



THE 19TH MEETING OF ENOTHE HOSTED BY YORK ST JOHN UNIVERSITY
17th – 19th October, 2013, York England



The European Year of Citizens 2013

- The European Year of Citizens 2013 is dedicated to the rights that come with EU citizenship. The European Year of Citizens 2013 will focus on rights that every EU citizen has. All 500 million Europeans benefit daily from these rights – as does the European economy.
- The better the people of Europe understand their rights as EU citizens, the more informed their decisions will be.
- EU Citizenship is not an empty concept but a concrete status to which a number of rights are attached.

(Source: <http://europa.eu/citizens-2013/en>)



WELCOME TO YORK ST JOHN UNIVERSITY, YORK, ENGLAND





European Year of Citizens 2013

www.europa.eu/citizens-2013

It is an honour for the occupational therapy subject area at York St John University to host the 19th ENOTHE meeting, here in our beautiful City of York. When we hosted the 4th ENOTHE meeting in York in 1998 there were only 150 academics and students, it is clear that the European network has continued to flourish and grow.

The first occupational therapy school opened in York in 1963 so this our 50th year of educating students in the City of York. As occupational therapy academics and students we are proud to be part of this heritage and aim to continue to make a positive difference to people's lives.

The meeting will be held at York Race Course but please make sure that you visit our university campus. York is one of the most fascinating cities in England and is superbly preserved with over 2000 years of Roman, Anglo-Saxon, Viking and medieval history. I am sure that you will enjoy the Friday evening Social Dinner at York Railway Museum. York was the winner of the European Tourism City of the Year in 2007 and voted one of the top European food and wine destinations in 2011.

York is a walled city that is cosmopolitan and sophisticated, so please do enjoy your time with us.

As you are aware, 2013 is the European Year of Citizens and the ENOTHE meeting reflects the focus of this, we are excited to be part of this.

"The better the men and women of Europe understand their rights as EU citizens, the more informed the decisions they can take in their personal lives and the more vibrant democratic life in Europe can be at all levels" (European Union 2013)

York St John University academic and administrative working party:

Mandy Boaz, Kerry Sorby, Katrina Bannigan, Fiona Howlett, Karen Wilson, Alison Laver-Fawcett, Chris Mayers, Caroline Wolverson, Diane Cotterill and Sarah Stafford



Professor David Fleming (Vice Chancellor, York St John University)

KEYNOTE SPEAKERS





PROF A. NIROSHAN SIRIWARDENA (Director, Community and Health Research Unit, University of Lincoln)

Professor Siriwardena is a practising GP and professor, directing the Community and Health Research Unit (CaHRU) at the University of Lincoln and leading research at Lincolnshire Community Health Services NHS Trust (LCHS) and East Midlands Ambulance Service NHS Trust. He directs programmes of research into quality improvement in primary and prehospital emergency care funded by the NIHR including a programme grant for applied health research, the Health Technology Assessment and Health Services and Delivery Research programmes. His current work is also funded by the European Commission Framework 7 programme. He is editor of *Quality in Primary Care*, an international journal for quality improvement, and an executive member of the European Forum for Primary Care.

“Occupational Therapy, Primary Care and Achieving the Europe 2020 Targets”

The European Union and its Member States launched a strategy for sustainable growth in 2010 for the next decade: the Europe 2020 strategy. The strategy deals both with short-term challenges linked to the current economic crisis and the need for structural reforms needed to make Europe’s economy fit for the future, encompassing employment, education, poverty and social exclusion as well as climate change, energy sustainability and research and development. This keynote will explore what the strategy means for our professions, why they are important and what, if anything, we can do to support the 2020 goals and targets.

DR DEREK JONES (Senior Lecturer in Occupational Therapy, Faculty of Health & Life Sciences, Northumbria University, UK)

Derek gained a degree in Sociology at the University of York before going on to train as an occupational therapist. He has worked in higher education in Scotland and more recently England for the past twenty years and is an Editorial Board member for the *Journal of Pain Management* and the *British Journal of Pain*. His PhD and post-doctoral research is around chronic pain and currently is part of a multidisciplinary group funded by the MRC led Lifelong Health & Wellbeing programme (EOPIC: Engaging with Older People and their carers to develop Interventions for self-management of Chronic Pain). Recent projects have included contribution to the publication of guidelines on the management of pain in older people, development of a website for carers of people with pain and dementia, and a systematic review of the meaningfulness of pain self-management strategies for older people.

“Heading Towards Horizon 2020”

ENOTHE has highlighted that in this European Year of Citizens occupational therapy has an important contribution to make and that there is “...a strong argument for mutual efforts, knowledge exchange, civic engagement and partnerships in order to promote social changes”. These themes are echoed in the Horizon 2020 Framework for Research & Innovation which emphasizes collaborative efforts to address key challenges of particular relevance to occupational therapy: health, demographic change and wellbeing; and



inclusive, innovative and secure societies. This presentation will explore some of the opportunities presented by Horizon 2020; the barriers to the participation of occupational therapists (educators, researchers, and clinicians); and concludes by suggesting ways to build capacity as we head towards 2020 and beyond.

MRS JYTTE RETBØLL (OT + MD of citizenship. Occupational Therapist Responsible for Professional Development at Psykiatrisk Center Nordsjælland, Denmark)

Citizenship, From the View of an OT Practitioner

Participation is a keyword in OT. When working with people in recovering from mental health disease, I realise that I needed *tools* to understand, analyze and intervene environment in a bigger way. I will share some of the points from my MD of citizenship and give practical examples of programmes which will support active citizenship.

MRS HETTY FRANSEN (Ecole Supérieure Des Sciences Et Techniques De La Santé De Tunis, Université Tunis, Tunisia)

MRS SARAH KANTARTZIS (Queen Margaret University, UK)

MR NICK POLLARD (Sheffield Hallam University, UK)

MRS INÉS VIANA MOLDES (Facultad De Ciencias De La Salud, Universidad De A Coruña, Spain)

The **ENOTHE citizens group** was established in November 2012 at the initiative of the ENOTHE-board assembling several expertises. Its members are: Hetty Fransen (Ecole Supérieure des Sciences et Techniques de la Santé de Tunis, University of Tunis-El Manar, Tunisia), Sarah Kantartzis (Queen Margaret University, UK and the Hellenic Association of Occupational Therapists, Greece), Nick Pollard (Sheffield Hallam University, UK), Ines Viana-Moldes (Facultad de Ciencias de la Salud, University of Coruña, Spain).

Hetty Fransen, spouse Jaïbi, OT, MSc is senior-lecturer and head of the Bachelor education of Occupational Therapy at the ESSTST in Tunisia. She is involved in education, research and practice related to community development, Community-Based-Rehabilitation, capacity building and partnerships, professional development in context, participatory approaches in research and practice. She is co-founder of the Tunisian Association of OT and delegate for the WFOT. She is member of the Tunisian national commission on educational reform for the health professions.

“Citizenship: Exploring the Contribution of Occupational Therapy”



Citizenship is an important concept that can add to the contemporary discussions within occupational therapy of occupational rights, occupational justice and participation. In this year 2013, the European Year of Citizens" The European Network of Occupational Therapy in Higher Education (ENOTHE) established a working group to explore the position of occupational therapy practice, education and research in relation to the citizenship of all people throughout Europe. As part of this work, the group prepared a preliminary statement on citizenship and distributed a questionnaire to stakeholders in order to explore the perceptions of citizenship and its significance to the profession of occupational therapy in Europe.

The aim of this lecture is to present the work of the group up to this point, share the understandings of citizenship as expressed in the questionnaires and to consider the dilemmas and key issues that have emerged as a result of this process. Through our discussions we have found that the principles and enactment of citizenship presents challenges to the profession. The lecture calls on occupational therapists to explore means and strategies not only to foster the participation of the people they work with in community matters but also the policy decisions that affects their lives. This is not only a matter for the people occupational therapists work with but about the way therapists themselves enact being influential and engage with others as community members.

This presentation will review some of these challenges. Participants are invited to debate them further in the workshop.

MRS SARAH KANTARTZIS (Queen Margaret University, UK, Hellenic Association of Occupational Therapists, Greece)

Mrs. Sarah Kantartzis graduated with distinction in MSc in Occupational Therapy from the University of Derby, UK in October 2003. In August 2013 she submitted her thesis titled "Exploring Everyday Activities in a Greek Town" at the Faculty of Health and Social Sciences of Leeds Metropolitan University, UK as the final work of her PhD study. The PhD thesis is an ethnographic study that uses a transactional perspective to explore the nature of occupation within the specific context.

Mrs. Sarah Kantartzis is presently lecturer in Occupational Therapy at Queen Margaret University, Edinburgh, UK. Mrs. Sarah Kantartzis worked at the TEI of Athens as lecturer for many years and has been invited lecturer to universities in Portugal and the UK, in addition to working at developing OT education in universities in Poland and Romania through ENOTHE.

Mrs. Sarah Kantartzis has been a member of several ENOTHE project groups and joint working groups with COTEC, including the TUNING project, the Terminology project group, the COPORE project and recently the Citizenship project group. She was elected and served on the board of ENOTHE from 2002 – 2006 holding position of Vice President and President. From 2009 she was coordinator of the European Learning Partnership ELSiTO, exploring social inclusion with mental health service users and professionals in 3 European countries. Mrs. Sarah Kantartzis was elected for three consecutive terms as Special Secretary to the board of the Hellenic Association of Occupational Therapist, Greece in 2008-09, 2010-11, and 2012-13.



“The Power of Collective Occupation and Occupational Therapy: Supporting the Social Fabric in Europe Today”

Traditionally occupational therapy has focused on individuals, their occupations, and the effect of those occupations on each person. However, this primarily individualistic perspective is being challenged, both through exploration of the impact of social structures and institutions on occupation, but also through recognition of the essentially social and interdependent nature of peoples' occupation. Collective occupation, the occupation that emerges and takes place amongst and across groups, communities and even populations is beginning to be explored (Frogelberg & Frauworth, 2010; Ramugondon & Kronenberg, 2013), and is important not only because it reflects our experience of everyday life, but also because of its power. Collective occupation is public occupation, the site of public action, essential for the construction and maintenance of the social fabric. It can contribute to social cohesion, coherence and resilience, particularly important at this time of crisis in Europe. However, collective occupation can alternatively restrict, exclude and discriminate, while impoverished collective occupation implies that people are lacking a space for public action and participation.

Collective occupation will be introduced through details of a study that explored occupation in a Greek town. The various forms of occupation in this community will be discussed, from daily informal encounters, engagement in local organisations and associations, to community celebrations. These illustrate the nature of collective occupations, the conditions which contributed to their maintenance and the fundamental relationship of collective occupation to the social fabric. The possibilities as well as the threats afforded by the strong social fabric will be explored.

This will be followed by an exploration of how collective occupation can be part of our own lives, our practice and our education, with consideration of some current examples from throughout Europe, including on-line discussion forums, the ELSiTO group and ENOTHE itself.

In maintaining a focus on the individual we are at risk of ignoring both the essentially social nature of everyday life, but also the importance of collective occupation as a space where people act together. It is necessary that we recognise the important role that occupational therapy can have in developing and maintaining a strong social fabric through the power of collective occupation.

DR MARY BAKER (President, European Brain Council)

Mary Baker, MBE, is President of the European Brain Council, immediate past President of the European Federation of Neurological Associations, Consultant to the World Health Organisation (WHO) and Chair of the Working Group on Parkinson's Disease formed by the WHO in May 1997, and a member of the Commission's CONNECT Advisory Forum. Academic appointments include Associate Membership of the Health Services Research Unit, University of Oxford and Visiting Fellow within the London School of Economics (LSE) Health Centre at the LSE



An Honorary Doctorate from the University of Surrey was conferred upon Mary in 2003 in recognition of her work within the world of Parkinson's disease and an honorary Doctor of Science from Aston University awarded in July 2013. In 2009 she received the prestigious British Neuroscience Association Award for *Outstanding Contribution to British Neuroscience and for Public Service*.

"The Societal Challenges in Europe"

We are in the 'age of the old' and should be celebrating this incredible achievement by the human race but like many things, an ageing population brings with it a number of social challenges: the importance of the carers - and in turn their health - plus the longer we live the more diseases we acquire. A further challenge is the infertility of the European populations. The consequent burden to our health system means that there has to be a far closer understanding between patients and the pharmaceutical industry about the medicines that are produced, side effects, adverse effects and how necessary it is for these patient reported outcomes to be fed back to the industry. For too long, the industry and patients have been kept apart by clinicians and certainly, in more recent times, by the media. This is having a very adverse effect upon our health economy and should be rectified wherever possible. Partnership and constant dialogue between industry and patients using the well-established Dr/Patient relationship is essential for the joint responsibility of managing health.

