistive technologies

Friday, 18th October - 11:00: (Ground Room) - Workshop: Tandem style

Dr. Estibaliz Jiménez Arberas¹

1. Facultad Padre Ossó

3D printing techniques allow to create assistive technologies that are personalizable for each individual at a very low cost. Designing such products requires knowledge and competences about cases analysis and assessment, design, 3D modeling and printing. These competences prepare future occupational therapists for both addressing traditional challenges while learning innovative technology.

We have designed a project to teach students, cases studies by collaborating with a national resource that gives support to patients with cerebral palsy. They provided us real cases studies for the students and requested assistive technologies for specific patient needs. Students analyze their case, propose and design a solution, and model it in 3D and other in low cost. The students evaluate with the patients if their initial design is viable before finally printing them, allowing them to identify design flaws and further adaptations required by the patient. The final product is donated to the organization.

The nature of 3D printing ensures the sustainability of the project, since most of the design is done through 3D modeling software and quick prototypes, and the cost of the final 3D printed product is limited to the weight of the printing material and the few materials used for assemblage.

Do all European OT students learn to use 3D printers ?

Friday, 18th October - 11:15: (Ground Room) - Workshop: Tandem style

*Mrs. Marion Cavalier¹, Mrs. Mériot Floriane¹, Mrs. Desrosiers Mélissa¹, Mrs. Durand Margot¹,
Mrs. Fastier Léna¹, Mrs. Ramond Sixtine¹*

1. IFE ADERE

During our studies at ADERE, we learn to use 3D printers in order to make technical aids. We chose this subject because we think that it corresponds to the themes of the congress: Sustainability in OT education and sustainable and innovative matters in the curriculum, and we believe that it is an innovative practice.

It allows patients to benefit from tailor-made technical aids thanks to low printing costs (low price of plastic reels), simple and quick access to printers. It is also a recyclable tool which makes it an asset in the long term for sustainable development.

We would like to focus our research on the use of 3D printers in different European OT schools. Through a survey, we plan to ask, as many Europeans OT students as possible about their use of 3D printers in their curriculum, their willingness to use it in school, and if they foresee using 3D printers after degree. With these answers, preferably presented on a poster, we will see if the use of this technic is viable in occupational therapy.

It is a growing business with increasingly affordable prices and is part of the ENOTHE 2016-2020 strategy for sustainable development and education.

3D PRINTING AND THE ADAPTATIVE DEVICES

Friday, 18th October - 11:30: (Ground Room) - Workshop: Tandem style

Mrs. Mara Rodríguez¹, Dr. Estibaliz Jiménez Arberas²

1. Centro Recupera, 2. Facultad Padre Ossó

3D printing grows every day, and with it the application in different areas. One of the areas where it is becoming increasingly relevant is the world of sanitary rehabilitation. Occupational Therapy as a health science continues to grow steadily, the use of new tools and technologies, is gaining more weight every day. One of the pillars of the discipline is the adaptation and the proportion of adaptative devices, which help the independence and quality of life of the users of occupational therapy.

With 3D printing we can create new adaptative devices or modify existing ones to fit the specific needs of our patients, thus improving adherence to the prescribed product and its effectiveness.

As a discipline that works towards independence, functionality in everyday life and quality of life, the fact of being able to provide a tool that helps in dressing, bathing, food ... It acquires special relevance whatever be the field of action.

The objective of this study is to show the different products that exist for various activities of daily life and that mainly focus, in this poster, on the limitations and physical abilities of the user as a determinant for occupational performance and their daily routine.

Curriculum Development: Integration of 3D Printing for Orthotic Fabrication: A Pilot Study

Friday, 18th October - 11:45: (Ground Room) - Workshop: Tandem style

Dr. Marlene Morgan¹, Ms. Christina Gavalas¹, Ms. Alexis Buck¹, Ms. Maureen Hennessy¹, Ms. Alyssa Insalaco¹, Ms. Brittany Lynch¹, Ms. Nicole Morgan¹, Ms. Kara Truskolawski¹

1. The University of Scranton

Curricula are challenged to stay current in technology. OT practitioners fabricate orthoses to facilitate occupational performance. One promising addition to OT practice is 3D printing. A faculty mentored research project utilized a case study method to compare and contrast 3D printed, custom fabricated, and pre-fabricated orthoses designed for clients living with a bunion deformity. Research questions addressed the impact of the orthoses on hand function, participant satisfaction, and student therapist perspectives on the potential to integrate 3D printed orthoses into practice. Results reported that both 3D printed and custom fabricated orthoses supported more coordinated hand function than pre-fabricated orthoses (as measured by the 9 Hole Peg Test and the Jebsen-Taylor Hand Function Test). There was no significant difference in hand function between a 3D printed and custom fabricated orthosis. 3D printed orthoses were rated more satisfactory than pre-fabricated orthoses on all factors. Student therapist perspectives on the potential to integrate 3D printing orthoses into clinical practice in the future were mixed—both positive and negative. This research supports including 3D printing orthoses into OT curricula. A 3D printed orthosis is cost-effective, aesthetically pleasing and fits well. Once mastered, 3D printing technology can be expanded to toys, adaptive equipment and tools.

A PURPOSE OF A CASE OF HEMIPARESIA WITH 3D DYNAMIC SPLINT FROM OCCUPATIONAL THERAPY

Friday, 18th October - 12:00: (Ground Room) - Workshop: Tandem style

Mrs. Mara Rodríguez ¹, Dr. Estibaliz Jiménez Arberas ²

1. Centro Recupera, 2. Facultad Padre Ossó

One of the most objectives of Occupational Therapy is to give to the people the necessary skills to be independent in their own lives. You can do it by specific exercises or by using specific products to allow them for rising the objectives for being independent, to have good quality life and integration in the society. The development of the Occupation Therapy as a sanitary discipline allows some assistencial devices that help on the execution of diary tasks. In accordance whit that, we have developed an experimental study where we describe the works in relation with the traditional Occupational Therapy, adding a new tool for working the upper limb of the body like is the dynamic splint manufactured with the 3d printing technique.

This study principal objective is to evaluate the functional effect of a dynamic splint manufactured with the 3d printing machine on a user who has suffered a hemiplegic on the right side of the body because of an ictus lacunar type of internal left capsule which takes place on the Univeristy Hospital of Oviedo on December of 2017

Developing occupational therapy curricula for meaningful practice with asylum seekers and refugees

Friday, 18th October - 11:00: (Room 1A) - Workshop

Dr. Hannah Spring¹, Mrs. Fiona Howlett¹

1. York St John University

Decades of sustained war and political unrest have caused unprecedented global civilian displacement. The result of this is a significant negative impact on health and wellbeing, and a lack of access to dignified and meaningful occupation among refugees and asylum seekers (Smith, 2015; WFOT, 2014). Occupational therapists are increasingly likely to be involved with supporting the health and wellbeing of asylum seekers and refugees in their transition into UK society and culture (Humbert et al. 2011). Future occupational therapists need to be appropriately prepared and the curriculum should reflect this (Smith et al, 2014).

Relating to theme 2 of the conference, this workshop will focus on curriculum development initiatives developed by the Occupational Therapy team at York St John University. In particular, it will present educational methods that have enabled students to increase their knowledge and engagement with people who have been forcibly displaced due to humanitarian crises.

Attendance at this workshop will provide a forum for sharing good practice and highlight examples of how to scaffold curricula using real world scenarios and experiences to enhance employability. Utilising a variety of activities, we hope to generate discussion and develop a community of practice within this emerging area of the curriculum.

How to empower communities by 2nd year OT-students and is this beneficial for students as well?

Friday, 18th October - 11:00: (Room 1B) - Workshop

Mrs. Anna Koel-Wardenaar¹, Ms. Inge Vromen MScOT¹

1. Amsterdam University of Applied Sciences

Secondyear students go into the community to collaborate with people to (re)gain occupational engagement and to support community development. One day a week they work with elderly, displaced people, homeless addicts or in community centres and schools aiming for inclusive education and community development in disadvantaged area's.

The students work independently in groups of 3-4, make a project plan based on the OBCD-framework (Occupation Based Community Development), have a professional contact at their project and are coached/supervised by OT's at the university.

We started these projects two years ago and find this way of working exciting and challenging. It is new for the OT-staff, the students and the communities.

Most communities feel really empowered by the students, after the project they know how to continue on their own or where to ask for support.

Students are enthusiastic: they discover new abilities, new possibilities in practice, work with people from different backgrounds and struggle to not be the expert, but the supporter and have the community be the expert.

We would like to discuss with the audience and two of our students, why some projects don't work, the ethics of it all and why other universities (don't) work in communities.

Together at school! The emergence of new practices in School-based Occupational Therapy!

Friday, 18th October - 11:00: (Room 2A) - Workshop

**Ms. Sophie Ulbrich-Ford¹, Dr. Debbie Kramer-Roy², Dr. Helen Lynch³, Ms. Reinhilde Lenaerts⁴,
Ms. Sarah Meuser⁵, Dr. Christina Schulze⁶**

1. University of applied Sciences, 2. Amsterdam University of Applied Sciences, 3. University College Cork, 4. Artesis Plantijn University College Antwerp, 5. Zuyd, 6. ZHAW

With the ratification of the United Nations [UN] Convention on the Rights of Persons with Disabilities in most European countries there is now a common commitment to ensure that children with disabilities ‘can access an inclusive, quality and free primary and secondary education on an equal basis with others in the communities in which they live’ (UN, article 24, 2006). To successfully implement school inclusion, occupational therapists play a key role as collaborators with educators. While there is some evidence of school-based occupational therapy [SBOT] practice in Europe, it is unknown how various SBOT services are designed and delivered, and what evidence-base is governing the model of service delivery. Therefore, emerging practices of SBOT need to be explored across Europe to identify best practice, and inform the education of occupational therapists. This workshop aims to consider ENOTHE’s role in strengthening this emerging area of practice. The SBOT working group will present practices from different contexts in Europe to stimulate discussion.

This will be followed by small group discussion to achieve these outcomes:

- Generating ideas about how SBOT can be delivered
- Establishing core knowledge, skills and attitudes for SBOT
- Identifying an action plan for strengthening knowledge of SBOT across Europe.

Use of Serious Games in Vocational Rehabilitation in the Perspective of Occupational Therapists

Friday, 18th October - 11:00: (Room 2B) - Workshop

Ms. Zeynep Çelik¹, Mrs. Ceren Davutoğlu¹

1. Hacettepe University

This study is in harmony with the second theme of the congress i.e. “Sustainable and innovative matters in the Curriculum-Preparing students for the future.”

