

ENOTHE

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of Occupational Therapy
in Higher Education



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IVANE JAVAKHISHVILI TBILISI
STATE UNIVERSITY



Book of Abstracts

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COPILLOT – Development and Implementation of International Cooperative Online Intercultural Learning

Friday, 14th October - 08:30: - Masterclass / Expert session (in-person presentation)

Mrs. Siska Vandemaele ¹, Mrs. Maria Prellwitz ², Mrs. Ulla Pott ³, Mrs. Elisabeth Fattinger ⁴, Mrs. Claudia Merklein ³, Mrs. Helen Strebel ³, Mrs. Liliya Todorova ⁵, Mrs. Elisabeth Schwab ⁴, Mrs. Anja Christopher ⁶

1. Howest, 2. Luleå University of Technology, 3. Zuyd, 4. Joanneum, 5. Angel Kanchev Ruse, 6. Switzerland

COPILLOT (Cooperative Online Peer-assisted and Intercultural Learning in Occupational Therapy) would like to present the products and evaluation results after finalizing this Erasmus+ funded project. A consortium of six European universities worked together from 2018 to 2021, to address the need for internationalization and intercultural learning by developing competences graduates will need in the future. The interest in online intercultural exchange has been significantly growing in the past five years, though there is still a scarcity of fully developed models and online learning activities to facilitate the practical implementation of this kind of learning. The COPILLOT project produced a theoretical framework and a practical model for facilitating online intercultural learning in Occupational Therapy, as well as a manual with nine innovative, accessible and flexible online learning modules, complete with practical tips on how to implement them, and a collection of online educational resources (OERs). The modules were piloted with 498 students from nine universities and then evaluated by students and teachers. The results show that the project products offer a practical opportunity to implement international and intercultural learning online for all students of Occupational Therapy. The need for intercultural competence within Occupational Therapy programs is discussed.

Making things visible: How to structure and document professional reasoning

Friday, 14th October - 08:30: - Masterclass / Expert session (in-person presentation)

Mrs. Katrin Pechstädt¹, Mrs. Stefanie Völler², Mrs. Birthe Hucke³, Mr. Michael Schiewack⁴

1. Fh JOANNEUM, 2. VHS Reutlingen, 3. DVE, 4. Ergotherapie Schiewack

Documentation of the occupational therapy process in Germany is mandatory like in most countries. However, this is often limited to documenting the outcomes of a certain process step, such as screening, goal setting and evaluation, without recording important inbetween decision-making processes and the professional reasoning. A project group of the German Occupational Therapy Association (DVE) therefore developed a tool called ETpro (Völler et al, 2021) to structure the documentation of the occupational therapy process as well as the associated professional reasoning. Already during the development of the tool, students were intensively involved in the development of the tool, so that the tool ETpro not only enables a structured guidance for learning the occupational therapy process for OT students, but is also appreciated by occupational therapists, because all decision-making processes of the occupational therapy process can be recorded in a structured and digital way. After presenting the key elements of ETpro, a special focus in this expert session will be directed to the challenge of digitalization in the healthcare process and thus critically examine to what extent tools like ETpro can complement, strengthen and support the transition to the present and future paradigm in occupational therapy in digitalized healthcare processes.

Social Transformation through Occupation: Directions for 21st Century Occupational Therapy Education

Friday, 14th October - 08:30: - Workshop (in-person presentation)

*Mrs. Hanneke van Bruggen*¹, *Dr. Sarah Kantartzis*², *Dr. Nick Pollard*³, *Ms. Ana Revazishvili*⁴, *Dr. Sandra Schiller*⁵, *Prof. Debbie Rudman*⁶, *Dr. Ryan Lavalley*⁷

1. FAPADAG, 2. Division of Occupational Therapy and Arts Therapies, Queen Margaret University., 3. Sheffield Hallam University, 4. Javakhishvili, 5. HAWK, 6. University of Western Ontario, 7. University of North Carolina

Title

Social Transformation through Occupation: Directions for 21st Century Occupational Therapy Education

Introduction

Converging and persistent global and local challenges, climate change, poverty and growing social and health inequality are calling for participatory approaches and policies for social transformation through occupation. This requires an important transformative shift towards a social responsive and critical directions in occupational therapy education and practice.

Objectives

To promote awareness and further dialogue on how occupational education can foster socially responsive and transformative directions in future practice.

Method/Approach

The workshop will present three different pedagogical approaches and discuss experiences of teaching social transformation through occupation:

- Experiential learning or learning by doing, based on Kolb's learning cycle
- Case based learning, where we share how the ISTTON e-book case examples can be used
- Reflexive learning, facilitating the development of critical thinking

In small groups we will discuss how these approaches resonate with the experiences and work of the participants. Where should this take place in the curriculum and what educational material or research needs to be developed?

A final round-up will draw conclusions, suggest recommendations and identify next steps to take.