Programme: 19th Annual ENOTHE Meeting
York, England 17 – 19 October 2013



European Year of Citizens 2013

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THE EU YEAR OF CITIZENS

Conference Venue: York Racecourse

Address: York YO23, 1EX, England, UK

Telephone number: 01904 620911

Wednesday 16 th October 2013		
Time		Location
15.00- 18.00	Registration	Reception/ Foyer of York Racecourse

Thursday 17 th October 2013		
Time		Location
08.30- 09.30	Registration	Reception/ Foyer of York Racecourse
09.30-10.15	<p>Welcome Address – City of York <i>The Rt Hon Lord Mayor of York; Mrs Julie Gunnell</i></p> <p>York St. John University <i>Deputy Vice Chancellor Professor David Maughan-Brown</i></p> <p>Welcome to the 19th Annual ENOTHE meeting <i>Mrs. Anne Lawson-Porter</i> <i>(ENOTHE President, University of Northampton, UK)</i></p>	Voltigeur Suite 2
10.15-11.00	<p>Keynote Address</p> <p>“Occupational Therapy, Primary Care and Achieving the Europe 2020 Targets” <i>Prof A. Niroshan Siriwardena</i> <i>(Director, Community and Health Research Unit, University of Lincoln, UK)</i></p>	Voltigeur Suite 2
11.00-11.30	Coffee and tea break	Voltigeur Suite 1



11.30-13.00	PARALLEL SESSIONS: WORKSHOPS	
	WORKSHOP 1: Colours of The World: Cultural Diversity within Education <i>Mieke Van Eenbergen, Lisette Rodenburg (University Of Applied Science Rotterdam, School Of Health Care Studies, The Netherlands)</i>	Box 1
	WORKSHOP 2: Goal-Setting In Occupational Therapy: A Continuing Education Course <i>Isabel Margot-Cattin, Emmanuelle Drecq-Rossini, Claudia Galli, Charles Mayor, Sylvie Meyer, Andrea Petrig, Kim Roos, Julie Page (University Of Applied Sciences Of Western Switzerland, HES-SO) (University Of Applied Sciences Of Zurich, ZHAW), (University Of Applied Sciences Of Tessin (SUPSI), Swiss OT Association, Switzerland)</i>	Box 2
	WORKSHOP 3: Creative Approaches To Service User Involvement In Occupational Therapy Training Programmes <i>Diane Cotterill, Caroline Wolverson (York St. John University, UK)</i>	Box 3
	WORKSHOP 4: Development of students ' competences – how can we teach and conduct examinations where competences are key? <i>Anne Hove (Occupational Therapy program, Metropolitan University College, Denmark)</i>	Box 4
	WORKSHOP 5: ENOTHE Future Issues <i>Gitte Mathiasson (ENOTHE Co-ordinator, Metropolitan University College, Denmark)</i> <i>Anne Lawson-Porter (ENOTHE President, University of Northampton, UK)</i>	Box 5
	WORKSHOP 6: ENOTHE Charter Review <i>Inés Viana Moldes (ENOTHE Board Treasurer, Universidade da Coruña, Spain)</i> <i>Brian Ellingham (ENOTHE Board Secretary, Oslo and Akershus University College of Applied Sciences, Norway)</i>	Box 6



	WORKSHOP 7: ENOTHE Expert Group on Research <i>Anne-Le Morville (Metropolitan University College, Denmark)</i> <i>Katrina Bannigan (York St John University, UK)</i> <i>Maud Graff (Paramedische Onderzoeksgroep Afdeling Revalidatie-Ergotherapie, Netherlands)</i> <i>Anne Lund (Institutt for ergoterapi og ortopediingeniørfag, Norway)</i> <i>Fenna van Nes (Hogeschool van Amsterdam, Netherlands)</i> <i>Sebastian Voigt-Radloff (Universitätsklinikum Freiburg, Germany)</i>	Voltigeur Suite 2
13.00-14.30	<p>Lunch</p> <p>Poster Presentations & Market Places</p>	<p>Ground Floor of the Knavesmire Stand</p> <p>Voltigeur Suite 1</p>
14.30-15.15	<p>Keynote Address</p> <p>“Horizon 2020”</p> <p><i>Dr Derek Jones</i> <i>(Senior Lecturer in Occupational Therapy, Faculty of Health & Life Sciences, Northumbria University, UK)</i></p>	Voltigeur Suite 2
15.15-16.00	<p>“Future Issues for ENOTHE as a Network”</p> <p><i>Mrs Gitte Mathiasson</i> <i>(ENOTHE Co-ordinator, Head of Occupational Therapy, Metropolitan University College, Denmark)</i></p>	Voltigeur Suite 2
19.00-20.00	<p>Drinks Reception Hosted by Vice Chancellor Professor David Fleming</p>	York St John University Quad South Hall and Reception Area

Friday 18th October 2013



Time		Location
08.45-09.30	Registration	Reception area/Foyer/ of York Racecourse
09.30-09.45	Welcome <i>Mrs Anne Lawson-Porter</i> <i>(ENOTHE President, University of Northampton UK)</i>	Voltigeur Suite 2
09.45-10.30	Keynote Address 1 Citizenship, From the View of an OT Practitioner <i>Mrs Jytte Rotbøll</i> <i>(OT + MD of citizenship. Occupational Therapist Responsible for Professional Development at Psykiatrisk Center Nordsjælland, Denmark)</i>	Voltigeur Suite 2
10.30-11.15	Keynote Address 2 "Citizenship: Exploring the Contribution of Occupational Therapy" <i>Mrs Hetty Fransen (Ecole Supérieure Des Sciences Et Techniques De La Santé De Tunis, Université Tunis, Tunisia)</i> <i>Mrs. Sarah Kantartzis (Queen Margaret University, UK)</i> <i>Mr. Nick Pollard (Sheffield Hallam University, UK)</i> <i>Mrs Inés Viana Moldes (Facultad De Ciencias De La Salud, Universidad De A Coruña, Spain)</i>	Voltigeur Suite 2
11.15-11.30	Coffee & tea break	Voltigeur Suite 1
11.30-13.00	PARALLEL SESSIONS: WORKSHOPS	
	WORKSHOP 1: 2 Ways With Animation: In Therapy and as Occupation For Active Citizenship <i>Julie Walters, Helen Mason, Leah Downton, Charlotte Butler</i> <i>(Sheffield Hallam University With Animation Therapy Ltd, UK)</i>	Box 1



	WORKSHOP 2: Enabling Occupation-Based Participatory Citizenship: Defining Ethical Practice In Community Development <i>Sandra Schiller (HAWK University Of Applied Sciences and Arts Hildesheim/Holzminden/Göttingen, Germany)</i>	Box 2
	WORKSHOP 3: Social Entrepreneurship For Occupational Therapists <i>Salvador Simó Algado (Universitat De Vic, Spain)</i>	Box 3
	WORKSHOP 4: Working towards community participation of vulnerable citizens in Amsterdam <i>Chris van der Molen, Marly Kammerer (Hogeschool van Amsterdam, The Netherlands)</i>	Box 4
	WORKSHOP 5: Emancipatory Occupational Therapy Research and Practice with Marginalized Ethnic Minority Clients <i>Debbie Kramer-Roy (Brunel University, School Of Health Sciences And Social Care, UK)</i>	Box 5
	WORKSHOP 6: Fostering Participatory Citizenship with Occupational Therapy <i>Sarah Kantartzis (Queen Margaret University, UK)</i> <i>Nick Pollard (Sheffield Hallam University, UK)</i> <i>Inés Viana Moldes (Facultad De Ciencias De La Salud, Universidad De A Coruna, Spain)</i> <i>Hetty Fransen (Ecole Supérieure Des Sciences Et Techniques De La Sante De Tunis, Université Tunis, Tunisia)</i>	Box 6
	WORKSHOP 7: Promoting Interprofessional Teamwork – A Project of OT-, PT- And Nursing-Students <i>Saskia Buschner (Wannsee-Schule E.V.; Schule Fuer Ergotherapie, Germany)</i>	Vultigeur Suite 2



13.00-14.00	Lunch Poster Presentations & Market Places	Ground Floor of the Knavesmire Stand Voltigeur Suite 1
14.00-15.30	PARALLEL SESSIONS: ORAL PRESENTATIONS	
	SESSION 1: Presentation 1: Strengthening Professional Learning Through Practice Education <i>Trine A. Magne, Unni Tangen (Sør-Trøndelag University College/ St. Olavs Hospital, Trondheim University Hospital, Norway)</i> Presentation 2: Sharing Curriculum and Pedagogical Approaches from a Student Perspective <i>Jennie Nyman, Milla Forssén, Lotta Veira (Helsinki Metropolia University Of Applied Sciences, Finland)</i> Presentation 3: May Problems of Accessibility Lose the Citizenship of Patients? <i>Marianne Haine, Domitille Faucher, Salome Gustave, Marion Rameau, Leo Bricout (IFE ADERE, France)</i>	Box 1
	SESSION 2: Presentation 1: OT Promotion Overseas: A Contribution to Training and Career Development Opportunities <i>Cécile Rolland (Handicap International)</i> <i>Anne-Mie Engelen (University College Ghent, Belgium)</i> Presentation 2: Our Rights, Our Future – Between Respect and Recognition <i>Lucia Ehrenfried, Dorothe Spindler, Corinna Sieloff, Sophie Rauch, (Berufsfachschule Für Ergotherapie Reutlingen, Germany)</i> Presentation 3: Discussing Inclusion, Integration and Occupational Deprivation in The Danish Society from a Student Perspective <i>Lisbeth Trend Poulsen, Matilde Melgaard Hansen, Trine Nielsen (University College Northern Jutland, Denmark)</i>	Box 2



	<p>SESSION 3:</p> <p>Presentation 1: The Intentional Relationship Model (IRM) and its Utility in Clinical Practice <i>Silje Torgrimsen, Therese Öqvis, Knut Vøllestad, Tore Bonsaksen</i> <i>(Oslo And Akershus University College Of Applied Sciences, Norway)</i></p> <p>Presentation 2: Assessing Participation in Activities: ACS-NL in Practice, Education And Research <i>Soemitro Poerbodipoero (Hogeschool Van Amsterdam, Netherlands)</i></p> <p>Presentation 3: Participation In Leisure, Not Obvious for People with Psycho-Social Problems <i>Olivier Lettelier, Lydia Loose, Sooi Dubois, Joery Baes, Nicolas Tant,</i> <i>(Catholic University College Bruges – Ostend, Belgium)</i></p>	Box 3
	<p>SESSION 4:</p> <p>Presentation 1: Practices Of Citizenship in Mental Health <i>Virginie Stucki (Western University Of Applied Sciences, Switzerland)</i></p> <p>Presentation 2: Comparison of The Personal and Cultural Perspectives On Citizenship in Different European Countries <i>Maaike Kroon, Inge Otten, Maureen Schoot Uiterkamp, Anneke Telleman, Sabine Van Erp (University Of Applied Science Nijmegen, The Netherlands)</i></p> <p>Presentation 3: "I want to be part of it!" <i>Ellen Boxleitner, Daniela Luisi, Nicolle Gerads, Anna-Lena Burdick</i> <i>(ZUYD Hogeschool Heerlen, Netherlands)</i></p>	Box 4
	<p>SESSION 5:</p> <p>Presentation 1: How are People Between 16-65 Years of Age Involved in Social and Political Activity for Their Communities / Social Environments? How Do People Experience Their Own Voluntary Work? <i>Marie-Theres Felber, Michaela Hartner, Veronika Leichtfried,</i> <i>Jasmine Nagl, Nicole Paukner, Silke Rettenwander (FH Joanneum University of Applied Sciences, Graz/ Bad Gleichenberg, Austria)</i></p>	Box 5



	<p>Presentation 2: Mapping A Master's Program onto the Profile of O.T. Practice in Canada <i>Marc Rouleau, Sylvie Scurti, Lise Poissant, Occupational Therapy Program, (University Of Montréal, Canada)</i></p> <p>Presentation 3: Urban Gardening as an Opportunity for Occupation-Based Participatory Citizenship <i>Anne-Sophie Arens, Rebecca Heim, Viviane Constabel, Carla Liebig, Vera Probst, Sandra Schiller (University Of Applied Sciences And Arts Hildesheim/Holzminden/Göttingen, Germany)</i></p>	
	<p>SESSION 6:</p> <p>Presentation 1: A New Beginning With Occupational Therapy <i>Lisette Rodenburg, Merel Van Der Sar, Amy Hereijgers (Rotterdam University Of Applied Sciences, School Of Health Care Studies, Netherlands)</i></p> <p>Presentation 2: Active Citizenship: Job Inclusion Through Social Entrepreneurship <i>Salvador Simó Algado (Universitat De Vic, Spain)</i></p> <p>Presentation 3: Therapeutic Partnership with Coventry University and THRIVE <i>Andreia Ferreira, Amy Button (Coventry University, UK)</i></p>	Box 6
	<p>SESSION 7:</p> <p>Presentation 1: Productive Aging: Sustaining Employment for Older People <i>Linda A. Hunt (Pacific University, USA) Caroline Wolverson (York St. John University, UK)</i></p> <p>Presentation 2: Roma: A Limited Citizenship <i>Stéphanie Adohoun, Cristina Baviera, Clémentine Cachin, Marylin Eichenberger, Vi Tran (University Of Applied Sciences Of Western Switzerland, Switzerland)</i></p> <p>Presentation 3: Patient, Client, Service User, Citizen: The Role of New Placement Sites in Developing Student Occupational Therapists Appreciation Of Citizenship and Social Engagement <i>Joan Healey (Sheffield Hallam University, UK)</i></p>	Votigeur Suite 2



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15.30-16.00	Coffee & tea break	Voltigeur Suite 1
16.00-17.00	General Assembly & Student Forum	Student Forum box 1, 2 & 3 General Assembly in Voltigeur Suite 2
19.00-00.00	Social Dinner	York Railway Museum

Saturday 19 th October 2013		
Time		Location
10.00-11.00	<p>Hanneke Van Bruggen Lecture</p> <p>“The Power of Collective Occupation and Occupational Therapy: Supporting The Social Fabric in Europe Today”</p> <p><i>Mrs Sarah Kantartzis</i> (Queen Margaret University, UK, Hellenic Association of Occupational Therapists, Greece)</p>	Voltigeur Suite 2
11.00-12.30	<p>PARALLEL SESSIONS: ORAL PRESENTATIONS & WORKSHOP</p>	
	<p>SESSION 1:</p> <p>Presentation 1: Purposeful Aging Theory: Exemplified By Employment or Living in Retirement Community <i>Linda A. Hunt, Patricia Wagner-Speck, Kayla Winkler (Pacific University, USA)</i></p> <p>Presentation 2: Promoting The Well-Being and Optimal Experience Through Occupational Therapy <i>Dulce María Romero Ayuso, Abel Toledano González, Teresa Labajos (Universidad De Castilla-La Mancha, Universidad De Málaga, Spain)</i></p> <p>Presentation 3: Rafroball: Social Participation and Citizenship Facilitation Through Sport <i>Noémie Fortenbach, Claire Huron, Yann Locatelli, Isaline Locherer (University Of Applied Sciences Of Western Switzerland, Switzerland)</i></p>	Box 1
	<p>SESSION 2:</p> <p>Presentation 1: Practicing Occupational Therapy in an Adoptive Country <i>Lise Poissant, Marc Rouleau, Sylvie Scurti, Guylaine Dufour, Louise Tremblay (Université De Montréal, Canada)</i></p> <p>Presentation 2: Community Development Project: Creating a Community Garden to Improve Social Cohesion <i>Emma van Gelderen, Ineke Bom (Hogeschool van Amsterdam, Netherlands)</i></p>	Box 2