The future lies in the successful implementation of virtual reality (VR) concept for which baseline coding and programming being included in the top 21st century skills are considered as pre-requisite. Therefore, it is of paramount importance to the occupational therapists to have these skills updated in their professional repertoire. Moreover, serious games i.e. games that are aimed at providing education/rehabilitation as well as entertainment/recreation thereby enable patients to enjoy and learn simultaneously. The flow of this workshop is scheduled on discussing the following agenda points:

1. Definitions of vocational rehabilitation terms.
2. Concept of serious games and their implications.
3. Relation between serious games and activity training.

This workshop is intended to provide basic background knowledge along with presenting a pre-vocational rehabilitation VR project as an example so that the discussion covers the theoretical as well as the practical aspects. This will then be followed by establishing a correlation of the above with the agenda “How to choose the activities that will be in the VR programmes based on defined vocational rehabilitation terms?”

World Federation of Occupational Therapists: INTERNATIONAL OCCUPATIONAL NARRATIVE DATA BASE: REPRESENTING THE DIVERSITY OF DOING & MEANING IN PLACE

Friday, 18th October - 11:00: (Room 3B) - Workshop

***Mr. Mike Jarrey*¹, *Dr. Panagiotis Siaperas*², *Dr. Natalia Rivas Quarneti*³, *Prof. Gail Whiteford*⁴**

1. Artevelde University College, Ghent, 2. Metropolitan College Athens, 3. Univeristy of A Coruna, 4. Charles Sturt University

An open access, inclusive data base representation of people from all backgrounds, ability levels, ages, socio-economic and sociocultural backgrounds engaging in everyday “doings” in naturalistic, formal, and institutional settings. This includes illuminating both supportive and challenging contexts and conditions.

Outcomes: Increasing global understandings of the meaning of everyday “doing” or occupations to people in a range of contexts and environments from a range of ages, backgrounds and ability levels. Highlighting situations which may prevent people from engaging in occupations of meaning and the impacts of this.

Being a participant in this project will provide a link to occupational therapy community around the world and for students, it represents a unique learning opportunity. All organisations and individuals who participate through assisting in the collection and production of digital stories will receive a certificate of acknowledgement from WFOT.

We would like to conduct a workshop to disseminate information regarding the project to universities and demonstrate some of the work that has already been completed by students across the world. We hope to inspire new partners to takepart in this global and flagship project from WFOT.

Small Steps. Occupational Therapy Services in Low Ressource Countries.

Friday, 18th October - 11:00: (Room 4A) - Workshop

***Ms. Saskia Buschner*¹, *Ms. Marie Charlier*²**

1. Wannseeschulen, 2. Freelance

Disability is a major risk factor for poverty in developing countries. Providing adaptations and aids for handicapped people is one way of giving them a chance to participate in the labour market.

Since 1983 the »Gambia Association of the Physically Disabled« (GAPD) has been engaged in the rights of handicapped people in Gambia. It runs a orthopedic workshop which provides orthosis and wheelchairs. The GAPD works closely together with the Physiotherapy Department of the Edward Francis Small Teaching Hospital. The only two qualified physiotherapists of the whole country have built up a Bachelor programme, run the service in the hospital and are eager to include an Occupational Therapy perspective into their work.

The workshop starts with the film “Small Steps. They keep West Africa going” by filmmaker Marie Charlier about GAPD which illustrates the struggles of providing aids and adaptations for people with disabilities in a low ressource country.

In the following group work we will discuss:

How can the OT perspective be brought into health services without OT services?

How can networks be built up or strenghten to improve provision of aids?

How can the challenge of building up OT programmes in developing countries be included in existing curricula?

Call-to-Action: One Year Action Plan for Educational Activities with Displaced Persons

Friday, 18th October - 14:00: (Room 1A) - Workshop: Boot Camp style

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

1. *Amsterdam University of Applied Sciences*, **2.** *University College London*, **3.** *ZHAW*, **4.** *HAWK University of Applied Sciences and Arts*

Educational projects connecting students in Occupational Therapy with displaced persons are growing across Europe. This requires innovation of the curriculum and a critical examination of what is required to educate students for these practice settings. It also requires a reflection on the professionalization needed amongst educators in OT education to prepare and coach students during these projects, and to establish sustainable partnerships with organizations in the field.

In 2018 the OT-Europe interest group on Occupational Therapy with Displaced persons published three documents. One of these documents was a Call-to-Action for Practice, Research and Education. This Bootcamp workshop will closely examine the call-to-action for education and participants will create a one year action plan to work towards the following goals

- 1) Aligning current projects being done in education
- 2) Identifying key competencies for curriculum to prepare students for work with displaced persons
- 3) Identify needs and possible approaches for educator professionalization.

Experiences of students in organizing meaningful activities with young refugees

Friday, 18th October - 14:00: (Room 1B) - Workshop

Mr. Ronne de Jong¹

1. Amsterdam University of Applied Sciences

We are a group of occupational therapy students working with New Dutch Connections. This is an NGO that aims to inspire and motivate (young) refugees to regain participation in a new society. We are involved in this process by organizing a weekly dinner and activity to bring the refugees and citizens of Utrecht together. Our aim is to involve the refugees in every part of this evening, from cooking to help cleaning up afterwards. By doing this we create a situation of equality and solidarity. In this interactive workshop we would like to inspire others (teachers, students, school, faculties and OT's working in the field) to reach out to refugees in their own region and undertake projects to facilitate social cohesion in communities. In this workshop students will tell how this contributes to the participation of the refugees and share their own personal and professional development. This will be done by sharing some of the activities we organised with the refugees and thinking together how we, as occupational therapists, can work with this population. We aim to do this in an interactive form, where input and feedback from participants is welcome.

The FABulous international semester – A joint program in Occupational Therapy

Friday, 18th October - 14:00: (Room 2A) - Workshop: Boot Camp style

*Mrs. Johanna Stadler-Grillmaier*¹, *Mr. Stefan Grundtner*¹, *Mrs. Kaija Kekäläinen*², *Mr. Filip Dejonckheere*³, *Mr. Marc Warmoes*⁴, *Mrs. Monika Zettel-Tomenendal*¹, *Mrs. Ulla Vehkapera*²

1. University of Applied Sciences FH Campus Wien, 2. Metropolia University of Applied Sciences Helsinki, 3. Artevelde University College Ghent, 4. Artevelde University College, Ghent

The FAB semester is an international double degree program in occupational therapy organized by Metropolia University of Applied Sciences Helsinki, (F), FH Campus Wien, University of Applied Sciences, Vienna, (A) and Artevelde University College Ghent (B). Based on the process of benchmarking and tuning of competences of the three curricula an international semester on bachelor level was developed to strengthen the European perspective. In order to prepare students for future challenges in the health and social system, the program focuses on new areas like urban transformation, addresses relevant 21st century skills and incorporates innovative learning.

Goals & structure

Participants get inspired to develop joint programs, discuss opportunities, challenges and benefits of international joint programs and innovative contents in occupational therapy around urban transformation and community centered practice.

Part 1: Information about the process, structure and content of the joint program.

Part 2: Sharing experiences of the FAB program from 3 perspectives: students (their look at challenges and learning outcomes), curriculum development (tuning and double degree) and internationalization (including I@h and capacity building for teachers)

Part 3: creative session of sharing and developing ideas

Keywords: joint program, urban transformation, 21st century skills

HOW STUDENTS OF AN MSC-PROGRAMME DEVELOP SCIENTIFIC KNOWLEDGE, ATTITUDE AND SKILLS

Friday, 18th October - 14:00: (Room 2B) - Workshop

***Ms. Claudia Galli*¹, *Dr. Debbie Kramer-Roy*²**

1. Zurich University of Applied Sciences, 2. Amsterdam University of Applied Sciences

In the European Master of Science in Occupational Therapy, five institutions offer one module each, while faculty from work as one team developing and delivering the programme. The diversity of faculty naturally leads to heterogeneity of understandings of science. We critically reflect these beliefs and approaches among faculty and with students. We understand science as a culturally rooted practice. Critical appraisal, reflection and discussion are core elements of science.

Thus, we have adopted the ‘Socio-cultural Model’ of learning and teaching (Renshaw 1992; Bleakley 2006) where students are seen as learners entering the practices, values, and ways of thinking of the OT research and best practice culture. The cultural experience and knowledge of students is highly valued (Sadlo 1997). Teachers and students are seen as members of a community of learners, all working towards greater understanding of the subject (Wenger 2000). In the workshop, we will concretise the definition of a “scientifically competent” OT together with the delegates, we will explore how scientific knowledge can be intertwined with concepts of OT and OS and discuss how the intended learning outcomes can be assessed. The overall focus will be on how science can be taught in a sustainable way.

Reviewing evidence and writing Research Summary Briefs for Occupational Therapy Europe

Friday, 18th October - 14:00: (Room 3A) - Workshop: Boot Camp style

***Dr. Alison Laver-Fawcett*¹, *Ms. Naomi Hankinson*², *Dr. Panagiotis Siaperas*³, *Dr. Esther Steultjens*⁴,
*Mr. Niall Turner*⁵**

1. York St John University, 2. Council for Occupational Therapists for European Countries (COTEC), 3. Metropolitan College Athens, 4. h, 5. Research into Occupational Therapy and Occupational Science (ROTOS)

Accessible occupational therapy evidence summaries are needed to share with policy makers and service providers to ensure European citizens have access to the best occupational therapy services. Research into Occupational Therapy and Occupational Science (ROTOS) has been tasked by Occupational Therapy Europe to produce a series of peer reviewed Research Summary Briefs.

In this boot-camp workshop we will share knowledge and practice skills for: locating and selecting evidence; undertaking a rapid review (Dobbins, 2017); critically appraising evidence; writing a synthesis conclusion; readability; and writing accessible briefs. The purpose, structure and content of an Occupational Therapy Europe Research Summary Brief will be presented.

By the end of the workshop we will have a draft Research Brief on an example topic, occupational therapy for adults with mental health problems.

Participants are encouraged to bring with them: examples of critical literature reviews they have undertaken; critical appraisal tools; and a smart-phone, tablet or computer (if they have one at the conference).

This workshop is for those who have previously undertaken a critical literature review for a research project (at post-doctoral, doctoral or Masters level) and who would be interested in leading or collaborating with colleagues to produce a Research Summary Brief in future.

How to promote Knowledge Translation in Occupational Therapy? Examples with an innovative school-based project in Switzerland

Friday, 18th October - 14:00: (Room 3B) - Workshop

*Mrs. Sylvie Ray-Kaesler*¹, *Mrs. Stefania Moioli*², *Mrs. Angelika Echsel*³, *Dr. Christina Schulze*³

1. EESP, 2. SUPSI, 3. ZHAW

There have been multiple definitions of the process of knowledge translation (KT). In health care, « knowledge translation is the synthesis, dissemination, exchange, and ethically sound application of knowledge to improve health, provide more effective health services and products, and strengthen the health care system » (Straus, Tetroe & Graham, 2017, p.3). In systems experiencing challenges using evidence, KT is an answer for closing the gap between knowledge and action (Graham et al., 2006).