	<p>Presentation 3: Learning to Construct a Dialogue <i>Musteață Roxana, Dănilă Ioan (P.A.O.T.R. in collaboration with Bacău University, Romania)</i></p>	
	<p>SESSION 3:</p> <p>Presentation 1: Community and Active Citizenship: Phenomenology of an Ethical Occupation in The Context of Immigration <i>Maria Kapanadze (Escola Universitària D'infermeria I Teràpia Ocupacional De Terrassa Center Subscribed To Universidad Autònoma De Barcelona, Spain)</i></p> <p>Presentation 2: Activity as a Tool in Language Training for Immigrants and Refugees <i>Inger Brit Werge-Olsen, Kjersti Vik (Sør-Trøndelag University College, Trondheim, Norway)</i></p> <p>Presentation 3: Tackling Social Exclusion: Working with Disaffected Young Adults in a Community Setting <i>Lizzie Hackett, Charlotte Smith (Sheffield Hallam University, UK)</i></p>	Box 3
	<p>SESSION 4:</p> <p>Presentation 1: Intercultural Learning – A Research About Experiences With A Catalogue For Reflexion <i>Silke Voelz (Hochschule Osnabrueck, Germany)</i></p> <p>Presentation 2: DoDoneGone: A Web-and Mobile Service to Modify and Train Daily Activities <i>Lone Decker (Metropolitan University College, Denmark)</i></p> <p>Presentation 3: Equal health for people with mental disabilities <i>Camilla Grönkvist, Sandra Olsson, Helena Hägglund, Jessica Andersson (Linköping University ISV Campus Norrköping, Sweden)</i></p>	Box 4

	<p>SESSION 5:</p> <p>Presentation 1: Active citizenship and participation, by focusing on mental health <i>Lotte Petersen Jürgensen, Karina Sjøgaard Baunbæk (VIA University College Aarhus, Denmark)</i></p> <p>Presentation 2: How can we inspire OT students in societal changes and their influence? <i>Rianne Jansens, Jet Lancée, Barbara Piškur, Ulla Pott, Steffi Schmitz (Zuyd University of Applied Sciences, Netherlands)</i></p> <p>Presentation 3: OT Students are Telling Stories Through Touch <i>Chris Van Der Molen, Miranda Van Niel (University Of Applied Sciences Amsterdam School Of Health Professions, Netherlands)</i></p>	Box 5
	<p>SESSION 6:</p> <p>Presentation 1: Improving Experiences of Children with Autism in Hospital Settings <i>Kirsty Pope (University Of Salford), Ruth Morgan (Central Manchester University Hospitals NHS, UK)</i></p> <p>Presentation 2: Promoting Social Inclusion Strategies for Children and Young People with Disabilities <i>Kayleigh Tudor, Georgia Rigby (Coventry University, UK)</i></p> <p>Presentation 3: Affected Participatory Citizenship – A Narrative View <i>Andri Badertscher, Salome Feusi, Andrea Hubschmid, Samira Messerli, Vanessa Sutter (Zurich University Of Applied Sciences, Switzerland)</i></p>	Box 6
	<p>SESSION 7:</p> <p>WORKSHOP Is Practice Based Evidence (PBE) a promising concept for education and practice? <i>Kinsuk Maitra (Florida International University, USA)</i> <i>Fenna Van Nes (Hogeschool van Amsterdam, Netherlands)</i></p>	Voltigeur Suite 2
12.30- 13.30	<p>Lunch</p> <p>Poster Presentations & Market Places</p>	<p>Ground Floor of the Knavesmire Stand</p> <p>Voltigeur Suite 1</p>



13.30- 14.30	Keynote Address “The Societal Challenges in Europe” <i>Dr Mary G Baker, MBE</i> <i>(President, European Brain Council)</i>	Voltigeur Suite 2
14.30-15.00	Welcome: 2014 host	Voltigeur Suite 2
15.00-15.30	Closing ceremony	Voltigeur Suite 2

MARKET PLACES

TITLE	MARKET PLACES TYPE	PRESENTER(S) & INSTITUTION
Using Online Learning in Post Graduate Occupational Therapy	Education	<i>Susan Walsh (Sheffield Hallam University, UK)</i>
Students Work On: Occupational Justice Concerning Socially Exposed Groups in Denmark	Education	<i>Tine Bieber Kirkegaard Lunn (University College Northern, DENMARK)</i>
European Master of Science in Occupational Therapy	Education	<i>Fenna van Nes (Hogeschool van Amsterdam, European Master of Science in Occupational Therapy, THE NETHERLANDS)</i>
Implementation of Mobile Tablet Technology and Apps to Enhance Student Learning on an Undergraduate Occupational Therapy Curriculum	Education	<i>Alison Laver-Fawcett, Stephen Wey, Janet Golledge (York St John University, UK)</i>
Opportunities for Study and Research in Ireland	Education	<i>Karen McNulty (University College Cork, IRELAND)</i>
Master Education in Occupational Therapy in Europe	Education, Research & Organisation	<i>Ursula Costa, Fenna van Nes (on behalf of the Masters Education Project group)</i>
“The World is Bigger Than Your Own Country”	Organisation	<i>Tiska Ikking (Committee of International Affairs, Ergotherapie Nederland Dutch OT Association, THE NETHERLANDS)</i>
The Use of Animation to Enhance Meaning and Outcomes in Occupational Therapy	Education, Research & Organisation	<i>Helen Mason (Animation Therapy Ltd, UK)</i>

POSTER PRESENTATIONS

TITLE	PRESENTER (S) & INSTITUTION
Increasing Intra-Preneurial Skills within Students	<i>Petra Klompenhouwer (Sheffield Hallam University, UK)</i>
International Co-operation in Education	<i>Anne-Mette Kjær, Anne Lise Voss (VIA University College, DENMARK)</i> <i>Kristina Hoydal (Diakonhjemmet University College, NORWAY)</i>
OT Students are Telling Stories Through Touch	<i>Chris Van Der Molen, Miranda Van Niel (University Of Applied Sciences Amsterdam School Of Health Professions, NETHERLANDS)</i>
Making a Difference Through Occupationally Focused Practice	<i>Theresa Baxter, Emma Youngs (Sheffield Hallam University, UK)</i>
Promoting The Well-Being and Optimal Experience Through Occupational Therapy	<i>Dulce María Romero Ayuso, Abel Toledano González, M^a Teresa Labajos (Universidad De Castilla-La Mancha; Universidad De Málaga, SPAIN)</i>
Executive Functioning as an Intermediary Factor to The Social Participation of Children	<i>Reinhilde Lenaerts, Sven Van Geel (Artesis Plantijn University College Of Antwerp, BELGIUM)</i>
Activity As a Tool in Language Training for Immigrants and Refugees	<i>Inger Brit Werge-Olsen, Kjersti Vik (Sør-Trøndelag University College, Trondheim, NORWAY)</i>
How Can We Include Less Active Girls To Participate And Be Challenged - And Within Time - Provide The Active Citizenship?	<i>Vibeke Dyrmosé, Anita Ørregaard (VIA UC Holstebro, DENMARK)</i>
"A Chance for Education?!"	<i>Tanja Kulmer, Kathrin Neuditschko (Fachhochschule Wiener Neustadt, AUSTRIA)</i>
Occupational Therapy Enables To Participate!	<i>Hanne Verstraete, Cathleen Seculier (Howest - Hogeschool West-Vlaanderen – University College West Flanders, BELGIUM)</i>
Every Citizen Should Have The Opportunity To Move About Freely Without Any Barriers	<i>Manina Porstendörfer, Andreas Landl, Jennifer Stockinger (Fachhochschule Wiener Neustadt, AUSTRIA)</i>
Integration into Normal Society Through Work	<i>Bram Depovere, Stijn Labeeuw (Howest Kortrijk, BELGIUM)</i>



Integration And Participation in Society By Meaning of Labour	<i>Bram Depovere, Stijn Labeeuw (Howest - Hogeschool West-Vlaanderen – University College West Flanders, BELGIUM)</i>
School Integration for Children with Disabilities	<i>Aur�lie Jacquin, Oriane Le Gac (Institut De Formation D’ergoth�rapie De Rennes Ifer, FRANCE)</i>
There’s No Place Like Home: Assessment Tool for Elderly Home Visit	<i>Ulrike Noel , Sarah Jacobs , Laura Van Hulle, Kelly Mertens, Alexandra Van Roosendael (University College Brussels, BELGIUM)</i> <i>Riina- Lotta Simula, Aino- Maria Ilmanen, Elina S�teri, Annikka Lepp�aho, Emilia Paasi (Turku University Of Applied Sciences, FINLAND)</i>
Advocacy as The Moving Force of Full Citizenship	<i>Maya Bruyneel, Jana De Reu (University College Ghent, BELGIUM)</i>
Shout: Developing Qualities of Citizenship in Students Through an Undergraduate CPD Group	<i>Gill Smith, Julia-Helen Collins (Sheffield Hallam University, UK)</i>
Implementing International Research Based Placements for Occupational Therapy Students: A virtual Innovation	<i>Lynn Shaw (Western University, Canada)</i> <i>Veronika H�rfarter, Erich Streitwieser, Gabriele G�ntert (University of Applied Sciences Salzburg, AUSTRIA)</i>
Working in a Community of Practice. An example of Participatory Citizenship?	<i>Rianne Jansens, Jet Lanc�e, Barbara Pi�kur, Ulla Pott, Steffi Schmitz (Zuyd University of Applied Sciences, NETHERLANDS)</i>
“ Exploring experiences of participation of people with moderate to severe dementia living in long-term care settings in Austria”	<i>Verena Tatzer (University of applied sciences Wiener Neustadt, Department of Occupational Therapy, AUSTRIA)</i>
“The use of volunteering as a method for optimizing citizenship”	<i>Van Nieuwenhuyze Sabine, Scheirs Dorien, Van Kerkhoven Louise, Vandenbempt Jeroen (Artesis Plantijn University College Antwerp, BELGIUM)</i>

MARKET PLACES AND POSTER PRESENTATIONS SCHEDULE

Day & Date	Time
Thursday, 17 October	13.00-14.30
Friday, 18 October	13.00-14.00
Saturday, 19 October	12.30- 13.30



THURSDAY 17TH OCTOBER 2013: PARALLEL SESSIONS: WORKSHOPS

WORKSHOP 1:

Colours of the World: Cultural Diversity within Education

Mieke Van Eenbergen, Lisette Rodenburg (University of Applied Science Rotterdam, School of Health Care Studies, Netherlands)

In the city of Rotterdam there are approximately 178 different cultural backgrounds. The University of Applied Science Rotterdam tries to distinguish itself by projects to empower students with different cultural backgrounds to work and learn from each other. Within the University of Applied Science students with the same cultural background who experiences problems in their education are stimulated to support and reinforce each other.

At the start of the educational program of OT there are quite some students with a different cultural background. The experience we have is that it is very difficult for them to stay in the education. How can we prevent them from dropping out? Educating students from different cultural backgrounds can be difficult, how can you cope with this?

The workshop contains a short presentation about cultural diversity within education. Participants will discuss and experience the influence of culture and the possibilities to cope with culture.

At the end of the workshop the participants should feel empowered and motivated to explore possibilities how they can change their professional attitude as a teacher coping with cultural diversity and get inspired for integrating cultural diversity in the curricula.

WORKSHOP 2:

Goal-Setting in Occupational Therapy: A Continuing Education Course

Isabel Margot-Cattin, Emmanuelle Drecq-Rossini, Claudia Galli, Charles Mayor, Sylvie Meyer, Andrea Petrig, Kim Roos, Julie Page (University Of Applied Sciences Of Western Switzerland, HES-SO)(University Of Applied Sciences Of Zurich, ZHAW), (University Of Applied Sciences Of Tessin (SUPSI), Swiss OT Association, Switzerland)

Setting goals in rehabilitation has been acknowledged as an important factor for recovery and better quality of life outcomes (Bowman & Mogensen, 2010). Goals are central for human functioning, purpose in life and general wellbeing (Wade, 2009). Occupational therapists are challenged to negotiate client-centered goals (Park, 2009), to use outcome measures based on client's subjectivity like satisfaction or significant progression (Meyer, 2013), and to write occupation-focused goals based on daily life activities of concern to clients (Creek, 2010). A research project involving scholars and clinicians from three different language areas (French, German, Italian) in Switzerland was carried out between 2010 and 2013. Content and statistical analysis was conducted on 1148 goals phrased by OTs in 335 cases in a quality assessment procedure, 3 focus groups with 16 occupational therapists, and 3 test-courses with 36 participants. The results show that, occupational therapists struggle to phrase precise enough, negotiated and reachable



goals based on models of practice and specific everyday life activities of clients, in a largely biomedical context.

The workshop aims to get advice from ENOTHE participants, using guided discussions and group work to address questions regarding the problematic issues that were found in the results.

WORKSHOP 3:

Creative Approaches to Service User Involvement in Occupational Therapy Training Programmes

Diane Cotterill, Caroline Wolverson (York St. John University, UK)

Introduction:

At a time when the Health Care Professions Council is reviewing the involvement of services users in approved education programmes (HCPC 2012) and social inclusion continues to be a key theme across the European Union, it would seem timely to discuss how this can be done in a creative and meaningful way.

Undergraduates value the involvement of service users in their education when this is implemented in a planned and supportive manner (Tew, Gell and Foster 2004).

The benefits of service users involvement in programmes is not confined to undergraduates, there are many advantages also for service users who are involved in healthcare education (Morgan and Jones 2009).

Service users rightly demand a greater voice in service provision and have high expectations. Working alongside undergraduates provides a different forum to discuss their experiences.

Working method:

Guided discussion

Aim:

To share experiences of collaboration between service users and education programmes to enhance the quality of undergraduate learning.

Outcomes:

- Generate ideas to offer creative opportunities for students to develop person-centered practice through user involvement experiences
 - Draw on each other's experience and expertise to utilise resources more effectively
- Identify challenges to service user involvement and how these can be managed



WORKSHOP 4:

Development of students ' competences – how can we teach and conduct examinations where competences are key?

Anne Hove (Occupational Therapy program, Metropolitan University College, Denmark)

The workshop introduces examples of how we, at the occupational therapy education at the Metropolitan University College Denmark, have formulated competences for education and the selected learning activities and examinations.

The workshop will then present the challenges we see and this will be attached to three conceptions of learning.

Afterwards, participants at the workshop will be engaged in active participation in the form of guided group work where the aim will be to put the experiences of the participants forward and in addition within their group works create ideas to strengthen consistency between objectives, learning activities and examinations.

WORKSHOP 5:

ENOTHE Future Issues

Gitte Mathiasson (ENOTHE Co-ordinator, Metropolitan University College, Denmark)

Anne Lawson-Porter (ENOTHE President, University of Northampton, UK)

WORKSHOP 6:

ENOTHE Charter Review

Inés Viana Moldes (ENOTHE Board Treasurer, Universidade da Coruña, Spain)

Brian Ellingham (ENOTHE Board Secretary, Oslo and Akershus University College of Applied Sciences, Norway)

WORKSHOP 7:

ENOTHE Expert Group on Research

Anne-Le Morville (Metropolitan University College, Denmark)

We would like to invite you to a workshop where you will be able to discuss potential structures of and activities in an occupational therapy research organization in Europe.

We will present ideas for an organizational set up, which will help create the possibility and opportunity for research in order to strengthen European research within occupational therapy and occupational science.



FRIDAY 18TH OCTOBER 2013: FIRST PARALLEL SESSIONS: WORKSHOPS

WORKSHOP 1:

2 Ways with Animation: In Therapy and as Occupation for Active Citizenship

Julie Walters, Helen Mason, Leah Downton, Charlotte Butler (Sheffield Hallam University with Animation Therapy Ltd, UK)

Animation is thought to be a powerful tool within therapeutic practice. (Mason 2011).

This workshop aims to provide an introduction for delegates interested in exploring how animation can be used in occupational therapy practice. Delegates will hear from an experienced clinician, academic and students about their involvement with this creative occupation.

Helen Mason (OT) has been using animation in her professional practice for nine years. She is also the director of Animation Therapy Ltd a company set up to receive a substantial award for innovation from the National Endowment for Science Technology and the Arts. Helen has worked with professional animators including the head of animation at the Royal College of Art and trains both artists and therapists launching the courses from the world famous Aardman Animation Studios in 2010.

Julie Walters (OT) is an academic with an interest in therapeutic uses of creative digital media. Building on training undertaken with Helen, she supported Charlotte and Leah, both MSc Occupational Therapy students at Sheffield Hallam University, to devise an 11 week occupational therapy intervention for independently living performers with learning disabilities. The performers are part of a voluntary community performing arts group <http://www.soopertroopers.org/> and have given permission for their work to be shown during the workshop.

This and other projects will be discussed in the context of occupational therapy theory and practice.

By the end of the workshop delegates will have gained an appreciation of the potential stopmotion animation has in OT practice. A free technical tool kit can be downloaded from www.animationtherapy.co.uk

WORKSHOP 2:

Enabling Occupation-Based Participatory Citizenship: Defining Ethical Practice in Community Development

Sandra Schiller (HAWK University of Applied Sciences and Arts Hildesheim/Holzminden/Göttingen, Germany)

In recent years OT departments in numerous European countries have become interested in community development as a useful approach to address issues of social inclusion and occupational justice, ultimately enabling occupation-based participatory citizenship in “a process that is multi-layered, community-driven, in which relationships are developed and the community’s capacity is strengthened, in order to affect social change [...] that will promote the community’s access and ability to engage in occupations” (Lauckner, Pentland, & Paterson, 2007, 319). The 2013 European Year of Citizens provides a good occasion to reflect



on the ethical and political implications associated with community development and how theoretical knowledge and practical experience can be interlinked in OT education.

As an introduction to the topic some general ideas derived from the Human Rights Framework for Community Development (Ife 2010) and the Participatory Occupational Justice Framework (Townsend & Whiteford 2011) will be presented. Workshop participants will then have the opportunity to exchange their own experiences and views on the following questions in small groups: What do we try to teach students in community development projects? Which knowledge, values and skills are required? What are possible didactic approaches? The answers from the group work will be summarized.

WORKSHOP 3:

Social Entrepreneurship for Occupational Therapists

Salvador Simó Algado (Universitat De Vic, Spain)

Although OT is focused on human occupation it has not put enough attention to work although it is a key factor for citizenship and a social determinant of health. Europe is facing 11% of unemployment, this figure moves to 25% in countries as Spain. This reality means that people cannot develop a meaningful life project, develop a full citizenship and it is related with social exclusion, delinquency and addictions.

In this scenario is fundamental to explore job creation strategies as social entrepreneurship for persons facing different kinds of occupational dysfunctions. A social entrepreneur is someone who combines a visionary spirit and creativity to solve real-world problems, with a strong ethical and completely guided by his vision for change.

A social entrepreneurship master is coordinated by the first author for health professionals at the University of Vic.

WORKSHOP 4:

Working towards community participation of vulnerable citizens in Amsterdam

Chris van der Molen, Marly Kammerer (Hogeschool van Amsterdam, The Netherlands)

In 2012 Actenz (GGZinGeest) in Amsterdam was asked by the municipality to develop strategies and interventions to increase participatory citizenship of single-parent families in the South area. These families (mostly women with children) deal with multiple problems which lead to social exclusion. All families are facing poverty and the parents are not working. Their ability to work is limited because of physical, environmental (in and around the house) and mental health problems. After referral through social services, occupational therapists work with these families to increase their social inclusion in the neighbourhood.

In the introduction of the workshop participants receive information about funding and the cooperation in the community. During the workshop a few cases will be presented and participants will work in groups to



identify possible strategies and interventions. In the final conclusion of the workshop we will discuss ways of working with these cases. Participants will be inspired to develop effective strategies for participatory citizenship.

WORKSHOP 5:

Emancipatory Occupational Therapy Research and Practice with Marginalized Ethnic Minority Clients

Debbie Kramer-Roy (Brunel University, School Of Health Sciences and Social Care, UK)

The introduction to the workshop will be a brief overview of my PhD research, which explored the support needs of Pakistani families with disabled children in the UK through Participatory Action Research. The findings regarding the barriers they faced to participation in their own community as well as in society will be explicitly linked to the theme of citizenship and the role of OT to facilitate this.

Participants will then be asked to contribute their own stories of working with clients from ethnic minority backgrounds and to explore to what extent they were able to / could have facilitate(d) their clients' or carers' participation in society, in view of:

- Their own perception of their role as an OT
- Their employer's perception of their role as an OT
- Their clients' expectations of their role as an OT
- Society's expectation of their role as an OT

Visual / creative methods will be used for participants to explore these aspects.

The preferred outcome of the workshop will be to propose a redefinition / widening of the role of OT with clients from ethnic minority backgrounds who face complex marginalisation.

WORKSHOP 6:

Fostering Participatory Citizenship with Occupational Therapy

Sarah Kantartzis (Queen Margaret University, UK)

Nick Pollard (Sheffield Hallam University, UK)

Inés Viana Moldes (Facultad De Ciencias De La Salud, Universidad De A Coruna, Spain)

Hetty Fransen (Ecole Supérieure Des Sciences Et Techniques De La Santé De Tunis, Université Tunis, Tunisia)

Introduction

This workshop extends the challenges related to occupational therapy and citizenship that were introduced in the Keynote lecture. It will offer participants the opportunity to enter a dialogue around the key themes.

There are several definitions of citizenship. This workshop will use the term participatory citizenship which is defined as "participation in civil society, community and/or political life, characterised by mutual respect and non-violence and in accordance with human rights and democracy" (1).



The ENOTHE working group on Citizenship will briefly present its work so far and build on the preliminary results from the first stage of its consultation process. We will invite participants to a think-tank in which they can critically discuss Occupational Therapy/Science contributions to a participatory citizenship. Whatever your perspective you are welcome to take part.

Methods

This will be an interactive discussion based on critical discussion based on questions raised by the workshop leaders and the participants.

Outcomes

- Opportunities to challenge collaborative values and partnerships
- Opportunities for critical thinking about Occupational Therapy/Science reasoning and doing citizenship
- The outcomes from this workshop will be incorporated in the ongoing work of the Citizenship group and its further actions and publications.

WORKSHOP 7:

Promoting Interprofessional Teamwork – A Project of OT-, PT- And Nursing-Students

Saskia Buschner (Wannsee-Schule E.V.; Schule Fuer Ergotherapie, Germany)

In collaboration with several hospitals the Wannsee-Schule has undertaken an interprofessional teamwork project for several years. It brings students of occupational therapy, physiotherapy and nursing together. Guided by a tutor the students explore the different perspectives of the professions on theoretical concepts and practical measurements. The partnership with hospitals specialised in geriatric rehabilitation allows the students to apply and to complete their knowledge in practice. The focus lies on the perspective of the patients who undergo a rehabilitation programme as well as on the health care professionals working in the cooperating hospitals.

After the presentation of the project we will discuss different options to promote successful teamwork in study programmes. Supporting and inhibiting conditions and possible partnerships will be explored in group discussions.

A collection of best practice examples in different study programmes is aimed to be the outcome of the workshop.

FRIDAY 18 OCTOBER 2013: PARALLEL SESSIONS: ORAL PRESENTATIONS

SESSION 1:

Presentation 1:

Strengthening Professional Learning Through Practice Education



Trine A. Magne, Unni Tangen (Sør-Trøndelag University College/ St. Olavs Hospital, Trondheim University Hospital, Norway)

In this presentation we share our experience from a pilot study implementing a practice model in a bachelor program in Norway. The aim is to introduce our practice model and to provide knowledge on matters of importance to student practice education and practice educators.

The pilot study involved testing a practice model and evaluating the implementation. The pilot aimed to implement and evaluate a practice model adapted to the specialist health service frameworks and curriculum needs. Students in level 2 and occupational therapists working in a university hospital setting participated. The practice model was developed using data from the previous mentioned project. Evaluation was done using an online survey, subsequent gathering the participants who then gave complementary feedback. Data was analyzed identifying strengths and weaknesses of the practice model.

The results address factors of importance for students and practice educators, such as quality in routines for communication between the education program and practice placements, evaluation assessments that ensure measuring relevant learning outcomes and tools for clinical guidance. In addition the students emphasized the importance of practicing skills independently or together with fellow student, increased learning progression.

Presentation 2:

Sharing Curriculum and Pedagogical Approaches from a Student Perspective

Jennie Nyman, Milla Forssén, Lotta Veira (Helsinki Metropolia University of Applied Sciences, Finland)

The purpose is to present a pedagogical approach piloted in teaching therapeutic activity in occupational therapy groups in our degree programme. The purpose is also to bring forward the student perspective on this specific approach. Our curriculum is presented on a general level and one semester more specifically with a focus on one certain assignment designed partly in collaboration with work life. The idea behind this pedagogical approach lies in co-configuration (Engeström, 2001; Konkola et al 2007) with the aim to enhance collaboration with work life, degree program and students. The student perspective brings up how this group of students feels about learning group leadership in the field and gives their opinions of ways to develop the course as to become an even more fulfilling learning experience.

Presentation 3:

May Problems of Accessibility Lose the Citizenship of Patients?

Marianne Haine, Domitille Faucher, Salome Gustave, Marion Rameau, Leo Bricout (IFE ADERE, France)

The discussion of the European year of citizenship gave us a lot of questions. What is the definition of being a citizen, what does it include as social and civil goals? Does the French society offer the same civil and political rights to all its citizens? The citizenship symbolizes the respect for the rights and the duty for all its members but what is done to guarantee an equal level of citizenship for all in a big city as Paris? What has been organised by the authorities in order to create equal rights?

As OT students we are often concerned and touched about those questions and certain discrimination is observed in Paris especially about the limited accessibility in the environment. Therefore the topic of our



presentation will be a research from the following question: Which relationship between the limits of accessibility in Paris and the social participation and citizenship for people with disabilities.

In order to obtain results about our questions we want to Interview a group of disabled people to know if they meet difficulties in their role as a citizen and if so, how they manage to resolve them.

We want to observe which role the Occupational Therapists can take to create more equal rights and favour membership in the society.

SESSION 2:

Presentation 1:

OT Promotion Overseas: A Contribution to Training and Career Development Opportunities

Cécile Rolland (Handicap International)

Anne-Mie Engelen (University College Ghent, Belgium)

Topic: This presentation is about OT education, and more broadly allied health education. It refers to some experiences of Handicap international, a French Non-governmental organization, and University College Ghent in collaboration with Thomas More University College in developing collaboration between European universities and education facilities in developing countries. Such collaboration is beneficial both for Occupational Therapy promotion abroad and for European students.

Main issues:

Firstly, modalities followed by Handicap International and European universities to support allied health professions development overseas are illustrated through different examples. A focus is given to the role of each of the actors in promoting the profession, supporting quality teaching and providing opportunities for exchange of practices among students whatever university/school they belong to. Secondly, European students who carried out one of their internship within such projects countries will be portrayed. Outcomes identified by students regarding the added value of such experience on their understanding of their profession and their future professional expectations will be specifically highlighted.

Aim:

This presentation aims at showing how European and overseas institutions collaboration provides opportunities for European students training and career, while simultaneously contributing to the promotion of OT and other allied health professions in countries where there is still a need to develop this profession.

Presentation 2:

Our Rights, Our Future – Between Respect and Recognition

Lucia Ehrenfried, Dorothe Spindler, Corinna Sieloff, Sophie Rauch, (Berufsfachschule Für Ergotherapie Reutlingen, Germany)



While doing our project we found out that most people aren't really informed what their rights are. That's why the aim of our oral presentation is to raise awareness and to promote active citizenship. We want to make people think about the citizenship in the EU and what it means to them. Our aims are to spread the rights, to animate people to inform themselves and to enhance the participation and respect towards people with disabilities or difficulties.

Presentation 3:

Discussing Inclusion, Integration and Occupational Deprivation in the Danish Society from a Student Perspective

Lisbeth Trend Poulsen, Matilde Melgaard Hansen, Trine Nielsen (University College Northern Jutland, Denmark)

Equal opportunities for minorities in Danish society

Participatory citizenship is a topic of vital social importance that also impinges directly on the work of occupational therapists as minority groups are typically overrepresented in our client base.

Occupational Therapists have a key role to play in helping their clients address issues concerning social inclusion and integration, occupational deprivation, and systemic injustice. Acting as agents of a just society as well as advocates of our clients, we must as students of occupational therapy address several critical issues:

What standards of living, comfort and dignity do we as a society want our citizens to enjoy? Who is to be held accountable in the case where the needs of minority citizens are not met? What are the consequences of systemic negligence of these needs for the affected minority individual compared to that of ordinary citizens?

How do these issues affect occupational therapy in theory and in practice?

These are all questions, we asked ourselves during a course in our education, regarding social inclusion and integration. A course where we chose a minority group, and advocated their occupational disputations.

These topics will be discussed in an oral presentation.

SESSION 3:

Presentation 1:

The Intentional Relationship Model (IRM) and its Utility in Clinical Practice

Silje Torgrimsen, Therese Öqvist, Knut Vøllestad, Tore Bonsaksen (Oslo And Akershus University College Of Applied Sciences, Norway)

The Intentional Relationship Model (IRM; Taylor, 2008) was first taught to occupational therapy students in Oslo, Norway, in the fall of 2012. This model focuses on the therapeutic relationship with the client in an occupational therapy context (Bonsaksen, Vøllestad, & Taylor in review). Following an investigation of the



students' preferred therapeutic style (Bonsaksen, in review), some students have wanted to explore the model and its possible utility in mental health practice settings.

During the spring of 2013, two students undergoing mental health placement use the IRM as a conceptual framework for their clinical reasoning activities. Their IRM reflection notes are sent to the two faculty members. The notes contain descriptions of interpersonally challenging interactions. The students describe their process of identifying and managing the event; their reasoning concerning their therapeutic style; their shifting or continuing therapeutic style, and the client's way of responding. During placement, the students meet with the faculty for feedback at three occasions.