Changing practices and behaviors is a complex process requiring an understanding of the context, the identification of barriers to change and involving the clinicians, clients and policy makers (Davis et al., 2003). Models for knowledge translation exist, which present key elements for successful KT.

The workshop will provide examples of the application of KT through an innovative school-based project in Switzerland (Kaelin et al., 2015; 2019). Participants will be invited to reflect in groups on the barriers and facilitators to knowledge use in occupational therapy, and to map KT interventions for OT promotion programs.

Programmatic assessment: optimize learning and certification in your education program

Friday, 18th October - 14:00: (Room 4A) - Workshop: Boot Camp style

Mrs. Marleen Kaijen¹, Mr. Hill Jonker¹

1. HAN University of Applied Science

The Occupational Therapy Department of the HAN University of Applied Science took in 2018-2019 their innovation in education to the next level. For us, a change does not start with an idea, but with the issues in practice. We now have years of experience focusing on the student's learning process instead of the learning content. However, we noticed that our method of assessment does not fit well.

We still saw assessment learning behavior. Each assessment form also has its limitations in validity or reliability. As an examiner you make import fail or pass decisions based on a snapshot. So, how can we optimize learning and decisions in our education program?

This was the start to design an education program based on the principles of programmatic assessment. In programmatic assessment students collect feedback (data points). Each data point is maximally informative for learning. By aggregating this data points a final and robust decision can be made.

In this boot camp you get an introduction to programmatic assessment, a practical example and you will be able to work on your own issues. At the end you have a design that you can use to take the next step in your own education.

Reablement – challenges and opportunities in education and practice

Saturday, 19th October - 10:45: (Ground Room) - Workshop: Tandem style

***Dr. Aileen Bergström*¹, *Prof. Kjersti Vik*², *Dr. Kari Margrete Hjelle*³, *Dr. Maria Haak*⁴**

1. Karolinska Institute, 2. Norwegian University of Science and Technology, 3. Western University of Applied Sciences, 4. Lund University and Kristianstad University

The growing ageing population together with increasing costs and diminishing resources calls for new and sustainable solutions to support older persons with functional limitations to remain and thrive in their own homes and communities. Reablement is a new, person-centered, home-based approach where a multi-professional team supports an older person in doing important, chosen everyday life activities as opposed to ‘doing for’ or ‘doing to’ the older person. However, reablement is an approach that requires knowledge as well as reflection regarding the reablement philosophy. Education, mentorship, and group reflections have been suggested to facilitate the application of this approach, as well as the implementation and integration of reablement in all team members regular work habits. Occupational therapists, with their unique knowledge of everyday occupations and participation, play a foreseeable future role in educating and coaching the reablement team, facilitating the sustainability of a reablement approach. In this workshop, researchers representing different countries will involve participating educators and students in discussions and reflections regarding the collaborative and reciprocal teaching and learning in reablement teamwork. Furthermore, the workshop will address the incorporation of reablement in undergraduate and graduate education, with the hopes of strengthening Occupational Therapy students’ professional identity.

Assistive Technology and User- Centered Design approach in the OT curriculum

Saturday, 19th October - 10:45: (Room 3A) - Workshop

Mrs. Minjou Lemette¹

1. Rotterdam University of applied sciences

Use of Assistive technology (AT) as a means of intervention to support a client to participate in a desired occupation has always been an integral component of occupational therapy practice. As technology continues to evolve, becoming even more ubiquitous in modern society, it will remain commonplace and intertwined in everyday living. Not only have technological innovations changed ways of living, they also have been harnessed to improve health and reduce the effects of disability.

Because technological developments are rapid and continuous, ongoing professional development and continuing competency are key to effective practice of AT. For this reason implementation of assistive technology both low-tech as high- tech will be necessary in the OT curriculum. ACOTE (2012) mandates that entry-level occupational therapists should be able to evaluate, design, fit, and fabricate AT. Current situation is that still little high-tech AT is implemented in the curriculum.

The workshop will present and discuss the body of knowledge, educational methods, issues and processes related to implementation of AT in the OT curriculum. During the workshop one can experience an educational method used in the OT curriculum of Rotterdam in order to learn to think out- of- the- box, design and fabricate.

Didactical choices – between evidences and practice

Saturday, 19th October - 10:45: (Room 3B) - Workshop

Mrs. Stefania Moioli¹, Ms. Emmanuelle Rossini¹, Ms. Marianna Fasani¹

1. SUPSI

This workshop aims to develop a better understanding for what determines our didactical and pedagogical choices as lecturers in OT.

After a presentation of current evidences on educational methods (academic education, adult pedagogy, training for health professions), participants will be guided into a reflection upon the elements which influence didactical choices, such as evidences, students' preferences, teachers' personal modalities, institutional possibilities (e.g. economics, number of enrolled students, environment, local regulations etc.), culture and even our professional identity.

Connecting lecturers and exchanging methods currently used, analysing them considering the elements mentioned previously (evidences and influencing elements) and their implementation into our practice as lecturers, will

- increase awareness for choices, possibilities, challenges
- reflect together about innovative and efficient method to improve students engagement and meet their needs
- enhance existing resources and experiences

Conscious teachers' choices, respecting resources and (students', professionals', territorial) needs produce transformative, significant and sustainable learning.

Posters

Development of occupational therapy as an academic discipline and profession in Poland

Thursday, 17th October - 11:00: (Foyer of Olympia Room) - Poster

Dr. Slawomir Tobis¹, Dr. Mirosława Cylkowska-Nowak¹

1. Poznan University of Medical Sciences

Academic teaching of occupational therapy (OT) in Poland began seven years ago. Initially, three universities commenced their bachelor curricula, with the count risen to six in 2019. Simultaneously, a new professional identity of the occupational therapist started to emerge; however, the recognition of this profession in society is still deficient and far from being popular. The lack of state regulation of OT and certification of the practitioners presented a significant obstacle for the development of the profession and its role in modern health care. An important factor in bringing the OT world together has been the conference “Innovations in OT” – the first nation-wide event devoted entirely to OT, organised by Poznan University of Medical Sciences. International speakers, representing ENOTHE, COTEC and ROTOS, presented international perspectives on OT during the second edition of “Innovations” in 2019. Parallel to the conference, regular meetings of PoSTer (Polish Summit of Occupational Therapy) took place, which united all stakeholders of OT in Poland, including students. The second PoSTer nominated a working group for drafting the much-needed law on OT. In conclusion: we are convinced that aforementioned factors will enable a dynamic growth of OT in Poland and help overcome the retardations in the field.

The Effects of Musculoskeletal Disorders and Burnout on Participation in Textile Workers

Thursday, 17th October - 11:00: (Foyer of Olympia Room) - Poster

Ms. Halime Avunç¹, Ms. Kübra Şahadet Sezer¹, Dr. Devrim Tarakcı¹

1. Istanbul Medipol University/ Faculty of Health Sciences/ Division of Occupational Therapy

The textile sector is open to occupational burnout due to factors such as working hours, intensive work and excessive low wages. Occupational musculoskeletal disorders caused by exposure to risk factors within the sector are common. The aim of this study is to investigate the effects of occupational musculoskeletal disorders and occupational burnout levels on participation in textile workers. Up to now 46 clients have been involved in this ongoing study. The Sociodemographic Information Form was used to evaluate personal and professional information, The Extended NORDIC Musculoskeletal System Questionnaire was used to evaluate the occupational and chronic musculoskeletal problems, Maslach Burnout Inventory was used to evaluate the burnout levels and the Participation Scale was used to evaluate participation levels. Of the 46 clients, 17 were female and 29 were male and the mean age was 34,13. As a result of statistical analysis, a significant relationship was found between the level of participation limitation and occupational burnout level of the clients ($p < 0.05$). However, it was found that there was no statistically significant relationship between occupational musculoskeletal disorders and participation levels ($p > 0.05$). Studies on occupational therapy intervention in textile workers and other occupational groups is needed.

Post-Stroke Occupational Therapy Process: A Case Study

Thursday, 17th October - 11:00: (Foyer of Olympia Room) - Poster

Ms. Sena Nur Yılmaz¹, Ms. Halime Avunç¹, Ms. Kübra Şahadet Sezer¹

1. Istanbul Medipol University/ Faculty of Health Sciences/ Division of Occupational Therapy

Occupational therapy (OT) is an important aspect of stroke rehabilitation. The aim of this study was to investigate the effect of OT intervention on a 26-year-old left hemiplegia patient who had CVO four years ago. COPM, 9-Hole Peg Test and FIM were used to evaluate the personal factors. The intervention program was implemented as 2 sessions per week for 16 weeks. The occupational performance problems that the client indicated at COPM are by importance; participating in social life, dressing and feeding activities. The intervention program was planned according to task-oriented intervention and motor learning principles. The change in functional status from the beginning to the end of the rehabilitation was measured by the change from 92 to 97 points on total FIM score. After the intervention program mean change for occupational performance was 2.5 points and 2.7 points for occupational satisfaction. The post intervention scores of the 9 Hole Peg Test, changed from 3 minutes 28 seconds to 1 minute 32 seconds for left hand. According to FIM and COPM results task-oriented occupational therapy intervention is improve to feeding activity and social participation in this case. Occupational therapy intervention for stroke may be among the health goals in the coming ten years.

Sustning quality of practice in Occupational Therapy at Charles University, Prague

Thursday, 17th October - 11:00: (Foyer of Olympia Room) - Poster

Ms. Kateřina Rybářová¹, . Zuzana Rodová¹, Dr. Yvona Angerová¹

1. Charles University, First Faculty of Medicine

The minimum length of practice education for bachelor's studies in occupational therapy in the Czech Republic is 1600 hours, according to the Czech legal system. Already 600 hours more than required by WFOT. Our newly accredited bachelor program consists of 1735 hours of practical education from total 3260 hours of which 850 hours are direct work of students with patients supervised mostly by occupational therapists at the university. This is due to the fact, that here is the influence of a more medical-oriented programme and it helps to sustain the quality of OT teaching.

Students have to attend at least one week practice in a facility with seniors, children and people after acquired brain injury, rehabilitation centre, social services and in psychiatry. During practice students make case reports, determine therapeutic goals and plans, and use standardised tools. Everything is controlled by the practice-placement therapists. Practical examinations with patients help students to prepare for the practical final state examinations.

Thanks to a good theoretical base combined with extensive practical training new graduates of the bachelor's degree in OT at Charles University are able to work independently as an OT and assures the quality of his work.