The presentation aims at 1) illustrating how the IRM can be used as a conceptual framework for occupational therapy students' clinical reasoning activities during practice placements, and at 2) describing experiences of students and faculty related to their mutual learning process.

Presentation 2:

Assessing Participation in Activities: ACS-NL in Practice, Education and Research

Soemitro Poerbodipoero (Hogeschool Van Amsterdam, Netherlands)

The aim of this presentation is to share the experience in implementation of the use of an instrument that measures participation in activities in practice, education and research. The combination of involving students, professionals and teachers in a learning online community of practice is a challenge and creates opportunities to improve the knowledge, skills and attitudes regarding (social) participation. Untangling the complexity of engagement in social activities is a part of OT. Since this engagement is positively correlated with wellbeing and considered to be a key determinant of successful and healthy ageing all partners need to make efforts to get to a closer partnership with clients themselves using comprehensible instruments to foster true client-centeredness and shared decision making in the process of professional reasoning (1,3,4,5) The Activity Card Sort (ACS) is a photo based standardized assessment tool used widely mainly by occupational therapists to assess participation in older patients with a variety of diseases and disabilities (2) . Besides an inventory of activity patterns, the ACS also provides occupational therapists with an important resource for occupation-based intervention. Further research and collaboration with professionals, students and clients is needed to optimize implementation and capacity building of the community of practice.

Presentation 3:

Participation in Leisure, Not Obvious for People with Psycho-Social Problems

Olivier Lettelier, Lydia Loose, Sooi Dubois, Joery Baes, Nicolas Tant, (Catholic University College Bruges – Ostend, Belgium)

Mortality by suicide in Belgium is one of the highest in Europe. There is a good social security system, but not all clients make a smooth transition from being residentially treated towards living independently. Therefore second year students participated in a small research where they were invited to search for an organisation, suited for a specific case of a person with mental health problems. First of all students informed themselves about the meaning of leisure and integrated this in setting goals for their case.



Afterwards, they informed about possibilities to participate in society and contacted an organisation, they thought they could advise to the client in this case.

The process of professional reasoning will be explained by the students' perspective.

SESSION 4:

Presentation 1:

Practices of Citizenship in Mental Health

Virginie Stucki (Western University Of Applied Sciences, Switzerland)

Relying on recent studies on patients in health movements and the reconfiguration of relationships between experts and laypersons, it is the aim of my presentation to analyze the activities through which mental health patients and occupational therapists develop new practices of citizenship. The first Swiss association of mental health services – the Association for the rights of users in psychiatry (Adupsy) – was officially founded in Geneva in 1979 by (ex-) patients, mental health professionals and lawyers. Occupational therapists played a key role in orienting the association towards the transformation of the conception of mental illness, treatments and the rights of patients (compulsory hospitalization, choice of treatment and access of information). My presentation will focus on the following questions: Through what kind of activities do users produce knowledge about their own conditions? Through what strategies do they try to gain legitimacy in order to make themselves heard in the field of mental health? How do the occupational therapists understand their civic engagement in the patients' movement? Since the ability of users in mental health to speak for themselves is often cast into doubt the analysis of « Adupsy » promises new insights in the development of citizenship in the history of health.

Presentation 2:

Comparison of The Personal and Cultural Perspectives On Citizenship in Different European Countries

Maaïke Kroon, Inge Otten, Maureen Schoot Uiterkamp, Anneke Telleman, Sabine Van Erp (University Of Applied Science Nijmegen, The Netherlands)

Main issues:

-What is the effect of the meaning of citizenship for our clients and people with needs in different countries?

- How can we use this information in our OT treatment and how can clients benefit from this.

Aim:

- Presentation of a project about the project ICC@home (international case comparison at home)



- Presentation of the outcomes of the research done with European citizenship about their meaning of citizenship.
- Discuss the possibilities and threats in the occupational therapy practice with these outcomes.

Presentation 3:

“I want to be part of it!”

Ellen Boxleitner, Daniela Luisi, Nicolle Gerads, Anna-Lena Burdick (ZUYD Hogeschool Heerlen, Netherlands)

We are inspired by the thesis of Schiller (2012) and Schöpfs (2013) who showed in their community based and community development work, that this partnership can bring great opportunities for the development of the community and has lasting effect on the community. This presentation shows the results of a community development project in a primary school for children. The project will take place in a primary school in a community where socially disadvantaged children and their families live. The goal is to collaborate with the primary school and the members of the community (children, their parents, educators, neighbourhood..) to empower and enable them, to find ideas, resources and small solutions how the participation of socially disadvantaged children can be achieved in the community. The needs of the community will be assessed through questionnaires and interviews. With the results we get, we can inform and guide the primary school in the future to improve the situation for everybody. Furthermore we want to gain that the children become citizens which feel confident to stand up for themselves and their community now and in the future. The outcome may contribute to the argumentation of some recent authors that say that it's more than just work *in*, but rather the work *with* the community that can really empower and enable them to engage in meaningful occupation (Sakellariou & Pollard, 2006).

SESSION 5:

Presentation 1:

How are People Between 16-65 Years of Age Involved in Social and Political Activity for Their Communities / Social Environments? How Do People Experience Their Own Voluntary Work?

Marie-Theres Felber, Michaela Hartner, Veronika Leichtfried, Jasmine Nagl, Nicole Paukner, Silke Rettenwander (FH Joanneum University of Applied Sciences, Graz/ Bad Gleichenberg, Austria)

Methods: questionnaires and guided interviews

Aims: To examine the importance people attach to social and civic commitment in both rural and urban environments, and to illustrate the experiences and feelings during that type of voluntary work.

Background: European Year of Citizens 2013, AOTA Framework: roles



Results: The difference between the social and civil involvement in the country and in urban centers is not quite as significant as expected. Although there are more people in rural communities who are committed to social and political activities, there is no difference in the degree of importance that individuals from rural or urban areas attach to that kind of involvement. The results of the interview are still outstanding but will be finished in May 2013.

Perspective: This topic is an important indication for further research, because participation and communal living of citizens are guiding principles for occupational therapy.

Presentation 2:

Mapping a Master's Program onto the Profile of O.T. Practice in Canada

Marc Rouleau, Sylvie Scurti, Lise Poissant, Occupational Therapy Program, (University Of Montréal, Canada)

The advantages of building an educational program based on a competency approach are numerous. Our program chose the Profile of Occupational Therapy Practice in Canada (CAOT, 2007) because it characterizes OT practice in a model that includes a variety of competencies. Each competency is linked to one of the seven roles defining the Canadian OT profile (expert in enabling occupation, professional, communicator, collaborator, change agent, scholarly practitioner, and practice manager). "These competencies are hierarchically organized and are designed to encourage a high level of accomplishment in occupational therapists' future career» (CAOT, 2007). With the goal of offering high quality training, it became necessary to assess if all competencies are covered during the four-year training, and to ensure that the progress and level of achievement are correctly phased throughout the training. This assessment was to be conducted while taking into consideration the active teaching methods put forward by our program such as, problem based learning, case methods, clinical skills laboratories and fieldwork (just to name a few). During this presentation, we will share the extensive experience we gained from this mapping and quality assessment. Complex issues related to the mapping will be discussed. The method will be presented and future actions explored.

Presentation 3:

Urban Gardening as an Opportunity for Occupation-Based Participatory Citizenship

Anne-Sophie Arens, Rebecca Heim, Viviane Constabel, Carla Liebig, Vera Probst, Sandra Schiller (University Of Applied Sciences And Arts Hildesheim/Holzminden/Göttingen, Germany)

Topic:

Initiating an Urban Gardening Project in a Poor Neighbourhood: Results of a Student Project in Hildesheim (Germany)

Aim:

To initiate an urban gardening project in a poor neighbourhood as an opportunity for occupation-based participatory citizenship.

Main issues:



The aim of local community development in occupational therapy is to activate individuals and groups to take responsibility for their own well-being and the social support of their community using the potential of shared occupations. In a neighbourhood vulnerable to unemployment and poverty and with a high number of immigrants, the changing social and spatial conditions for living together are of central importance to the promotion of participatory citizenship. In this context, the appropriation of urban public space is a key issue for the development of social cohesion, community life and citizen involvement. In recent years in Germany, just like in other countries, urban gardening has become a popular grassroots strategy to improve the environmental quality of urban space and to promote the social and cultural cooperation of groups and individuals with diverse backgrounds.

Occupational therapists have long-time experience in the areas of horticultural therapy and community gardening. Urban gardening, however, requires different skills in community development. This presentation introduces the experiences of occupational therapy students in Hildesheim with initiating an urban gardening project in a poor neighbourhood in 2013 by identifying possible locations for urban gardens in the neighbourhood, creating a network of supporters and sponsors and assisting in the first gardening attempts.

SESSION 6:

Presentation 1:

A New Beginning With Occupational Therapy

Lisette Rodenburg, Merel Van Der Sar, Amy Hereijgers (Rotterdam University Of Applied Sciences, School Of Health Care Studies, Netherlands)

Some OT students of the University of Applied Science Rotterdam participate in a project in which a tool will be developed to increase the participation and autonomy for juvenile delinquents in the past or present. These are young people who have been in a closed ward and will begin reintegration in the society. The research shows how young people see independent living and what this could mean for occupational therapy. The students give a summary of the results from the interviews and make a conclusion for the connection with occupational therapy.

Presentation 2:

Active Citizenship: Job Inclusion Through Social Entrepreneurship

Salvador Simó Algado (Universitat De Vic, Spain)

In Spain, unemployment affects near 50% of the young population. This reality means that youngsters cannot develop a meaningful life project, develop a full citizenship and it is related with social exclusion, delinquency and addictions.

The EcoSPORTech project is developed at University of Vic in partnership with Vic City Council. It is a social entrepreneurship project which aims to create an enterprise with young people for conducting sports and leisure activities in the natural environment, integrating new technologies.



A social entrepreneur is someone who combines a visionary spirit and creativity to solve real-world problems, with a strong ethical and completely guided by his vision for change.

It is an interdisciplinary collaboration between the faculties of Business and Communication, the Health Sciences and Wellness and integrates professionals from occupational therapy, business, marketing and sports.

EcoSPORTech project is an example of the XXI century university: a key actor of the civil society who integrates education with research, with a solid commitment to the territory, specifically with the promotion of Young employment. Our own research has shown the potential of this practice for reality-based learning.

It develops University Service Learning where students integrate academic knowledge providing a service to their community from an active citizenship.

Presentation 3:

Therapeutic Partnership with Coventry University and THRIVE

Andreia Ferreira, Amy Button (Coventry University, UK)

AIM: To educate others about the numerous benefits of using gardening as a therapeutic tool to promote social inclusion.

Those experiencing mental and/or physical health difficulties can often become isolated and feel excluded from society and their local community. THRIVE works with people from all backgrounds to bring about life changing transformations. THRIVE have conducted a great deal of research, demonstrating the positive impact of gardening on health, well-being & social inclusion.

Occupational Therapists working within all sectors should be aware of the profound benefits of gardening as a therapeutic tool, in line with the values of the recovery model.

SESSION 7:

Presentation 1:

Productive Aging: Sustaining Employment for Older People

Linda A. Hunt (Pacific University, USA) Caroline Wolverson (York St. John University, UK)

Topic: Older people and work

Aim:

- To draw on literature and narratives to highlight the value of working into old age.
- To discuss the role occupational therapy in educating both older workers and employers on how work may be adapted to meet the needs of those who desire to continue this role into old age.

Main issues



Promoting active citizenship and participation in society includes helping older people working past the legally defined retirement age. The aging population and economic challenges, necessitate the attention of those working with older people in healthcare, social services, and businesses to have a better understanding of work and aging (World Health Organization, 2007, Department of Work and Pensions, 2013). Working beyond retirement can contribute not only to the older person's health and wellbeing (Gruenewald Liao and Seeman 2013) but also the economy (Van Dalen, Henkens and Schippers , 2010). Policy makers should be more aware of and incorporate the results of current research that suggest work increases longevity and wellbeing. No longer can retirement be based on an arbitrary age or employers discriminate against older workers. Furthermore, those facing retirement should understand how employment may bring longevity and financial security.

Presentation 2:

Roma: A Limited Citizenship

Stéphanie Adohoun, Cristina Baviera, Clémentine Cachin, Marylin Eichenberger, Vi Tran (University Of Applied Sciences Of Western Switzerland, Switzerland)

Roma cross the borders to escape from poverty, discrimination and hostility of the local population. Nowhere completely at home, their basic rights (freedom, equality and human rights) are flouted. However in accordance with article 20 of the constitution of the European Union, Roma, like other citizens of the European Union, have the Union's citizenship. They have the right to move freely and to be protected from discrimination. In Switzerland, citizen associations such as "Opre Rom" and "Mesemrom", defend Roma's (human) rights. Their actions aim to build dialogue between Roma, local population and authorities, to promote health, to advocate against discrimination and to inform the local population. Occupational therapists in collaboration with associations can help promote health through adapting the environment where Roma stay, to prevent health problems and to offer occupations, which increase their social participation. Community-based occupational therapy would be an interesting development with this population. In October, we will present the results of our interviews with the citizen associations; discuss which places an occupational therapist can have in this intervention and the outcomes of our project.

Presentation 3:

Patient, Client, Service User, Citizen: The Role of New Placement Sites in Developing Student Occupational Therapists Appreciation Of Citizenship and Social Engagement

Joan Healey (Sheffield Hallam University, UK)

The aims of this presentation would be to explore how the experience of working in a third sector placement site encourages student occupational therapists to widen their concepts of professional reasoning.

Going on placement in a third sector setting without an existing occupational therapy service forces students to question their concepts of 'patient' 'client' and 'service user'. Students on these placements negotiate and introduce an occupation based intervention and are challenged to explore what motivates people to engage with occupations. In the process they have to think about a different relationship between them and the people they are working with - challenging the power relationships so inherent in



statutory working. An evaluation of student feedback over six years has shown an extension to the categories of professional reasoning to include a community based reasoning framework which addresses issues of empowerment and social engagement. It demonstrates the power of these placements to transform the profession by opening up new perspectives of ourselves and our communities (Higgs et al 2004)

The importance of this development is explored in the light of occupational therapy's developing practice and for occupational therapy education.

SATURDAY 19TH OCTOBER 2013: PARALLEL SESSIONS: ORAL PRESENTATIONS & WORKSHOP

SESSION 1:

Presentation 1:

Purposeful Aging Theory: Exemplified By Employment or Living in Retirement Community

Linda A. Hunt, Patricia Wagner-Speck, Kayla Winkler (Pacific University, USA)

Our grounded theory approach begins the process for developing a new theory, Purposeful Theory of Aging. This may be a pertinent theory for occupational therapy as the profession supports health through engagement in purposeful occupations (AOTA, 2008). There exists the human need to be productive maintaining purpose throughout the lifespan. Living purposely in old age links lives to meaningful events, accomplishments, and people. This brings new activities into older people's lives as they strive to learn new skills, ideas, and meet new people. Finally, it may delay or prevent disengagement in life as elders may have a fundamental need for contact with others and the goal of continuing to perform useful deeds. By being purposeful and engaged, older people may develop and maintain interactions and relationships with other people forming a network, even if it is with only with a few people that provide support and bring meaning to lives. Data was gathered through narratives of older adults employed beyond retirement age. Plus, a small group of elders living in Continuing Care Retirement Community describe their experience of purposeful living within that environment. Common themes emerged from both groups describing core beliefs in purposeful aging contributing to quality of life.

Presentation 2:

Promoting The Well-Being and Optimal Experience Through Occupational Therapy

Dulce María Romero Ayuso, Abel Toledano González, Teresa Labajos (Universidad De Castilla-La Mancha, Universidad De Málaga, Spain)

Introduction

The aim of this study is to prove if elderly people obtain a higher level of self-efficacy and wellbeing when participating in group activities in opposition to individual ones.

Method



The present research uses a quasi-experimental pre-post design, with a sample size of 30 people. Their age ranges from 72 to 92, and they are representative of the population of Málaga (Spain). Socio-demographic information (age, sex, education level) was asked, as well as the necessary data to fill out the General self-efficacy scale and Ryff's psychological wellbeing scale.

Results

Both tests (pre-post) related people's capacities to interact and maintain social ties, general self-efficacy, and psychological wellbeing to individual and group occupations. Results also show a positive relation in those who performed group activities in opposition to those who carried out individual ones.

Conclusions

Elderly people who took part in group occupations show a better psychological and social wellbeing state. The General Self-efficacy Scale and Ryff's Wellbeing Scale are two useful and fast tools, easy to implement by occupational therapists.

Presentation 3:

Rafroball: Social Participation and Citizenship Facilitation through Sport

Noémie Fortenbach, Claire Huron, Yann Locatelli, Isaline Locherer (University of Applied Sciences of Western Switzerland, Switzerland)

Created and played in Switzerland since 1996, Rafroball offers large adaptation possibilities allowing any people with or without disease to play, therefore creating reverse-integration (Hutzler, Chacham-Guber & Riter, 2013). Non-disabled people play in wheelchair while disabled people have various advantages that equalize chances.

Rafroball includes values like equal participation and engagement of individuals in leisure that are included in the concept of citizenship. Sport contributes to citizenship in increasing the level of community integration (Schmidt Hanson, Nabavi & Keung Yuen, 2000) and in avoiding prejudices about disability among people due to reverse-integration (Sharp, Dunford & Seddon, 2012). Moreover, sport clubs create "a space of participative citizenship" where each member has the same rights, can vote and engage in decision-making and reflections without discrimination (Compte, 2010, p. 324).

Using the occupation of Rafroball in intervention, occupational therapists empower people with disability to become citizens in "enabling them to do and to be and through the process of becoming" (Willcock, 1999, p.1).

Rafroball will be presented with videos and interviews of both players and occupational therapists, who use this sport with their clients in Switzerland.

SESSION 2:



Presentation 1:

Practicing Occupational Therapy in an Adoptive Country

Lise Poissant, Marc Rouleau, Sylvie Scurti, Guylaine Dufour, Louise Tremblay (Université De Montréal, Canada)

Several countries face the need to accommodate foreign occupational therapists wishing to obtain a right to practice in their adoptive country. Using a collaborative approach, the occupational therapy (OT) program of l'Université de Montréal (UdeM) and the Quebec Professional order of occupational therapists (OEQ) developed a program targeting the refreshing and levelling of competencies of foreign OTs. Representatives from OEQ and UdeM conducted a thorough analysis of potential candidates' profiles to identify competency gaps to be addressed by the refreshing and leveling program. The analysis highlighted the need to offer a short and a long training program depending on the country of origin of the candidate. Regardless of the duration of the program, concepts such as interdisciplinary work, cultural issues, the Quebec health care system, a competency-based training program and practice portfolio were identified as key concepts to be addressed early during the training program to ensure success. This paper will present courses developed specifically for foreign candidates as well as issues related to the adaptation of existing courses to meet the needs of these candidates. Key lessons learned from this collaborative experience in the development of a new program will be discussed.

Presentation 2:

Community Development Project: Creating a Community Garden to Improve Social Cohesion

Emma van Gelderen & Ineke Bom (Hogeschool van Amsterdam, Netherlands)

Topic:

Developing a project based on a community development approach combined with occupation based interventions, aiming for a community garden in an urban area that brings people together.

Aims and issues

Stichting South-East Stars (SES) is a foundation focusing on children with fewer opportunities because of a low social economic status of their parents. The foundation SES provides "after school activities" for children, to develop their talents that give them more chances in the future. The activities are focusing on education, on the social and cultural context they live in, on leisure and physical exercise.

The big desire of the children of foundation SES is to experience more involvement and most of all more attention of their parents for the things they do and are motivated to. To fulfill these needs, SES likes to create a community garden where children, parents and other citizens of the community can participate, learn from each other and work on mutual goals to improve social cohesion in the urban area they live in.

To create, develop and maintain the community garden, partnership between OT students from the Hogeschool van Amsterdam and Stichting SES is established and other partnerships are already established for this reason.



Our role is to facilitate, mediate, coach, and bring people together to contribute to the empowerment of all actors involved and to enable citizens and children to participate in the creation and maintenance of the community garden. The overall aim is to improve social cohesion and exchange of knowledge and mutual support.

Presentation 3:

Learning to Construct a Dialogue

Musteață Roxana, Dănilă Ioan (P.A.O.T.R. in collaboration with Bacău University, Romania)

Based on students personal practice experience within the local NGO's, schools and daily centres for disabled children, the presentation demonstrates occupational therapy process implementation for future professionals aiming to promote the disabled people access to the community resources (1). Being listened to, making own decision, gaining independence, being respected as a human being are some of the essential ways that an occupational therapist recognizes and promotes on a daily basis (2-3). Learning about citizenship requires that students and teachers engage competently in dialogue with clients and address collaboratively the different forms of occupational injustice (4). The current reality of Romania requires a strong engagement of students and teachers, able to develop effective interventions and realistic objectives aiming to facilitate each individual's contribution to the community (5).

SESSION 3:

Presentation 1:

Community and Active Citizenship: Phenomenology of an Ethical Occupation in The Context of Immigration

Maria Kapanadze (Escola Universitària D'infermeria I Teràpia Ocupacional De Terrassa Center Subscribed To Universidad Autònoma De Barcelona, Spain)

The theory and praxis of the present qualitative investigation is based on phenomenological tradition. The goal of this investigation is geared towards the profound understanding of the dimensions of education and work. Besides, the current investigation analyses the elements of the ethical occupations that shape the collective and individual identity and form active citizenship. It also explores the importance of transversal elements of the culture and gender constructions for women and men with an immigration history, within the domain of work and education.

The biographic-narrative method is used to study the questions posed by the investigation. The triangulation process of the voices of women, men and a participating organization is undertaken to ensure validity of the results and is interpreted with the indicators of the proposed theoretic frame.

In conclusion, the work refers to lifelong learning and considers the violation of the right to education as the factor that restricts an immigrant from engagement with ethical occupation. As a consequence this failure to achieve ethical occupation impacts the personal and collective integrity of the immigrant. We hope that the present investigation can contribute to the politics of immigration in different organizations.



Presentation 2:

Activity as a Tool in Language Training for Immigrants and Refugees

Inger Brit Werge-Olsen, Kjersti Vik (Sør-Trøndelag University College, Trondheim, Norway)

Objective: The focus of this study is how skills acquired from everyday life in one's native country can represent a resource in language training and work for immigrants and refugees. The specific aim is to explore what significance activity and participation in activity have on language training.

Methods: This qualitative study is based on fieldwork carried out in relation to a group of illiterate immigrants at a centre for adult education. The sample consists of 11 adult immigrants and refugees, male and female, between the ages of 20 and 65. The interviews with all the participants were carried out with the help of an interpreter.

Results: The main findings were that the individual immigrant's history of activities received little attention during the language training. There was hardly any mention of previous experience from everyday life and work. By relying on different activities in the language training, the resources and background of the individual immigrant would have become more visible. Familiar activities from one's own culture enable communication when language skills are limited.

Presentation 3:

Tackling Social Exclusion: Working with Disaffected Young Adults in a Community Setting

Lizzie Hackett, Charlotte Smith (Sheffield Hallam University, UK)

In the UK the number of 16- 18 year olds who are not in education, employment or training is growing. A Barnados report found many of these are short term unemployed and are actively seeking work. However this report estimates that around 9% of this group has significant barriers to participation. The aim of the presentation is to explain the work we have undertaken with disengaged youth in a social enterprise college. This population included homeless youth, young mother, and those who have been brought up in care. We were asked to complete a 2 day business challenge with a group of young people. We designed a 5 week group leading up to the group. This weekly group allowed us to:

- Make a start tackling barriers to occupation
- Build a therapeutic relationship and provide a suitable environment to discuss occupational routine and goals for the future.
- Provided us with an opportunity to do a thorough occupational assessment and leave recommendations for continued work with the young people

In our presentation we will discuss our intervention, how we explored the use of different models to frame our intervention, the pragmatic, emotional and theoretical challenges and the outcomes and achievements of our intervention.



SESSION 4:

Presentation 1:

Intercultural Learning – A Research about Experiences with a Catalogue for Reflexion

Silke Voelz (Hochschule Osnabrueck, Germany)

The health care of migrants in Germany is deficient; hence an orientation towards the needs of this special group of clients is required. Although the topic is very relevant for Occupational Therapy, a profession defined as client-centered and holistic, intercultural learning is still considered insufficiently. Especially during their training Occupational Therapy students should improve their intercultural competence. The tool “Reflexionskatalog zur kulturellen Diversität” (Catalogue for Reflexion about Cultural Diversity) was developed in order to initiate learning processes of Occupational Therapists and students. In the survey it should be explored how Occupational Therapy students experience the use of this tool and how they evaluate its practicability and their own process of learning.

The research questions should be answered by means of a mixed-methods-approach. This was conducted through an online survey, based on findings from guided interviews.

Most notably the outcomes point to the fact that Occupational Therapy students consider the topic as relevant to them and the use of the “Reflexionskatalog” as meaningful. They appraise it as feasible and helpful in initiating an intercultural learning process though they take acquiring knowledge for an essential condition.

In future the implementation of the topic “intercultural learning” into the training of Occupational Therapists would be desirable. The use of the “Reflexionskatalog” in this context would be helpful.

Presentation 2:

DoDoneGone: A Web-and Mobile Service to Modify and Train Daily Activities

Lone Decker (Metropolitan University College, Denmark)

DoDoneGone is a web- and mobile service for people with anxiety-problems. Anxiety is one of the most common psychiatric disorders. A number of studies have found exposure exercises to be the most effective element in the treatment of anxiety (1). DoDoneGone offers an innovative solution to meet the increasing number of people with anxiety.

DoDoneGone is under development by researchers at IT University of Copenhagen and Peking University in partnership with Department of Occupational Therapy at Metropolitan University College Copenhagen and the Mental Health Services of Capital Region of Denmark. Occupational Therapy students have been using DoDoneGone and their feedback is being used in the further development of the program.

DoDoneGone teaches people to handle activities they are afraid off by a gradual exposure to the fear-provoking situations. Exercises are planned and monitored on a website and conducted in the field with guidance and support from an application on the client’s Smartphone.



Being presented for DoDoneGone, professionals such as occupational therapist, psychiatrists and psychologist have been positive and interested in participating in clinical testing. It is our aim that occupational therapist can use ECI and AMPS and thereby evidence-base their occupational intervention when using DoDoneGone to train ADL & social interaction.

We find that DoDoneGone can be used generically in order to help people with e.g. cognitive disorders to participate in daily activities.

Presentation 3:

Equal health for people with mental disabilities

Camilla Grönkvist, Sandra Olsson, Helena Hägglund, Jessica Andersson (Linköping University ISV Campus Norrköping, Sweden)

Background

The Swedish national goals for people with disabilities acknowledge diversity. Implying that actions such as “design for all” should be directed towards identifying and eliminating obstacles to full participation in society.

Aim

Aim to develop a concrete product concept for adult people with mental disabilities to enhance physical activity in gym area in society

Method

We have performed unstructured interviews with four people with mental disabilities and two staff at the daycenter and observed gym areas in daily activity centers and sport centers in society.

Results

An application for smartphones has been developed for motivating and performing physical activities in specific gym machines. A QR-bare code was developed and connected with a visual and oral instructions video. Throughout the design process the clients were involved in enhancing the product concept. The evaluation showed that the application was usable for the intended group but there is a need for further testing and refining.

Discussion

When an occupational therapist is involved in design for all projects they need to consider that this is a complex, time consuming and creative way of working.



SESSION 5:

Presentation 1:

Active citizenship and participation, by focusing on mental health

Lotte Petersen Jürgensen, Karina Sjøgaard Baunbæk (VIA University College Aarhus, Denmark)

Our approach to the Enothe theme 2013 is mental wellbeing among overweight women. It's based on the fact that women's mental health is affected by overweight and may lead to social isolation and lack of participation in society (1, 2). We believe that a strong mental wellbeing is necessary to prevent the development of poor mental health.

In the project we use the definition "mental health" from World-Health-Organization (WHO).

Occupational therapists vision is, that every person has the possibility to participate in meaningful activities - even though the person doesn't fit within the unwritten society norms, related to both weight and appearance (3). If a person constantly has to deal with societal stigma and no acceptance as individual, in time, the urge to participate and being an active citizen, disappears(1,4).

To prevent the development of poor mental health, and support the women's mental wellbeing, we want to create a social supportive network through an online meeting point. Social relationships play a beneficial role in maintaining mental wellbeing (1, 5). The participants are between the ages of 16-25years. Research shows that people in this age are most challenged in relation to mental health (2). The Meeting Point is a place where overweight people can seek support from others in the same situation and make arrangements about social activities.

An important foundation is that we won't focus on weight loss. Our goal is that the women achieve the feeling, that they are just as valuable as people, fitting a size zero – and that they can participate in activities on their own terms.

Presentation 2:

How can we inspire OT students in societal changes and their influence?