Developing clinical reasoning and occupation - based practice competences as a mean of facilitating appropriate behaviour in children with autism

Thursday, 17th October - 11:00: (Foyer of Olympia Room) - Poster

Ms. Morana Vuk¹, Mrs. Marija Tufeković², Mrs. Saša Radić¹, Ms. Lea Črček³

1. aRTisINCLudum - Centre for evaluation, education, training, counselling and research of and in daily occupations/activities and occupational functioning, 2. Hrvatska udruga radnih terapeuta, 3. Savez udruga za autizam Hrvatske

Children with autism have multidimensional challenges in fulfilled engagement and participation in daily activities such as play, home activities, school, kindergarten, playground etc. Play is the main occupation for children which promotes development, provides enjoyment and facilitate engagement. Research findings have revealed that play based intervention decrease play deficit and enable social appropriate behavior. For that reason there is a great need for development of the occupational based competences among occupational therapists.

This poster will present using occupation based (play based) intervention as a means of redirecting from four instinctive defensive responses (flight, fight, freeze and fawn) to appropriate occupation behavior responses. This poster will also present development of occupational based competences among a group of occupational therapists.

Creating a sustainable Czech students association

Thursday, 17th October - 11:00: (Foyer of Olympia Room) - Poster

. Zuzana Rodová¹, Ms. Kateřina Rybářová¹, Dr. Yvona Angerová¹

1. Charles University, First Faculty of Medicine

With the 2nd joint COTEC-ENOTHE congress coming to Prague 2020, we needed to develop students' skills in creating their own exciting student program. In 2018 staff collected information at WFOT in Cape Town and at the ENOTHE meeting in Portugal. Plans evolved to create "Mini SPOT" to cooperate with SPOT Europe, with all its possibilities for internalization. 23 enthusiastic OT students and one teacher created with advice from various Czech students' associations and lawyers, and from the needs of the faculty "SPOT Prague" a legally-registered OT Students' Association. Classical Mini SPOT was not best option due to the situation in our own faculty and for sustainability reasons.

The main goal is to develop students' internationalization experience, but students will also participate in other local activities- such as promotion of the profession in high schools. Thus, we are developing a more sustainable, long term students' association that can be better partner to our faculty.

The intention is that this will help to build a permanent student group, not just a group that will prepare for our special big event in 2020.

Here we illustrate some different activities of SPOT Prague, its internal structure and its organization.

Certificate of International Learning; A proof of international and interdisciplinary participation.

Thursday, 17th October - 11:00: (Foyer of Olympia Room) - Poster

Mr. Andreas Trædal¹, Ms. Guro Aakerholt², Ms. Inger Tone Christiernin²

1. Western Norway University of Applied Sciences, 2. Oslo Metropolitan University

Certificate of International Learning (CIL) consists of a variety of different activities which has an international connection. Through these activities the aim of CIL is to further the student's awareness of their own competence and broaden the international cooperation between schools. The aim of CIL then falls into the first category of the two main themes of this year's ENOTHE-conference.

One of the activities featured amongst the CIL activities is *Aging Globally*. This activity entails that students from different nations is teamed up to solve a case by cooperating.

As students that have been involved in some of these activities. We would like to share our experience on how it has been conducted/carried out at our university, and furthermore discuss our views on how CIL could be further developed.

Our contribution to the conference will, preferably, be presented by a poster. The poster will include the main themes of CIL, our experiences, a summary of experiences from other students, some of our professors/teachers views on how CIL encourages students to be more globally invested and a section where we reflect on what we have learned.

The Effects of Long-Term Sensory Integration Therapy, Vision Rehabilitation, and Home Adaptations in A Toddler with Bilateral Congenital Cataract and Developmental Delay

Thursday, 17th October - 11:00: (Foyer of Olympia Room) - Poster

Mr. Tarık Demirok¹, Ms. Zeynep Çelik¹, Dr. Hatice Abaoğlu¹, Prof. Esra Akı¹

1. Hacettepe University

Introduction: This study aimed to investigate the combined effect of occupational therapy intervention in a toddler with bilateral congenital cataract and developmental delay.

Methodology: A boy diagnosed with developmental delay, congenital cataract and nystagmus and was operated at 3 months of age for congenital cataract was included. In addition to physiotherapy intervention for gross motor function, occupational therapy intervention was applied twice a week for 8 months since he was 6 months old. Sensory processing was evaluated with the Test of Sensory Functions in Infants (TSFI) in 2-month intervals with a total of 5 evaluations. Gross motor functions were evaluated with the Gross Motor Function Measure (GMFM) before and after the intervention. The intervention consisted of sensory integration approaches, vision rehabilitation aimed at sustaining focus and gaze with age-appropriate visual perceptual skills, family education, a home visit and adaptations including feeding materials, toys, surfaces, lighting and sitting support.

Results: TSFI total score was 26, 35, 43, 43 and 44 points respectively. GMFM total score was 32 at pre-intervention and 41 points at post-intervention.

Conclusion: It is thought that combined occupational therapy interventions including sensory integration, vision therapy, and environmental adaptations might be beneficial in infants with visual and developmental impairments.

Occupational performance deficits and occupational therapy intervention methods in the rehabilitation of children with epilepsy and cortical visual impairment: A retrospective cohort study

Thursday, 17th October - 11:00: (Foyer of Olympia Room) - Poster

Mr. Tarık Demirok¹, Dr. Hatice Abaoğlu², Ms. Zeynep Çelik¹, Prof. Esra Akı¹

1. Hacettepe University, 2. Hacet

Introduction: This study was aimed to determine the occupational performance deficits of children with epilepsy and cortical visual impairment (CVI) and to investigate the occupational therapy (OT) interventions since CVI is an emerging field in the literature.

Methodology: Twenty-six children with epilepsy and CVI (12 girls and 14 boys), aged between 1-6 years who received occupational therapy in the low vision clinic of Hacettepe University between August 2017 and September 2018 were included. Occupational performance deficits were evaluated with Canadian Occupational Performance Measure (COPM). Performance deficits and intervention methods were grouped and frequencies and percentages were reported.

Results: Among the total of 72 performance deficits and 92 intervention methods, five most frequent were recorded as following. Performance deficits were play (n=14, 19.4%), feeding (n=10, 13.8%), indoor/outdoor mobilization (n=9, 12.5%), sleep (n=9, 12.5%), and socialization (n=6, 8.3%). The intervention methods were use of colour contrast in materials (n=22, 23.9%), focusing on objects training (n=17, 18.4%), smooth pursuit training (n=14, 15.2%), feeding training (n=13, 14.1%), and oral sensory training (n=8, 8.6%).

Conclusion: In our research, it is seen that children with epilepsy and CVI have distinct occupational performance impairments and the interventions are mainly targeted at their visual impairments.

Client-centered occupational therapy intervention in a child with Moyamoya disease

Thursday, 17th October - 11:00: (Foyer of Olympia Room) - Poster

Mr. Tarık Demirok¹, Dr. Hatice Abaoğlu², Ms. Zeynep Çelik¹, Prof. Esra Akı¹

1. Hacettepe University, 2. Hacet

Introduction: This study aimed to investigate the effects of occupational therapy interventions at Moyamoya disease.

Methodology: 8-year-old girl with Moyamoya disease was included who had two ischemic attacks, mild cognitive impairment, motor aphasia, right hemiparesis, bilateral visual neglect of lower visual field and epilepsy. Canadian Occupational Performance Measure (COPM) and Pediatric Evaluation of Disability Inventory (PEDI) were administered both pre and post intervention. Using spoon, pre-writing activities, dressing upper body and expressing the needs were found and scored in COPM prior to analysing with interview, videos, and simulations. 16 sessions intervention plan targeted personal, environmental and activity components of occupations such as grasping, visual scanning, modification of writing materials, and activity grading.

Results: COPM average performance score was 3, average satisfaction was 3 pre-treatment while performance score was 5.25, average satisfaction was 5 points post-treatment. PEDI pre-treatment scores were 23 in self-care, 43 in mobility, 45 in social function while post-treatments were 29, 45, 51 respectively.

Conclusion: Client-centred and occupation-based intervention in a child with Moyamoya disease resulted in improvement in independent participation of impaired occupations. Studies with more rigorous research methods are needed to investigate the effects of interventions targeted at occupational participation of individuals with this rare disease.

Give them a dream - Vision of possibilities for Roma children

Thursday, 17th October - 11:00: (Foyer of Olympia Room) - Poster

Mrs. Ivana Vasilj¹

1. Hrvatska udruga radnih terapeuta

Dealing with occupational injustice as a consequence of poverty and marginalization among the Roma population has been one of the top priority goals of the EU in past few years. Not having enough resources to meet basic human needs and a limited nonmaterial resources such as emotional, mental, spiritual, and physical skill often lead to occupational deprivation and imbalance. (White et al, 2008.) Children growing up in such an environment are limited in range of occupation, palette of occupational behaviors, roles and habits and are living in occupational poverty. Engaging in occupations empowers people so giving Roma children an opportunity to develop through occupational participation enables them to have more diverse thinking in achieving changes for a different life. (Townsend, 1996) An occupational therapist through a volunteer project using modelling of occupational behaviors has influenced the change in a group of Roma children.

This poster presents how working towards occupational justice can contribute to empowering Roma children to find purpose and meaning in life. Occupational justice is served by the equity of opportunities, rather than equality of outcomes, so it is of great importance that we provide a chance of taking up those opportunities to everyone. (Rawls et al, 2001.)

The Occupational Performance and Occupational Histories of Centenarians

Thursday, 17th October - 11:00: (Foyer of Olympia Room) - Poster

***Dr. Marlene Morgan*¹, *Ms. Christina Gavalas*¹, *Ms. Taylor Doering*¹, *Ms. Caitlin Doherty*¹, *Ms. KerryAnn Randall*¹, *Ms. Karen Ruiz*¹, *Ms. Cailyn VanHouten*¹**

1. The University of Scranton

Both practicing occupational therapists and students are challenged to understand the lived experiences of clients that we serve. The centenarian (100 year-old) population has increased. A faculty mentored pilot study explored the occupational performance and occupational histories of community-dwelling centenarians. Interviews were conducted, observations recorded, and artifacts cataloged with four centenarians in their homes. Interviews were structured using The Lifestyle Performance Model (LPM) and Occupational Performance History Interview (OPHI-II). Four themes emerged. The centenarians: (1) demonstrated a level of independence in all areas of the LPM (self-care and self-maintenance, societal contributions, intrinsic gratification, reciprocal interpersonal relatedness); (2) supported self-care, self-maintenance and interpersonal relatedness with items clustered in a 'nest' where they spent most of the day*; (3) demonstrated a pattern of lifelong interests; (4) included life roles, family dynamics, and societal changes as important 'lines of demarcation' and change. This study provides insight into centenarians current and lived experiences that may be used to impact assessment and intervention.

*The typical 'nest' includes a comfortable chair, phone, computer, TV remote, pictures, medications, and paperwork. The University of Scranton Natural Home Environment Screening Tool (NEST)© 2019- a tool that links the LPM to items found in the centenarians' 'nest' is under development.

Another view through the dementia glasses

Thursday, 17th October - 11:00: (Foyer of Olympia Room) - Poster

Ms. Ine Van de Meulebroecke¹, Ms. Ienke De Nie¹, Ms. Anne Temmerman¹, Ms. Laurena Van Leeuwen¹

1. Hogeschool Gent

Introduction

The dementia glasses are a virtual reality application which consist 360° image. The glasses can be used in different settings. The application of technology in healthcare is generally recognized. The dementia glasses take the caregiver into the world of a person with dementia. The person who wears the glasses can experience the daily and emotional difficulties of someone with dementia.

Method

In the literature study were newspaper articles, websites, and the PubMed database consulted. We used the words dementia, virtual reality, caregivers and elderly. The oldest article dates from 2015. Semi-structured interviews with 4 caregivers are conducted who recount their experience with the dementia glasses.

Results

When the caregivers are given the dementia glasses, they'll get to experience a part of the world from elderly with dementia. Through this experience one can gain more understanding for the elderly with dementia. The research is still running. The results of the semi-structured interview will be added later.

Conclusion

Based on the articles, informal caregivers indicated that dementia glasses are the appropriate instrument to empathize with their situations and understand their patient's world view. They start to approach those suffering from dementia differently by managing the individuals in a more relaxed manner.

How to “COOK” the competent occupational therapist - HURT CroSCare CookBook

Thursday, 17th October - 11:00: (Foyer of Olympia Room) - Poster

Mrs. Sasa Radic¹, Ms. Sanja Lulić¹, Mrs. Marija Tufeković², Mrs. Ivana Vasilj²

1. Hrvatska udruga radnih terapeuta, 2. Ustanova za zdravstvenu njegu u kući

Online technology has become more present in enabling occupational therapy practitioners, students and scholars in continuing professional development (Jacobs et al, 2016). In developing occupational therapy communities with non-WFOT accredited educational program, numerous personal, contextual and environment barriers challenge motivation for professional development (Radic, Klepo, 2018).

A group of occupational therapists inspired by the Community Based Service Learning European project have developed an framework for sharing knowledge and developing innovative, evidence based practices in evaluation, planning and implementation of the community based occupational therapy process through online technology. By creating online technology tool (App) through solution based approach which will encompass occupational therapy intervention process segments, occupational therapists have provided and enabling “recipe” for facilitation of contemporary evidence based practices in occupational therapy in Croatia.

This poster presentation will introduce the challenges and reasons for development of an online tool (App), methodology used in its development, service learning opportunities’ it produces with conclusion how it can be used as sustainable tool.

Fit for research - The educational path of scientific competence acquisition at the IMC University of Applied Sciences Krems

Friday, 18th October - 10:30: (Foyer of Olympia Room) - Poster

Ms. Christine Spevak¹, Ms. Astrid Gladilin¹, Mrs. Barbara Prinz-Buchberger¹

1. IMC FH Krems University of Applied Sciences

Fit for research

The educational path of scientific competence acquisition at the IMC University of Applied Sciences Krems.

Introduction

Occupational therapy education in Austria is regulated by the Ordinance of the Federal Minister for Health and Women on Bachelor Degree Programmes, providing Education for High Level Allied Health Professions at Universities of Applied Sciences. Students have to gain professional-methodical competences, social communication competences and self-competences as well as scientific competences.

Results

In the current curriculum of the IMC FH Krems knowledge transfer and support extends from the first to the last academic year, which is concluded with a bachelor thesis and a scientific poster. Students are supported in submitting their research results to national and international congresses.

In order to ensure this, students acquire the theoretical basics and are then accompanied and supported by a supervisor and scientific courses to go through the research process from brainstorming to the bachelor thesis. This takes place in close connection with practice. Students take up research topics from practice, and work on them. The results are again made available to ergotherapeutic practice.

Conclusion and discussion

Students acquire scientific competence to design and carry out research-projects. International and interdisciplinary networking is the next step we are planning to take, in order to guarantee and anchor future-oriented research.

Intercultural and interprofessional cooperation – student experience

Friday, 18th October - 10:30: (Foyer of Olympia Room) - Poster

Ms. Tamta Tchagalidze¹

1. Ivane Javakhishvili Tbilisi State University

The poster will include four countries participating in the ENOTHE Student project: Experience in Intercultural Cooperation in Armenian, Barcelonian, Georgian and Portugal students and an Interprofessional Project initiated by this Project - “OT Breaking the Barriers”, which was held by an achitecture students and occupational therapy students within the project of „ Red Square universal design”. Finally, between these two experiences will be parallels - what was the benefits and challenges involved in the process of work, what kind of knowledge and competence you have to get with cooperation.

Integrate cultural skills in occupational therapy curriculum

Friday, 18th October - 10:30: (Foyer of Olympia Room) - Poster

Ms. Erika Bars¹, Ms. Justine BLAISE¹, Ms. HAMANN Sabine¹, Ms. Agathe VAILLANT¹

1. IFPEK

Today's society is facing increased population movements. This diversity complicates health work and makes it necessary to adapt training by taking account of cultural diversity in care services (Rossi, 1999). It has been shown that the quality of care is lower and that disparities exist when cultural specifics are not integrated by professionals in their support (Horvat, 2014).

Each culture gives a different meaning to occupations. It is by understanding and identifying values, customs and beliefs of the client that the occupational therapist can provide optimal intervention. The purpose of our research is to examine the value of incorporating a teaching module for the development of cultural skills into our training process. The expected benefits of this evolution will be to communicate more effectively, improve the care offered, innovate and use new intervention strategies, become aware of our prejudices, be open to others and personalize our interventions. This increase in skills could lead to better compliance in care, improve satisfaction with the care intervention, and reduce health care imbalances among population groups.

Using a robot in a joint intervention with a person with dementia and his primary caregiver: improving occupational engagement and decreasing caregiver burden

Friday, 18th October - 10:30: (Foyer of Olympia Room) - Poster

***Ms. Iliana Kefalaku*¹, *Mrs. athanasia christopoulou*²**

1. Metropolitan College Athens, 2. Metropolitan College Athens

The goal of the present poster refers to the necessity of using a robot in a joint intervention with a person with dementia and his primary caregiver so as to improve occupational engagement and decrease the caregiver's burden. At first, a double assessment of the person with dementia (through AMPS) and the primary caregiver (through OCAIRS) – following the MOHO model - as attempted in this project and to continue, after the training and the robotic intervention, a reassessment followed using the same evaluation tools. The results showed the patient's real contribution in tasks and his engagement in ADL and IADL, as well as the primary caregiver's exemption from routine tasks and her anxiety relief, in conjunction with a simultaneous increase in personally meaningful activities (free quality time). Last but not least, the project makes allowance for discussing the liability of the robotic use on people with dementia and their surroundings.

Successful Aging In Community-Dwelling Older Adults Living With Congenital and Acquired Disabilities

Friday, 18th October - 10:30: (Foyer of Olympia Room) - Poster

*Dr. Marlene Morgan*¹, *Ms. Christina Gavalas*¹, *Ms. Christa Accardi*¹, *Ms. Margaret Cashman*¹, *Ms. Shantille Deriger*¹, *Ms. Alaina Dimitriou*¹, *Ms. Nicolette Spaccavento*¹

1. *The University of Scranton*

Curricula are challenged to remain current with assessment strategies designed to identify factors that support successful aging. Rowe and Kahn (1997) designed a foundational model of successful aging that highlighted: avoiding disease and disability; high cognitive and physical function and; engagement with life. These factors and definitions marginalize individuals aging with a disability. To respond to this concern, Delphi studies were conducted that explored perspectives on successful aging by persons living with an acquired or congenital disability. Research participants shared many common perceptions of successful aging with their non-disabled cohort, however, areas of divergence were: relying on attendant care; utilizing adaptive equipment and technology; and maintaining and insuring financial security. To accurately identify factors that support successful aging with a disability, assessment needs to include tools that address: roles and functions of attendant care in independence and engagement; cognitive assessment that provides a motor-free platform; modified physical assessment that focuses on a person's ability to self-direct care; assessment that identifies and quantifies the role of adaptive equipment and technology in level of independence and engagement; and assessment of financial status and money management. This faculty-mentored research study forwards the need for an inclusive assessment to evaluate successful aging.

A comparison between the PEOP model, MOHO and ICF

Friday, 18th October - 10:30: (Foyer of Olympia Room) - Poster

***Mrs. Lotte Vanneste*¹, *Mrs. Isabella Van Tichel*²**

1. KU Leuven &; Ghent University, programme MSc in Occupational Therapy, 2. KU Leuven &; Ghent University, programme MSc in Occupational Therapy

Introduction

The aim of this paper is to compare the Person-Environment-Occupation-Performance (PEOP) model to the International Classification of Functioning (ICF) and to the Model Of Human Occupation (MOHO) in order to enhance applicability and comparability in clinical practise and research.

Method

A systematic literature search was performed on MEDLINE, Cochrane, CINAHL and OTseeker. PEOP-components were linked to ICF-classifications and compared to MOHO-concepts, based on similarities and differences. The models were analysed with a view on strengths, weaknesses, opportunities and threats.

Results

The PEOP-model captures spirituality, interests, values, needs, goals and narrative of individuals. It offers a deep understanding about occupational performance. The MOHO starts from the individuals volition and habituation, leading to occupational identity, competence and adaptation. Both models create a comprehensive understanding of personal factors and occupation. The ICF offers a universal language for health care workers but lacks specific occupational therapy jargon as found in the PEOP-model and MOHO.

Discussion

The ICF and the models can complement each other to aid occupational therapists in practise and research. The PEOP-model and the MOHO contain occupational therapy concepts and create a holistic view of the person which is necessary for client-centred practise. The ICF guides occupational therapists in multidisciplinary communication.

How do you develop Competence of Rehabilitation in Education?

Friday, 18th October - 10:30: (Foyer of Olympia Room) - Poster

Mrs. Kaija Kekäläinen¹, Ms. Johanna Holvikivi¹

1. Metropolia University of Applied Sciences

In many Universities of Applied Science in Finland the education in rehabilitation is currently spread to small and dispersed units. Our Ministry of Education would like to encourage universities to collaborate in this field. In order to efficiently developed collaboration universities need to create profiles that complement each other according to their strengths, and bring our competencies to a higher level. The Ministry of Education gave the universities a strategic task to develop the rehabilitation education during four years 2017-2020. Altogether fifteen Universities of Applied Science have some kind of rehabilitation education in the specializations of Prosthetics and Orthotics, Osteopathy, Physiotherapy, Occupational Therapy, Podiatry, Naprapathy, as well as a Rehabilitation Counselling and Rehabilitation Master's Programme. The aims of the work are to find new competencies in rehabilitation, to share knowledge with others, and to conduct research, development and innovation together. It is also important to influence the society in order to improve rehabilitation practices in the future. We wish to create smart novel solutions to the challenges of healthcare and well-being. Our work just began two years ago. But even so, the experience of working intensively and trying to find new ways to do rehabilitation, has been very exciting!