Rianne Jansens, Jet Lancée, Barbara Piškur, Ulla Pott, Steffi Schmitz (Zuyd University of Applied Sciences, Netherlands)

As described by Fransen et al., (2013) occupational therapy can contribute to citizenship through enabling occupations, by facilitating participation of clients. (Fransen, Kantartzis, Pollard, & Viana Moldes, 2013) The Canadian Model of Client-Centred Enablement is supporting the learning process of students in creating the client-professional relationship. However, to empower clients taking up participatory citizenship, to facilitate them to engage in the local community, is challenging for students. As educators we expect them to acquire communication skills, cooperation and management competences in order to empower the client (system) to increase their influence on societal issues related to their health and quality of life. (Piškur, 2013)

Educational practice shows the struggles of students in e.g. the knowledge of social structures, the influence of current political events on citizens' daily lives.



OT students from different grades and lecturers form a working group to stimulate awareness and openness towards our society, the meaning of events for clients and the relationship with occupational therapy services. This is in line with objectives regarding political and professional reasoning and the use of the Guiding Principles on Diversity and Culture. (Kinébanian & Stomph, 2009) The working group chose different approaches, including social media, to stimulate interest and discussion.

Presentation 3:

OT Students are Telling Stories through Touch

Chris Van Der Molen, Miranda Van Niel (University of Applied Sciences Amsterdam School of Health Professions, Netherlands)

Topic: Tactile illustrated books for visually impaired children

Main issues: The importance of tactile books for VI children, the creation and design of tactile illustrated books and results of the project.

- **Aim of the presentation:** To showcase an inspiring example of occupational therapy students working on an occupation-based assignment, benefiting a vulnerable group in society.
- **Keywords:** Tactile illustrations, visually impaired children, European cooperation

We would like to make this presentation that shows the importance of tactile books for VI children describes the process of creating a tactile illustrated book and show some results of the project from OT students in Amsterdam. Also, we will bring some books to showcase at the presentation.

SESSION 6:

Presentation 1:

Improving Experiences of Children with Autism in Hospital Settings

Kirsty Pope (University of Salford), Ruth Morgan (Central Manchester University Hospitals NHS, UK)

Approximately 600,000 people have Autism across Europe with an associated total direct health care cost of €695 million (Olesen et al, 2012). Children with autism are at greater risk of developing anxiety and this can interfere with their ability to participate in home, school and community activities (Russell & Sofronoff, 2005). A child with autism frequently has negative experiences of trying to access healthcare (Vaz, 2010) with increased chances of non-compliance with treatment or challenging behaviour resulting in the use of restraints or medication to control the child during a procedure.

The aim of the presentation is to illustrate the strategies that can be used to improve this experience, reducing the stress and anxiety of the child, their family and the health care professionals involved in their care as well as the costs to the healthcare system.

Presentation 2:

Promoting Social Inclusion Strategies for Children and Young People with Disabilities



Kayleigh Tudor, Georgia Rigby (Coventry University, UK)

Topic & Main Issues: 82% of children and young people with a disability are bullied in the UK (Mencap 2007) and more than 20% of people with a disability have experienced harassment in public (Papworth Trust 2012). Bullying at an early age can lead to social exclusion for children and adults with disabilities. This presentation aims to investigate and educate the effectiveness of organising mixed ability groups for able-bodied/disabled/learning disability children and young people to promote social inclusion by educating people in strategies to support anti-bullying.

Aim: This presentation will look into how engaging children and young people in mixed ability groups and in meaningful occupations can promote health and wellbeing, positive relationship/friendships and how this may reduce bullying in a young person's life.

Presentation 3:

Affected Participatory Citizenship – A Narrative View

Andri Badertscher, Salome Feusi, Andrea Hubschmid, Samira Messerli, Vanessa Sutter (Zurich University Of Applied Sciences, Switzerland)

Participatory Citizenship includes participation in civil society, community and/or political life (ENOTHE, 2013). This Participation can be affected by a critical incident. A critical incident is based on external circumstances like an accident or unemployment. Experience a critical incident can lead to occupational deprivation. This means that the occupational choice and diversity are deprived because of circumstances beyond the control of individuals or communities (Wilcock, 2006).

According to the reports of occupational deprivation we will show the occupational rights of these people as citizens in Switzerland. Based to the results we will highlight possible areas where OTs could contribute prevent people from occupational deprivation. Furthermore we will show possible requirements to enable Occupational Therapists intervention.

SESSION 7:

WORKSHOP

Is Practice Based Evidence (PBE) a promising concept for education and practice?

Kinsuk Maitra (Florida International University, USA)

Fenna Van Nes (Hogeschool van Amsterdam, Netherlands)

Students need to learn how to address practical questions about risks, and benefits of interventions as well as effectiveness of the treatment. In Europe, Evidence Based Practice (RCT) with randomized controlled trials (RCTs) is often considered to be the highest level of evidence. In the US, Practice Based Evidence (PBE) is emerging as another way to improve real-world everyday clinical practice. The most important aspect of PBE is that this design does not disturb the normal therapeutic process rather collects data in detail from



therapists and patient interactions. The data are then analyzed to find out better treatment options for specific type of patients. PBE includes culture and context in its delivery.

In this workshop PBE will be introduced using clinical and educational examples. Participants will discuss the advantages and disadvantages of this design in the European context from educational, practice and client perspectives. The outcome of the workshop is that participants are able to make an informed decision whether or not they want to consider PBE to be incorporated in their curricula and practice. Furthermore, this workshop may be the start of a European network of interested educators who want to discuss PBE further and exchange experiences.

MARKET PLACES

Using Online Learning in Post Graduate Occupational Therapy

Susan Walsh (Sheffield Hallam University, UK)

Aim is to demonstrate some of the online learning developments and resources which support post graduate occupational therapy education at Sheffield Hallam University

Students Work On: Occupational Justice Concerning Socially Exposed Groups in Denmark

Tine Bieber Kirkegaard Lunn (University College Northern, DENMARK)

An education program of two weeks at module 5. The learning profits are to explain and make use of the relations between health and occupation in relation to socially exposed groups. The students work with case material to define and describe their understanding of occupational injustice concerning groups of: poverty, unemployed, homeless, exposed children, asylum applicants and mentally ill. In groups the students' discuss and analyse the occupational circumstances in relation the theory of Ann Wilcock and Townsend. Finally they present their ideas of intervention seeking occupational justice at group- or societal.

The presentation will be an inside of the students work, sharing the education program with colleges, thoughts about involving the students to work and understand the concepts of occupational justice and injustice in relation to public health.

At the marketplace I like to invite colleges to discuss and generate new ideas of how to understand and teach OT students the concepts of occupational justice and injustice as they at times are difficult to grip - to students and occupational therapist? One way to facilitate this discussion will be by "pick a question" and write or draw your idea on a flipover

European Master of Science in Occupational Therapy

Fenna van Nes (Hogeschool van Amsterdam, European Master of Science in Occupational Therapy, THE NETHERLANDS)

Aim: to provide information about the programme and to invite other Master programmes to cooperate.



Content: Poster presentation, Youtube film, flyers with information and meeting place for interested persons to discuss cooperation.

Implementation of Mobile Tablet Technology and Apps to Enhance Student Learning on an Undergraduate Occupational Therapy Curriculum

Alison Laver-Fawcett, Stephen Wey, Janet Golledge (York St John University, UK)

In this marketplace we will share examples from several pilot projects exploring the use and integration of tablet technology into an occupational therapy degree programme. This includes a wide range of modules covering anatomy, occupational therapy assessment and clinical practice, and enquiry based learning on policy, ethics and social contexts of practice. Technology has also been piloted in general teaching activities such as marking and feedback and tutorials. Apps used include: Muscle System Pro 3; 3D Brain; Pocket Brain; FINR Brain Atlas; Keynote; and the Aid for Decision-making in Occupation Choice (ADOC). Some of these apps will be demonstrated. We will share our critiques of apps used in different modules and student / staff project evaluations. Our projects are part of a wider university iPad project. Some sessions were evaluated using SurveyMonkey online surveys, as well as via module evaluations and informally via student feedback and a project blog that students and staff members could access to post comments. Feedback from students has been very positive and has indicated that learning in this way has enhanced the student experience. In addition to using iPads within teaching sessions we will also share their application to wider teaching activities, such as marking and tutorials. We will be very interested to discuss with colleagues their experiences of using mobile tablet technology in their teaching and academic work.

Opportunities for Study and Research in Ireland

Karen McNulty (University College Cork, IRELAND)

Opportunities for study and research in Ireland

Master Education in Occupational Therapy in Europe

Ursula Costa, Fenna van Nes (on behalf of the Masters Education Project group)

Introducing each other in existing and planned programmes/curricula, discussing a European perspective in MSc-education, which is also related to WFOT, looking for possible cooperation & future exchange.

“The World is Bigger than Your Own Country”

Tiska Ikking (Committee of International Affairs, Ergotherapie Nederland Dutch OT Association, THE NETHERLANDS)

The poster contains information about the Dutch committee of international affairs which:

- Represents the Dutch Association and its OT's in different international organisations;
- Informs the national association, Dutch OT's and especially members of EN about international affairs;
- Works actively on its network both national as international;
- Stimulates Dutch OT's to be active in international congresses, research and networks;
- Informs OT's from other countries about the possibilities to work as an OT in the Netherlands.



European Year of Citizens 2013

www.europa.eu/citizens-2013

The Use of Animation to Enhance Meaning and Outcomes in Occupational Therapy

Helen Mason (Animation Therapy Ltd, UK)

Helen Mason, consultant occupational therapist and CEO/Founder of Animation Therapy Ltd, will share her experiences of how animation techniques have been used to enhance occupational therapy outcomes and create meaningful goal planning in clinical practice across both mental and physical health fields.

Hear why Animation Therapy Ltd was set up after a £100,000 award for innovation in health from NESTA and how therapist attending Animation Therapy Ltd.'s 'Re-Animation Approach' training program (endorsed by the CPD board at Imperial College London University) have already been winning awards for their work using animation to enhance practice.

POSTER PRESENTATIONS

Increasing Intra-Preneurial Skills within Students

Petra Klompenhouwer (Sheffield Hallam University, UK)

Topic:

Within the independent study module students decide on a deficit in skill or knowledge. They are asked to redress this deficit by finding an area outside of traditional occupational therapy to work in on project basis, or work shadow for a short period of time. Students produce a business proposal offering occupational therapy services relevant to this area.

Main issues:

Students have the choice to find an area themselves, to work with the Venture matrix, student union, or to tap into opportunities that we advertise, students can find opportunities to complete this abroad. Students contact the area and negotiate their role in this area. They produce a comprehensive rationale convincing staff of the potential role before being allowed to start. After completion of their engagement they produce a business proposal in which they try to convince the service to employ an occupational therapist. In the final part students reflect on how this module has helped them to articulate core occupational therapy skills to a non-occupational therapy audience.

Aim:

To demonstrate how an independent study module allows students a range of options that fit with their level of ability and interest. Whilst at the same time improving their employability by expanding their skills in promoting the profession.

International Co-operation in Education

Anne-Mette Kjær, Anne Lise Voss (VIA University College, DENMARK)

Kristina Hoydal (Diakonhjemmet University College, NORWAY)

This presentation will show an example of a cooperation project across borders for a Danish and a Norwegian education institution.



The poster will focus on how the institutions planned and conducted the student cooperation, the aim of the cooperation, examples of student projects in both countries, and an evaluation after one cooperation period.

The main aim of the cooperation was to achieve increased knowledge and broader understanding of different social, cultural and legislation perspectives through international cooperation. Through participating in the cooperation the students would get new inputs from students in another country, be challenged in their cultural related assumptions and pre-understandings, get the opportunity to widen their professional identity and be able to see the possibilities and usefulness of virtual aids in national and international cooperation.

After the cooperation project the students should:

- have knowledge of different legislation on universal design and accessibility in Norway and Denmark, and the significance of participation in the society
- be able to reflect on the terms diversity, health, accessibility, and universal design and how different opinions and actions on these terms can affect social inequality in health

OT Students are Telling Stories through Touch

Chris Van Der Molen, Miranda Van Niel (University Of Applied Sciences Amsterdam School Of Health Professions, NETHERLANDS)

Topic: Tactile illustrated books for visually impaired children

Main issues: The importance of tactile books for VI children, the creation and design of tactile illustrated books and results of the project.

Aim of the poster: To showcase an inspiring example of occupational therapy students working on an occupation-based assignment, benefiting a vulnerable group in society.

Patient, Client, Service User, Citizen: The Role of New Placement Sites in Developing Student Occupational Therapists Appreciation Of Citizenship and Social Engagement

Joan Healey (Sheffield Hallam University, UK)

The aims of this presentation would be to explore how the experience of working in a third sector placement site encourages student occupational therapists to widen their concepts of professional reasoning.

Going on placement in a third sector setting without an existing occupational therapy service forces students to question their concepts of 'patient' 'client' and 'service user'. Students on these placements negotiate and introduce an occupation based intervention and are challenged to explore what motivates people to engage with occupations. In the process they have to think about a different relationship between them and the people they are working with - challenging the power relationships so inherent in statutory working. An evaluation of student feedback over six years has shown an extension to the



categories of professional reasoning to include a community based reasoning framework which addresses issues of empowerment and social engagement. It demonstrates the power of these placements to transform the profession by opening up new perspectives of ourselves and our communities (Higgs et al 2004)

The importance of this development is explored in the light of occupational therapy's developing practice and for occupational therapy education.

Making a Difference through Occupationally Focused Practice

Theresa Baxter, Emma Youngs (Sheffield Hallam University, UK)

The aim of this poster is to illustrate the value of contemporary placements to individuals, organization, student and the profession. As discussed by Overton (2009) there is considerable potential for role development and influence of practice choice. This poster will map the experiences of one finalist student's experience of a contemporary placement and the response of the service users and the organization to occupational therapy. It will give an example of occupation focused practice (Thew et al 2011) within a secure setting, and how it made a difference to the health and wellbeing of the young people in the secure home.

This poster will reflect on the student's narrative from 'why do we want an OT here?' to 'what are we going to do without you?'

Additionally, it will demonstrate the 'difference' occupational therapy can make within a secure environment and the added value the profession can bring to service provision. Finally, it will outline the outcome of a service redesign plan using quality and service improvement tools from the NHS institute for innovation and improvement, and how this led to the procurement of occupational therapy and the barriers faced in establishing a new post within a jointly funded setting.