Linking school education and clinical placements for occupational therapy students the “PLEX-way”

Friday, 18th October - 10:30: (Foyer of Olympia Room) - Poster

Ms. Inta Taranrød¹, Mr. John Wrigglesworth²

1. Western Norway University of Applied Science, 2. Haukeland University Hospital

Inspired by a workshop with Duke University we decided to introduce the “PLEX-way”(Planned Learning Experience) of learning. Our goal is to secure quality education for all students.

The “PLEX-way” of learning specifies learning objectives, step-by-step with specific resources to study as well as expected clinical level. Possibly the most important issue is pinpointing how reflection and mentoring is essential for every learning experience; between students and between students and educators. The collaboration started with one faculty and one clinical educator developing a standard PLEX setup. PLEX are developed and available.

The educational method, the “PLEX-way”, is introduced in classes and clinical placements.

The “PLEX-way” is now part of curriculum, and mandatory in clinical placement.

The project is ongoing April 2019. Below preliminary results are presented.

We expect students will value the pinpointed expected learning levels and guidelines to gain new knowledge. We also expect the students to value feedback and common reflection. We expect that the clinical educators will embrace the possibility to choose appropriate PLEX for students. Faculty have in various degrees responded to the challenge to have classes the “PLEX-way”.

We hope the final evaluation will prove this educational method is sustainable and engaging for all involved.

Curriculum Development: Utilization of Smart Home Technology to Support Aging in Place

Friday, 18th October - 10:30: (Foyer of Olympia Room) - Poster

***Dr. Marlene Morgan*¹, *Ms. Christina Gavalas*¹, *Ms. Gianna Bova*¹, *Ms. Emily Gardner*², *Ms. Lauren Holtzinger*¹, *Ms. Veronika Mazur*¹**

1. The University of Scranton, 2. The

Curricula are challenged to stay current with demographic changes and developing technology. The majority of older adults in the United States plan to remain at home and age in place. This faculty mentored research responded to the curricular challenge by introducing students to smart home technology as a feasible option to include in a sustainable discharge plan. A pilot study was completed to construct a profile of a community dwelling older adult who utilizes smart home technology to support aging in place. Six older adults participated in a series of phone calls and home visits to address assessment for, installation of, and satisfaction with smart home technology. Cross-case analysis yielded a profile of an older adult who utilizes smart home technology as one who: is a 78-year-old Caucasian female; lives alone in their own home with an average safety rating of 82.4%; demonstrates no hearing or visual impairment; demonstrates mild cognitive impairment and medium fall risk; demonstrates readiness for change; identifies physical, and/or sensory, and/or cognitive factors that may negatively influence safety. Follow-up indicated that technology impacted daily occupations and home environment. These findings provide a foundation to support students implementing smart home technology into OT practice.

From social sciences to occupational therapy: An educational book

Friday, 18th October - 10:30: (Foyer of Olympia Room) - Poster

Prof. Emmanuelle Jasmin ¹

1. Université de Sherbrooke

This communication aims to present an educational book addressed to occupational therapists, in initial formation or in practice, who are considered beginners in the domain of social sciences. The book exposes notions on social sciences, particularly in sociology and anthropology, that are relevant for the practice of occupational therapy. It aims to facilitate the acquisition of knowledge in social sciences, while making evident the links with occupational therapy. The book is divided into three sections: 1) objects of study in social sciences; 2) finalities or values in occupational therapy; 3) social and cultural issues to consider in occupational therapy. It contains nine chapters about these themes: 1) society; 2) culture; 3) health; 4) social integration; 5) social and occupational justice; 6) social control; 7) socioeconomic inequalities and poverty; 8) cultural diversity; 9) sexual diversity. Each chapter includes learning objectives, a scenario, implications for occupational therapy, key messages, as well as integrative and reflective questions. Boxes describing various occupational therapy contexts are also included in the chapters.

Campus Terranova Brussels: a co-creative concept!

Friday, 18th October - 10:30: (Foyer of Olympia Room) - Poster

Mr. Jeroen Vos¹

1. Odisee University College Brussels

The healthcare field of the Odisee university takes place in a campus in the city center of Brussels in co-creation with other health organizations to promote professional and organizational development and social services. On different plants in the same building you can find the university, a day care center for acquired brain injury, a centre for children with learning disorders, a day care center for people with young dementia, an independent physiotherapy and OT practice, a home care store and a department of the general hospital St. Jan. Also as a neighbor there is the childcare center.

This provides opportunities for cross-fertilization between students, clients, care providers of a multidisciplinary team, including occupational therapists, and teachers.

During the training, students and teachers work together with the healthcare organizations. This has advantages for both: students and teachers have a context in which theory can be tested and trained in real-life situations and the healthcare organizations can make use of the knowledge and knowledge development of the university. During their education, students come in contact with experience experts in formal and informal situation (as in the elevator) and learn from them in a multilingual environment.

What is the influence of using labs in the education of undergraduate students?

Friday, 18th October - 10:30: (Foyer of Olympia Room) - Poster

Ms. Aline Ollevier¹, Ms. Annemie Denolf¹, Ms. Nele Castelein¹, Ms. Lisa Kerckhof¹, Ms. Ann Lammens¹, Mr. Benjamin Van Der Smissen¹, Mr. Tony Claeys¹, Mr. Kristof Patyn¹, Ms. Lieve Debackere¹

1. VIVES University College

Background

Recently, living labs have been popping up all over the globe. This research concept is an open innovation and user-centred ecosystem which integrates current research and innovations within a partnership. Living labs and other labs have shown to be beneficial and can be used in different settings. VIVES University of Applied Sciences chose to integrate different labs within the organisation to benefit students in different areas. Using labs to teach students is a new and innovative technique.

Method

The healthcare department is closely connected to
VIVES Simlab (<http://www.simlab.be/>)
VIVES sTimul (<https://www.stimul.be>)
VIVES LiveLab (<https://www.vives.be/en/labs/livelab>)
VIVES Care Lab (<https://www.vives.be/nl/labs/zorglab>)

Results

All labs have a different goal, mission and vision, but work complementary within the field of healthcare. They improve different competences, cooperation, skill training and inter-professional learning, within students and practice.

Conclusion

Building and maintaining different labs connected to healthcare is a hard work, but seeing the results these labs have on students attitude, competencies and learning shows it's worth it. Having these labs integrated within the curriculum prepares students better for their future job.

Occupational Adaptation: a forgotten framework with a growing current value?

Saturday, 19th October - 10:15: (Foyer of Olympia Room) - Poster

Ms. Arwien Huyghe¹, Ms. Reini Haverals¹, Ms. Vera Deryckere¹

1. KU Leuven & Ghent University, programme MSc in Occupational Therapy

Background In 1992 Schkade and Schultz developed the Occupational Adaptation (OA) framework as a counter-reaction to the increased specialization within occupational therapy. Unfortunately, the use of the OA framework is unknown within the educational and clinical workfield and might be useful because of its focus on adaptation.

Aims To explore how this framework relates to other occupational frameworks that involve 'adaptation'.

Methods Using a document-analysis, Model of Human Occupation (MOHO) and Occupation Form Occupation Performance (OFOP) were used for comparison. These models were selected because of the concept 'adaptation' included.

Results The use of the concept 'adaptation' is similar in the OA framework and the MOHO. They both view 'adaptation' as a process where the success of 'adaptation' is determined by both client and environment. Meanwhile, OFOP considers 'adaptation' as a cause or result of occupational behaviour. During the further development of both MOHO and OFOP, the concept of 'adaptation' became more important as more publications and revisions developed over time.

Conclusion Whereas previously more focus was placed on 'cure', the importance of adaptation to cope with disabilities recently gain more attention. Thereby the OA framework can offer a useful frame of reference for occupational therapy.

Interdisciplinary research and education – Health Assisting Engineering

Saturday, 19th October - 10:15: (Foyer of Olympia Room) - Poster

Ms. Lena Rettinger¹

1. University of Applied Sciences FH Campus Wien

In this poster we present the interdisciplinary Master's degree program „Health Assisting Engineering“ from the FH Campus Wien University of Applied Science in Vienna, Austria. In this 120 ECTS program, which lasts 4 semesters, students with a bachelor degree in health sciences (e.g. Occupational therapy, Physiotherapy, Nursing science) and engineering (e.g. Clinical Engineering, Software Engineering) study together. Our aim is to maintain or improve the independence and quality of life of people with the aid of technical products, applications and services. The goal of the program is to educate health professionals in the field of technology and vice versa in order to transfer know-how between disciplines and facilitate the development of helpful tools that really fit the target audience and fulfil real users' needs. The program includes current topics as international trends and visions such as “Telehealth / eHealth”, “Active assisted living” and “Artificial Intelligence in health-care”. We present insights into our research projects in which we developed and evaluated a smart cup („Drink Smart“) with reminding function for drinking for the elderly, a mobile application for caring relatives of people with dementia („DEA“) and provide scientific support in the implementation of a social robot in a nursing home („ReMind“).

Transverse gamification in the practices of the Occupational Therapy Degree

Saturday, 19th October - 10:15: (Foyer of Olympia Room) - Poster

Dr. Estibaliz Jiménez Arberas¹, Prof. Luisa Ruiz Fernández¹, Ms. Isabel Fernández¹, Ms. Juliana Pérez¹, Ms. Julia Dagnol Menéndez²

1. Facultad Padre Ossó, 2. Facultad Padre Ossó, University of Oviedo

INTRODUCTION: It is a project related to “sustainability in OT EDUCATION”. The present project aims to be a new work tool that jointly develops ways to improve student participation in their learning, facilitate teamwork and improve the learning capacity and autonomy of students. This method aims to develop a teaching action aimed at enhancing the transversality of four subjects.

METHODOLOGY: A practical session of the three subjects was carried out at the end of the second semester. The practice consisted in adapting three table games to the mentioned subjects: Gestures was AnaTOgesTOs; Trivial was Fisiotrivial and Who is who was Kine’s who. The students in group had to participate in them, with the winner being the group that obtained the highest score.

RESULTS: Student participation was 98%. The degree of general satisfaction 4.7 (scale from 1 to 5) and we are awaiting the final grades of said students.

CONCLUSIONS: Gamifying practices has proven to be an enjoyable method of learning that promotes the participation and autonomy of students. Cross-cutting reinforces knowledge

Disability Studies: Integral to Learning a Cognizant Occupational Therapy Approach

Saturday, 19th October - 10:15: (Foyer of Olympia Room) - Poster

Dr. Elaina DaLomba¹, Mrs. Emily Nusbaum¹

1. Samuel Merritt University

Introduction. “Unhelpful at best and harmful at worst (Kielhofner, 2005),” summarizes disability studies’ criticism of practitioners educated using a medical model of disability. In response, rehabilitation professions call for the addition of a social view of disability within curriculum to produce a more cognizant therapeutic approach (Magasi, 2008). Tenants of disability studies were used to create curriculum highlighting adults’ experiences during occupational transitions. **Methods.** Authors analyzed occupational therapy philosophy, disability literature, interviews/personal interactions with disabled people, and university curriculum to determine gaps in educational processes. From this they created content addressing need areas while aligning with established values using critical reflexivity (Phelan, 2011). **Results.** Curriculum was pilot tested with OT students, edited based on feedback, and incorporated in Fall 2020 syllabus. Lecture portions introduced disability studies theory as it applies to adult occupational transitions; assignments prompted use of the social view of disability to reflect on video interviews. Students reported shifts in thinking, choice of language, and client-centered care. **Conclusion.** Continued action within the profession to address the criticisms of disabilities studies is needed (Heffron, Lee, VanPuymbrouk, Sheth, & Kish, 2019). Curriculum employing a social view of disability is a valuable method to educate future practitioners and in turn benefit clients.

Implementing a Learning Portfolio as a method of learning in Higher Education

Saturday, 19th October - 10:15: (Foyer of Olympia Room) - Poster

Mrs. Stefanie Schwarzl¹, Mrs. Brigitte Loder-Fink¹

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

Introduction: Education has experienced paradigm shift from being a traditional teacher-centered process to one that is student-centered and competency-based. In order to promote the development of self-reflection, we have introduced a learning portfolio at the Institute for Occupational Therapy at FH JOANNEUM, which accompanies students during the six semesters.

Methodology: Students reflect and write down the personal learning process as well as beneficial and hindering factors. Personal mentors from the teaching team support the students in this self-reflection and self-assessment.

Results: Through this systematic reflection, as well as intensive examination of one's own learning process and competence acquisition, a contribution can be made to the development of occupation-related competences. The portfolio, as an instrument of self-directed learning, promotes critical thinking, reflection and process skills and facilitate an open feedback culture at the institute of occupational therapy.

Conclusion: The portfolio as an extension of didactic methods is a possibility to support individual learning processes. In addition to the many positive effects of this didactic method, it also requires additional resources. However, a portfolio can promote the active participation of students in the learning process and the clarification of lifelong learning.

Disability Assessment in Saharawi refugee camps in Tindouf

Saturday, 19th October - 10:15: (Foyer of Olympia Room) - Poster

***Ms. Nuria Menéndez*¹, *Dr. Estibaliz Jiménez Arberas*²**

1. ACD Rehabilitación, 2. Facultad Padre Ossó

The terms in which Saharawi population, is living as refugees in Algerian Hamada deprive them of their participation in social, sanitary and economic systems, generating situations of disability and functioning different from those known in countries Western. Through this study has been administered the questionnaire WHO DAS 2.0 to 33 men and women who are older than 18 years old, of the wilayas of Auserd, Bojador and Aaiun in order to know the level of operation experienced in the last thirty days regarding: Cognition, mobility, personal care, social relations, activities of the daily life and participation in the community. The results obtained state the difficulty in their mobility and performance in the activities of their daily life as well as a high difficulty in their social participation as a result of both their political situation and their cultural customs. It could be concluded that through programs of intervention of Occupational Therapy and taking into account the environment and context of work, one could alleviate or modify some of these aspects arisen as a result of their situation of refuge.

Interdisciplinary Workshop for Students of the Department Health Sciences at the University of Applied Sciences 'FH Campus Wien'

Saturday, 19th October - 10:15: (Foyer of Olympia Room) - Poster

Ms. Veronika Ertelt-Bach¹, Ms. Claudia Schume¹, Ms. Angelika Eder¹

1. University of Applied Sciences FH Campus Wien

Since autumn 2015 an annual interdisciplinary workshop for students at FH Campus Wien has been held. Fifth semester students of all bachelor programs of the departments of Health Sciences and Nursing Sciences may participate, i.e. Biomedical Science, Dietetics, Occupational Therapy, Healthcare and Nursing, Midwifery, Logopedics - Phoniatics - Audiology, Orthoptics, Physiotherapy and Radiological Technology.

The aim of the one-day workshop is to identify one's own professional role in interdisciplinary cooperation through professional exchange with students from other degree programs. In addition, the workshop focuses on getting to know the competence profiles of other professional groups as well as recognizing differences and similarities, and promoting and inhibiting factors in interdisciplinary teamwork.

The students work in small groups of 8 people each. They receive brief information about the medical history of a particular patient, exchange their own core competencies, define interfaces between the individual professional groups and jointly develop an interdisciplinary question or problem, which they subsequently process. The students are supported by the lecturers of the participating degree programs. The results of the group work will be presented and discussed at the end of the workshop using posters, role-playing games, short videos or other creative tools, such as elevator pitch

Who are the Marginalised Poor?

Saturday, 19th October - 10:15: (Foyer of Olympia Room) - Poster

Ms. Emma Rodrigues¹

1. Derby

Poverty is increasingly prevalent among excluded groups such as disadvantaged people and the disabled, with the poorest increasingly concentrated in Sub-Saharan Africa and South Asia (University of Bon, 2011). Marginality can be described as an involuntary position of an individual or group at the margins of social, political and economic systems which prevents them from accessing resources and services, subsequently restraining freedom of choice, preventing the development of abilities eventually causing extreme poverty (University of Bon, 2011). Research prevails that there is a link between remoteness, exclusion and poverty meaning that the poorest often belong to socially excluded groups (University of Bon, 2011).

Research and personal reflection from an insightful voluntary placement in a remote town of Ghana will be presented in poster format to further explore and evaluate this. I taught in a school where I witnessed marginalisation of individuals in poverty and with disabilities. My time also consisted educating the community to reduce marginalisation and helping create opportunities for the community. Focus will also be given to the role and sustainability of Occupational Therapy in this area and how we can reduce marginality to address the root causes of poverty including educating the community (Young African Leaders Initiative, 2011).

What prepares health professions students for Interprofessional Collaboration? A mixed method study

Saturday, 19th October - 10:15: (Foyer of Olympia Room) - Poster

***Dr. Michal Avrech Bar*¹, *Dr. Michal Katz Leurer*², *Dr. Sigalit Warshawski*³, *Dr. Michal Itzhaki*³**

1. Department of Occupational Therapy, School of Health Professions, Sackler Faculty of Medicine, Tel-Aviv University, 2. Department of Physical Therapy, School of Health Professions, Sackler Faculty of Medicine, Tel Aviv University, 3. Nursing Department, School of Health Professions, Sackler Faculty of Medicine, Tel Aviv University

Interprofessional collaboration (IPC), manifested in the capacity of different health professionals to work cohesively, has been recognized as improving communication between healthcare workers. This study aimed to explore the reflections of final year health professions students on their preparedness for IPC. A complementary mixed method utilizing both quantitative and qualitative research was conducted. Participants were 183 fourth year nursing, occupational therapy (OT), and physical therapy (PT) students. Data was collected using the Interdisciplinary Education Perception Scale, three open-ended questions, and one question assessing students' experience with the problem-based learning (PBL) method. The findings reveal that only OT students were familiar with and experienced in the PBL method and they were more positive than others regarding willingness to cooperate with other health professions. Participants referred to three types of preparation: structure and content of the curriculum, informal aspects of the curriculum, and aspects of clinical practice. Approaches involving interprofessional groups of students working together in tutorial situations such as PBL were classified as most contributing to successful collaboration. Therefore, PBL should be considered for inclusion in the IPC curriculum for students of the health professions. This poster describes interprofessional education and thus relates to the conference theme "Sustainability in OT education".

Enhancing research development of students during the second academic year

Saturday, 19th October - 10:15: (Foyer of Olympia Room) - Poster

Mrs. Brigitte Loder-Fink¹

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

Introduction

Students in Austria had the possibility to apply scientific methods to a practical example in the frame of the European project SPRINTT (1). The SPRINTT project is focused at providing information and tools for identifying and treating a specific subpopulation of older persons at risk of mobility disability.

Methodology

There was a large-scale randomized clinical trial aimed at testing the effectiveness of a multicomponent intervention versus a health educational program. The students contributed a part to the health educational program supervised by lecturers. Their task was to design and vary activities geared to the control target group.

Results

The students selected activities, for example the use of smartphones, and practised these activities with the target group. They evaluated the measures carried out and reflected on the entire process.

Conclusion

The students learned to understand methods of quantitative research, are made familiar with the procedures used in the study and applied this knowledge as part of a small research project. They further developed professional key qualifications and core competences.

Discuss points

Do you think engaging students in research projects promotes research activity for both lecturers and learners?

Do you think research active curricula also have benefits to employability?

GO4EOT

Saturday, 19th October - 10:15: (Foyer of Olympia Room) - Poster

Ms. Gabriele Güntert¹, Ms. Eva Sonnberger¹, Ms. Anja Kastenhuber¹

1. Salzburg, University of Applied Sciences

GO4EOT – occupation & participation 4 all - an international online course

Participating countries: Universities from Austria, Belgium, Denmark, Sweden

Frame: 2 ECTS, 6 weeks.

Enabling Occupation II (2013): “.. within the profession of occupational therapy also lies a vision of creating a more occupational just society by enabling occupation and participation to all citizens regardless of disability, social status, religion, color or sexual orientation.”

Students explored these topics in their own countries and within the European context as they worked in mixed groups, coached by tutors from each university

Aims: students will be able to

- Work to facilitate accessible and adaptable environments and to promote occupational justice
- Consider developments and influence policies in health and social care at international, national and local levels that can affect occupational services.

Content: occupational justice and deprevation: literature research, 2 lectures: Frank Kronenberg, Jacob Madison; field studies on the chosen target groups (homeless and ex-prisoners), develop a mutual vision and present this to a stake holder;

4 skype meetings, 6 assignments, 7 Tutors, 11 students, workload:40 hours

Understanding of aged care - a global learning experience

Saturday, 19th October - 10:15: (Foyer of Olympia Room) - Poster

***Dr. Sanetta Du Toit*¹, *Dr. Sofia Vikstrom*², *Ms. Mia Van Schalkwyk*³, *Ms. Maggie Bracher*⁴, *Dr. Susanne Guidetti*², *Dr. Rebecca Barton*¹, *Ms. Monique Strauss*³, *Dr. Karin Johansson*²**

1. University of Sydney, 2. Karolinska Institute, 3. University of the Free State, 4. University of Southampton

Background: An ageing world population and global migration will profoundly impact future health care. Issues include independent community living, caregiver burden, as well as rights for active aging. Occupational therapy (OT) students as future healthcare workers need to understand our profession's role in addressing future challenges relating to the health and well-being of older adults.