Promoting The Well-Being and Optimal Experience Through Occupational Therapy

Dulce María Romero Ayuso, Abel Toledano González, M^a Teresa Labajos (Universidad De Castilla-La Mancha; Universidad De Málaga, SPAIN)

Introduction

The aim of this study is to prove if elderly people obtain a higher level of self-efficacy and wellbeing when participating in group activities in opposition to individual ones.

Method

The present research uses a quasi-experimental pre-post design, with a sample size of 30 people. Their age ranges from 72 to 92, and they are representative of the population of Málaga (Spain). Socio-demographic information (age, sex, education level) was asked, as well as the necessary data to fill out the General self-efficacy scale and Ryff's psychological wellbeing scale.

Results

Both tests (pre-post) related people's capacities to interact and maintain social ties, general self-efficacy,



and psychological wellbeing to individual and group occupations. Results also show a positive relation in those who performed group activities in opposition to those who carried out individual ones.

Conclusions

Elderly people who took part in group occupations show a better psychological and social wellbeing state. The General Self-efficacy Scale and Ryff's Wellbeing Scale are two useful and fast tools, easy to implement by occupational therapists.

Executive Functioning as an Intermediary Factor to the Social Participation of Children

Reinhilde Lenaerts, Sven Van Geel (Artesis Plantijn University College of Antwerp, BELGIUM)

Executive functioning as an intermediary factor to the social participation of children.

Executive limitations affect daily functioning in various areas: labour, education, independent functioning at home, as well as the participation in social relations.

Occupational therapists use assessments to identify and to analyse these executive problems.

At this stage in the research we want to determine if there is any link between two assessment tools for executive functioning, which are being used in practice.

The poster demonstrates an example of occupational practically-oriented based scientific research. 25 % of our students participate in that kind of research.

Activity as a Tool in Language Training for Immigrants and Refugees

Inger Brit Werge-Olsen, Kjersti Vik (Sør-Trøndelag University College, Trondheim, NORWAY)

Objective: The focus of this study is how skills acquired from everyday life in one's native country can represent a resource in language training and work for immigrants and refugees. The specific aim is to explore what significance activity and participation in activity have on language training.

Methods: This qualitative study is based on fieldwork carried out in relation to a group of illiterate immigrants at a centre for adult education. The sample consists of 11 adult immigrants and refugees, male and female, between the ages of 20 and 65. The interviews with all the participants were carried out with the help of an interpreter.

Results: The main findings were that the individual immigrant's history of activities received little attention during the language training. There was hardly any mention of previous experience from everyday life and work. By relying on different activities in the language training, the resources and background of the individual immigrant would have become more visible. Familiar activities from one's own culture enable communication when language skills are limited.



How Can We Include Less Active Girls To Participate And Be Challenged - And Within Time - Provide The Active Citizenship?

Vibeke Dyrmosø, Anita Ørregaard (VIA UC Holstebro, DENMARK)

How do we as occupational therapist get the less active girls in 0.-4.class at the elementary school to be more active in their breaks? We are suggesting how the playground should encourage them to participate by using their senses and imagination. Teaching is integrated, and we have developed the activities at the playground ourselves, working at "the creative platform". The less active girls like fine motor activity, and we have tried to combine their interests with more gross motor activities, so that they can use the whole body, and be more ready and motivated for learning. This will help them to contribute to the society that they are already a part of. We have in this project also focused on prevention and health promotion. All these activities should help them to be active citizens.

"A Chance for Education?!"

Tanja Kulmer, Kathrin Neuditschko (Fachhochschule Wiener Neustadt, AUSTRIA)

"A chance for **education?!"** is a poster about the experiences and feelings of children with disabilities in their school environment. It contains a short presentation of the different systems in Austria and the experiences of **children with disabilities**, who attend these programs and their parents.

Therefore we would like to make interviews with children with disabilities and their parents. We want to find out what they think about our educational system and about their school experiences. Moreover we would like to be told how they feel, what they like to do in their free time and what they want to do in the future.

During our research we also want to ask the children to draw a picture for us, how they see themselves in their classes during different lessons, like sports, mathematics or teamwork exercises.

Through the interviews and paintings we want to show, how these systems work and which things might need to be done to improve the educational system of children with disabilities or which daily routines, things or activities should be changed by maybe an occupational therapist to make the school day and education, which lasts for a lifetime, easier for these children.

Occupational Therapy Enables To Participate!

Hanne Verstraete, Cathleen Seculier (Howest - Hogeschool West-Vlaanderen – University College West Flanders, BELGIUM)

The topic of our poster is participation and citizenship for children with development disabilities and learning disabilities such as ASD, ADHD, mental retardation, dyslexia and dyscalculia. Client centred and goal oriented OT interventions can support these children to be able to remain in regular education, to build a social life, to maintain hobbies. We want to share the OT vision of a practical example from a rehabilitation center with the audience.



Every Citizen Should Have The Opportunity To Move About Freely Without Any Barriers

Manina Porstendörfer, Andreas Landl, Jennifer Stockinger (Fachhochschule Wiener Neustadt, AUSTRIA)

Anything can be possible in certain circumstances.

For a person without health or disability issues, it is sometimes hard to imagine how to live with a body, that is “different” and it is also hard to figure being a fully-fledged member of society without being able to use one's legs to oneself.

We will accompany a man in a wheelchair, in order to gain insight into the everyday life of a person who is faced with exactly these difficulties.

Our journey will lead us to different public places which are relevant to every citizen and places which are of prime importance for the person we'll accompany.

The aim of our poster is to show the people that our cities/villages are full of barriers, which cannot be broken down by a person in a wheelchair. We also want to call attention that many reorganisations of the structure of urban development need to be done so every human can be a fully citizen.

Integration into Normal Society Through Work

Bram Depovere, Stijn Labeeuw (Hogeschool Kortrijk, BELGIUM)

Topic: integration into normal society through work

Main issues: the acceptance by the employer, the contact with the workplace, the pressure of working, the performance anxiety of the people, multidisciplinary co-operation

Aim: sharing information and possibilities for people with disabilities in work environment

Integration And Participation in Society By Meaning of Labour

Bram Depovere, Stijn Labeeuw (Hogeschool West-Vlaanderen – University College West Flanders, BELGIUM)

Topic: integration and participation in society by meaning of labour

Main issues: acceptance by the employer, contact with the workplace, the pressure of working, the performance anxiety of the people, multidisciplinary co-operation

Aim: empowerment of people with disabilities in labour environment; participation in society

School Integration for Children with Disabilities

Aurélie Jacquin, Oriane Le Gac (Institut De Formation D'ergothérapie De Rennes Ifer, FRANCE)

Topic: School integration for children with disabilities.

Main issues and aim of the poster: Awareness to school integration for all. The goal of the disability awareness is to sensitize people to the law of the 11th February 2005 on the right of the children with disabilities to be integrated in the nearest school. As a French citizen, those children are also European citizens and submitted to the same laws that the other European citizens (Article 20 of the Treaty on the



Functioning of the European Union). As stated in Article 9 of the Treaty on the Functioning of the European Union, the European citizenship guarantees (...) the fight against social exclusion, and a high level of education [and] training.

There's No Place like Home: Assessment Tool for Elderly Home Visit

Ulrike Noel, Sarah Jacobs, Laura Van Hulle, Kelly Mertens, Alexandra Van Roosendaal (University College Brussels, BELGIUM)

Riina- Lotta Simula, Aino- Maria Ilmanen, Elina Säteri, Annikka Leppäaho, Emilia Paasi (Turku University Of Applied Sciences, FINLAND)

Main goal is to create student co-operation between European countries and increase professional knowledge of elderly occupational therapy. Purpose of this co-operation project is to create assessment tool for the elderly home visit.

It is hard to evaluate elderly occupational performance without home visit. Home is important occupational environment, and it makes own possibilities and challenges. Home modification and helping aid will support elderly living at home more independently, increase their wellbeing and quality of life.

Finnish students act as mentors and Belgian students as actors. Finnish students observe and interview occupational therapist on clinical work at elderly care in Raisio municipality, and make guide book. Occupational therapist of Raisio municipality will take it in use. Belgian students will test guide book in practice. Final version will be made together.

Guide book example will include information of benefits of home visits, things with should be noticed, information assessment tool and helping aids. Guide book will include observation forms, video materials and clients' experience about home visit. Purpose is to increase knowledge of elderly home visit which occupational therapist has done. Purpose is also to develop students' international co-operation, create professional social network and make use of video call and social media.

Advocacy as the Moving Force of Full Citizenship

Maya Bruyneel, Jana De Reu (University College Ghent, BELGIUM)

What's the role of the municipal official for inclusion to achieve a full citizenship and how can this role influence the policy in order to maintain participatory citizens?

If a municipal official for inclusion wants to achieve its goal – full citizenship and participation for every person with a disability, he has to work together with all kind of authorities and expand a network of partnerships. By decreasing the barriers in society through policy, the Occupational Therapist/municipal official for inclusion can increase the participation. Therefore it is important, as a municipal official for inclusion, to work in the community and respond to the needs of people with a disability by being easily accessible.



Also people with a disability have a responsibility in achieving full citizenship and inclusion. For example by bringing up their difficulties, make a statement and engage in a dialog with the government's policy.

The aim of the poster is to clarify the role of an Occupational Therapist within this process of inclusion.

SHOUT: Developing Qualities of Citizenship in Students through an Undergraduate CPD Group

Gill Smith, Julia-Helen Collins (Sheffield Hallam University, UK)

WHAT:

- SHOUT is a student-run BAOT group promoting CPD by organizing monthly seminars on health and social care topics and encouraging reflection and networking with clinicians
- Skills and values SHOUT members learn through the group can contribute to development of citizenship qualities, increasing confidence in participating in society as individuals and professionals

HOW:

- Teamwork develops collaborative skills, equity, tolerance and negotiation required for participatory citizenship (Citizenship Foundation 2012)
- Networking promotes social interaction and ability to express opinions required for citizenship (Citizenship Foundation 2012)
- CPD increases recognition of the value of lifelong-learning required for development of citizenship (COE 2010)
- Promotion of OT in university and the community develops ability to advocate and practice civic engagement required for active citizenship (ENOTHE 2013)

WHY:

- Citizenship education is important to occupational therapy students' education (ENOTHE 2013)
- SHOUT provides an effective way for students to develop citizenship by learning-through-doing (Citizenship Foundation 2012), taking responsibility for their own learning and preparing for future professional requirements (College of Occupational Therapists 2010)

IMPACT:

- Results of a survey currently being undertaken of SHOUT members demonstrating its impact on developing citizenship qualities

Implementing International Research Based Placements for Occupational Therapy Students: A virtual Innovation

Lynn Shaw (Western University, Canada)

Veronika Hörfarer, Erich Streitwieser, Gabriele Güntert (University of Applied Sciences Salzburg, AUSTRIA)

This poster will describe how a virtual pilot research placement developed for an occupational therapy student focusing on the processes, and outcomes that engaged two universities from Austria and Canada. This innovation began through the goals of a student wishing to gain international and research experience



during her OT training in Salzburg. Key processes that supported this innovation included: 1) openness to transformative learning experiences, 2) Networking with other OT researchers to make an international connection, 3) Partnering between two Universities, 4) student leadership in negotiating the logistics, and 4) troubleshooting through unexpected challenges. The outcomes of this research based placement included: 1) a pilot tested and revised fieldwork evaluation form and process for research placements available in English and German, 2) establishing a web based communications platform for interacting with researchers, and 3) knowledge of the types of research activities that are suited for international virtual placements including identification of research projects aligned with OT research for evidence based practice, data analysis, manuscript development, and virtual access to data (non-human). The enactment of this virtual research placement also identified a set of criteria needed for success at the level of the student, the researcher and the organizations involved.

Working in a Community of Practice. An example of Participatory Citizenship?

Rianne Jansens, Jet Lancée, Barbara Piškur, Ulla Pott, Steffi Schmitz (Zuyd University of Applied Sciences, NETHERLANDS)

The true emphasis on client centeredness, participatory citizenship, empowerment of client (groups), self-management programmes, requires other competences as stated in the report of the working group for this ENOTHE meeting. (Fransen, Kantartzis, Pollard, & Viana Moldes, 2013) This should not only being expressed in occupational therapy services, but also taken into account in research and innovative projects. (Piškur, 2013)

OT education is expected to take the lead in new developments. To assure a sustainable process and working evidence based, the methodology of intervention mapping is used. (Bartholomew, Parcel, Kok, Gottlieb, & Fernández, 2011)

Establishing thematic communities of practices (e.g. elderly, child& youth) with stakeholders from all parties involved was an important first step. Discovering and discussing the occupational needs of clients, their participation goals, the perspective of the client system, the requests of clinicians, the perspective of policy makers, the role of other professions is giving us an in-depth view on the value of occupational therapy. But....

Can we perceive these communities of practice as an example in participatory citizenship? Is this cooperation stimulating an inclusive approach in OT services, education and research? Could it empower each of us towards our own participatory citizenship?

“ Exploring experiences of participation of people with moderate to severe dementia living in long- term care settings in Austria”

Verena Tatzer (University of applied sciences Wiener Neustadt, AUSTRIA)

The concept of participation is gaining importance internationally through the UN-convention and the implementation of the ICF (WHO, 2005).



Participation is experienced quite differently by old and very old people in comparison to younger ones (Haak, Ivanoff, Fänge, Sixsmith, & Iwarsson, 2007) and people with disabilities, whose experiences of participation can differ from societal norms (Hurst, 2003). People with dementia living in long-term care settings can be at risk of experiencing restrictions of participation due to changes caused by their illness, institutional factors or the strong dependence on their social environment. There is very little evidence stemming from the experiences of people with dementia themselves (e.g. Harmer & Orrell, 2008); this would be useful to contribute to a positive development of future care environments.

Question: How do women and men with moderate to severe dementia experience participation and how are their experiences influenced by organisational structures?

Design: A flexible design in the qualitative tradition inspired by Ethnography (Emerson, Fretz, & Shaw, 2011) will be used.

Method: Using an ethnographic method (Nygard, 2006), the experiences of 4-6 people with dementia will be explored through observations and interviews in two different long-term care settings. Questions of access, ethical considerations and first results will be presented in the poster.

"The use of volunteering as a method for optimizing citizenship"

Van Nieuwenhuyze Sabine, Scheirs Dorien, Van Kerkhoven Louise, Vandenbempt Jeroen (Artesis Plantijn University College Antwerp, BELGIUM)

The aim of the poster is to demonstrate an example of methods for optimizing citizenship from a bioethical perspective.

The foundation of the poster is a critical review of a qualitative research to explore the beneficiaries of volunteering from the perspective of volunteers within a hospital setting and the relation with their motivations. A reflection of possibilities to implement the method in the OT process will be provided.