Method: Collaboration between four universities in Australia, South Africa, Sweden and the UK led to an opportunity for OT students to explore aged care from a global perspective. Theory on intra-professional critical OT perspectives assisted OT educators to consider how to develop a conceptual framework for facilitating on-line collaborative learning.

Results: This project connected health curriculum directly to the larger political, social and economic issues surrounding the profession and aged care agendas on a global level. Collaborative on-line learning activities were developed to support a shared understanding of older adults as occupational beings and aide in the preparation of a future OT workforce. Authentic learning opportunities suggest enabling students to take ownership of the cultural and linguistic capital they bring to the profession of occupational therapy.

Conclusion: Student engagement through digital platforms support the development of international and inter-cultural competence in age care approaches.

Authors Index

., J.	10	Bull, H.	57
Aakerholt, G.	102	Burgess, S.	17
Abaoğlu, H.	56, 103–105	Buschner, S.	84
Accardi, C.	114	Cambré, K.	32
Aki, E.	103–105	Carstensen, T.	57
Alfredsson Ågren, K.	61	Cashman, M.	114
Almeida, P.	28	Castelein, N.	121
Alnasan, S.	10	Casteleyn, L.	63
Alves Lopes, A.	28	Cavalier, M.	75
Amari, F.	64	Charlier, M.	84
Andersen, J.	61	Christiernin, I.	102
Angerová, Y.	99, 101	Christopher, A.	36, 70
Antonaki, L.	31	christopoulou, a.	113
Arola, A.	7	Claeys, T.	121
Asbjørnslett, M.	57	Costa, U.	29, 73
Avrech Bar, M.	41, 130	Cvijanovic, T.	21
Avunç, H.	49, 97, 98	Cylkowska-Nowak, M.	34, 96
Aït Si Selmi, Y.	40		
Badamdorj, O.	26	Daes, S.	32
Baetens, T.	14	DaLomba, E.	52, 125
Bars, E.	112	Dascotte, M.	40
Bartolac, A.	15, 16	Davutoğlu, C.	82
Barton, R.	133	Dawes, H.	10
Beenen, P.	28	De Baets, S.	28
Belleflamme, D.	73	de Jong, R.	86
Bergström, A.	69, 92	De Koker, R.	4
Bjørnskov, S.	11	De Nie, I.	108
BLAISE, J.	112	de Vriendt, P.	29
Blankvoort, N.	85	Debackere, L.	121
Bogreas, T.	68	Deisz, T.	61
Bonello, M.	39	Dejonckheere, F.	28, 87
Bonsaksen, T.	35, 57	Demirok, T.	56, 103–105
Boussery, H.	63	Denolf, A.	121
Bova, G.	118	Deriger, S.	114
Bracher, M.	133	Deryckere, V.	122
Brandl, S.	55	Dimitriou, A.	114
Brodin, H.	20, 69	Doering, T.	107
Brousseau, M.	64	Doherty, C.	107
Buadze, E.	38	Dugnot Menéndez, J.	124
Buck, A.	77	Dugnot, J.	58
		Durand, C.	40

Echsel, A.	67, 90	Howlett, F.	79
Eder, A.	128	Husby, T.	12
Emir, A.	48	Huyghe, A.	122
Enemark Larsen, A.	37	Insalaco, A.	77
Engels, C.	36, 40, 64	Issa, N.	8
Ertelt-Bach, V.	128	Itzhaki, M.	130
Farias, L.	20, 69	Jansens, R.	66
Fasani, M.	94	Janssen, M.	23
Fattinger, E.	21	Jarrey, M.	83
Faxvaag, K.	12	Jasmin, E.	119
Fernández Valera, D.	58	Jeffery, H.	18
Fernández, I.	124	Jiménez Arberas, E.	22, 58, 74, 76, 78, 124, 127
Fischer, J.	51	Johansson, K.	133
Fishman, A.	41	Johnson, S.	35
Floriane, M.	75	Jonker, H.	91
Gabrava, N.	38	Jonsdottir Myllhamar, N.	51
Galli, C.	88	Kaijen, M.	91
Gappmayer, G.	24, 55	Kapnisi, E.	31
Gardner, E.	118	Karaduman, A.	10
Gasser, M.	70	Karhinen, P.	28
Gavalas, C.	77, 107, 114, 118	Karlsen, M.	8
Gex, Z.	33	Kastenhuber, A.	132
Gladilin, A.	110	Katsipodas, G.	5
Gliki, E.	47	Katz Leurer, M.	130
Goraki, V.	5	Kefalakov, I.	113
Gramstad, A.	35, 57	Kekäläinen, K.	87, 116
Grundtner, S.	87	Kerckhof, L.	121
Guentert, G.	61	Khalil, H.	10
Guidetti, S.	20, 133	Killen, V.	2, 23, 44
Gustafsson, K.	20	Kishon-Rabin, L.	41
Güntert, G.	132	Kjær-Sørensen, C.	37
Haak, M.	92	Klein, T.	13
Haberl, E.	54	Kleinrad, L.	54
Hankinson, N.	89	Koel-Wardenaar, A.	80
Harra, T.	28	Kort, Y.	45
Haverals, R.	3, 122	Kramer-Roy, D.	81, 88
Hawamdeh, Z.	10	Krog Birk, M.	11
Heckmann, G.	45	Kruse, N.	11
Hennessy, M.	77	Krüger, C.	36
Hershko Klement, A.	41	Kähler, D.	45
Hjelle, K.	92	Lammens, A.	121
Holtzinger, L.	118	Lange, I.	7, 61
Holvikivi, J.	116	Laouni, A.	71
Hoofwijk, B.	45	Larsen, D.	60
HORAFAS, K.	62	Lauridsen, S.	51
Howarth, j.	17		

Laursen, J.	11	Pedersen, K.	11
Laver-Fawcett, A.	89	Petrou, M.	31
Lemette, M.	71, 93	Pott, U.	13
Lenaerts, R.	81	Praet, N.	9
Lim, K.	29	Principe, T.	28
Lindner, J.	21	Prinz-Buchberger, B.	110
Loder-Fink, B.	126, 131	Psychouli, P.	31
Lopes, A.	10	Pérez, J.	124
Louta, I.	31		
Lulić, S.	109	Radic, S.	109
Lynch, B.	77	Radić, S.	100
Lynch, H.	81	Ramsey, L.	36
Léna, F.	75	Randall, K.	107
		Ray-Kaesler, S.	90
Maglio, J.	68	Reay, K.	18
Magne, T.	12, 35	Redlich-Amirav, D.	60
Margot, D.	75	Renton, L.	59
Margot, I.	33	Rettinger, L.	123
Market, M.	23	Richard, F.	40
Martins, S.	10	Rivas Quarneti, N.	83
Mazur, V.	118	Robertson, L.	18
Menten, N.	32	Rochette, A.	64
Menéndez, N.	22, 127	Rodová, Z.	99, 101
Merayo-Lloves, J.	58	Rodrigues, E.	42, 129
Meulemans, M.	63	Rodríguez, M.	76, 78
Meuser, S.	2, 44, 81	Roos, K.	85
Mlambo, T.	72	Rossini, E.	94
Moioli, S.	90, 94	Ruiz Fernández, L.	58, 124
Mondaca, M.	6, 8	Ruiz, K.	107
Moore, T.	85	Rutjes, M.	71
Morgan, M.	77, 107, 114, 118	Rybářová, K.	99, 101
Morgan, N.	77		
Muller, E.	33	Sabine, H.	112
Myagmar, E.	26	Salapa, A.	5
Mélissa, D.	75	Sangster Jokić, C.	15, 16
Mørk, G.	35, 57	Sanjmyatav, B.	26
		Satink, T.	27, 29
Nazzal, M.	10	Schaham, O.	30
Nusbaum, E.	125	Schatteman, C.	9
		Schiller, S.	85
Oestreicher, K.	23	Schulze, C.	67, 81, 90
Ollevier, A.	14, 121	Schume, C.	128
Osstyn, S.	63	Schwarzl, S.	126
		Senn, D.	29
Pade, M.	41	Sezer, K.	19, 48, 49, 97, 98
Patomella, A.	25	Shann, S.	72
Pattyn, E.	53	Shea, C.	52
Patyn, K.	121	Siaperas, P.	83, 89
Pawlaczyk, M.	34		

Sieberer, R.	55	Van de Meulebroecke, I.	108
simons, m.	32	van de Velde, D.	29
Sixtine, R.	75	van den Houten, J.	66
Sjöberg, L.	50	Van Der Smissen, B.	121
Skar, R.	7	van Ekeren, I.	71
Skeie Skarpaas, L.	36	van Herk, M.	71
Sonnberger, E.	132	Van Leeuwen, L.	108
Sontag, C.	61	Van Schalkwyk, M.	133
Spaccavento, N.	114	Van Tichel, I.	115
Spevak, C.	110	van Vliet, M.	36, 71
Spring, H.	79	Vandemaele, S.	53
Stachnik, K.	34	VanHouten, C.	107
Stadler-Grillmaier, j.	87	Vanneste, L.	115
Stans, S.	2, 44	Vasilj, I.	106, 109
Steensels, M.	61	Vegkoy, S.	47
Steultjens, E.	89	Vehkaper, U.	87
Stouka, K.	5	Ventura, E.	46
Strauhs, F.	46	Vermeulen, R.	32
Strauss, M.	133	Vik, K.	92
Sørgaard, J.	43	Vikstrom, S.	6, 7, 25, 133
Tarakçı, D.	19, 48, 49, 97	Vos, J.	120
Tarakçı, E.	19	Vromen MScOT, I.	80
Taranrød, I.	117	Vuk, M.	100
Tavemark, S.	50	Warmoes, M.	87
Taylor, E.	60	Warshawski, S.	130
Tchagalidze, T.	111	Whiteford, G.	83
Temmerman, A.	108	Wrigglesworth, J.	117
Thomas, A.	64	Wu, R.	52
Tobis, S.	34, 96	Wyckaert, M.	3
Toit, S.	133	Wöber, J.	23
Truskolawski, K.	77	Xarchakou, D.	5
Trædal, A.	102	Yılmaz, S.	98
Tufeković, M.	100, 109	Zettel-Tomenendal, M.	87
Tuncel, B.	49	Zouakh, S.	40
Turner, N.	89	Çelik, Z.	56, 82, 103–105
Ulbrich-Ford, S.	55, 81	Ödling, E.	8
Url, E.	21	Ünsal, E.	48
Ushakova, E.	8	Črček, L.	100
Vachon, B.	64		
VAILLANT, A.	112		

ENOTHE
Ergotherapie Austria
Holzmeistergasse 7-9 / 2/1
1210 Vienna
Austria

www.enothe.eu
info@enothe.eu