Reflecting on global competences using the Global Mind Monitor for both students and teachers

Friday, 14th October - 08:30: - Meet-Up (in-person presentation)

Ms. Jodie Witteveen¹, Ms. Nadine Blankvoort²

1. Amsterdam University of Applied Sciences (AUAS), 2. Amsterdam University of Applied Sciences - European MSc in Occupational Therapy

The school of Occupational therapy at the Amsterdam University of Applied Sciences would like to share their experiences in using the Global Mind Monitor (GMM) for both their students and teaching staff. The GMM is an assessment which allows the user to reflect on their global competences and monitor development on the effect of educational activities both at home and abroad or longitudinally. Intercultural competences and ethnocentrism scales are based on research by, among others, Van Oudenhoven & Van der Zee (2000, Multicultural Personality), Ang & Van Dyne (2007, Cultural Intelligence) and Neuliep & McCrosky (2013, Ethnocentrism). During the presentation, we will share our experiences on using the assessment and go beyond a checklist to start a dialogue on intercultural and global competences with our student and teaching staff in aims to provide support in the professional and personal development of the individual in a globalizing world.

Lessons about international collaboration and development of an online Student Summer Course

Friday, 14th October - 09:15: - Meet-Up (in-person presentation)

Ms. Jitka Sýkorová¹, Prof. Jennifer Grau Sánchez², Ms. Vanessa Röck³, Mrs. Zuzana Rodová⁴, Dr. Loreto González-Román², Ms. Bruna Bastos⁵, Ms. Vanessa Rozalina⁵, Mrs. Lisette Farias Vera⁶

1. First Faculty of Medicine, Charles University; Faculty of Biomedical Engineering, Czech Technical University in Prague, 2. University School of Nursing and Occupational Therapy of Terrassa, Autonomous University of Barcelona, 3. Health University of Applied Sciences Tyrol – fh gesundheit; European Network of Occupational Therapy in Higher Education (ENOTHE), 4. First Faculty of Medicine, Charles University, 5. Student Platform Occupational Therapy Europe (SPOTeurope), 6. Division of Occupational Therapy, Department of Neurology, Care Sciences and Society, Karolinska Institutet; European Network of Occupational Therapy in Higher Education (ENOTHE)

An increased need to explore new methodologies of teaching online emerged due to the COVID-19 pandemic. In this presentation, we share our experiences with organising an international summer course considering students' perspectives in the course development, as well as some of the challenges we faced. The course has been developed between three partners Universities together with ENOTHE members and SPOTeurope. We hope to create new institutional partnerships to continue developing this course.

Using a virtual platform, we delivered a 4-day course for occupational therapy students across Europe (in the summer editions of 2021 and 2022) focusing on digital and community perspectives to bring innovative solutions to occupational therapy practice. Methodologies included lectures following an evidence-based approach, discussion sessions, case-based learning, and supervised project-based learning to enhance students' learning experience.

Students' feedback pointed out how a virtual environment enhances occupational therapy competencies, including creative and critical thinking, interdisciplinary learning and teamwork skills. Notably, students valued discussions with other students and experts from various European countries. As such, this educational project is innovative since it includes students' perspectives and international collaboration. These aspects have been fundamental to facilitate invaluable intercultural dialogue sharing practical occupational therapy models and experience in diverse social contexts.

My selfmade puppet carries my story – modelling puppets as a meaningful occupation.

Friday, 14th October - 08:30: - Meet-Up (in-person presentation)

Mr. Hannes Außermaier¹, Mrs. Barbara Prinz-Buchberger¹, Ms. Christine Spevak¹

1. IMC University of applied sciences Krems

In the education project "My puppet carries my story" Austrian students work together with refugees from Afghanistan, Syria and Ukraine in the community context.

The aim was that students learn diversity competencies and get in contact with social transformation through participants' personal stories. The modelling of a personal puppet after a therapeutic concept as an occupation is a first step towards doing, being, becoming and belonging. By sharing a creative process refugees dealing with occupational deprivation are empowered on their way towards a capacity to act.

A shelter for refugees from Ukraine and the association "Strangers become friends" were won as project partners. By moulding the personal puppet stories emerge and affect the features of the puppet. Participants share experiences, memories and dreams in dialogue with their puppet and in little story telling scenes within the groups. Few materials are needed, most of them are recycled, the activity has a clear setting, is limited in time, is easy to access and is suitable for diverse people across generations.

The power of action and speech combined in this method has a very positive impact on the participants and the students.

The transition from passive service receivers to the active participants of the day center.

Friday, 14th October - 09:00: - Meet-Up (in-person presentation)

***Ms. Elena Buadze**¹, **Ms. Nazibrola Kajaia**¹, **Ms. Nino Goglichidze**², **Ms. Salome Bandzava**²*

1. Association "Anika", 2. TSU

According to the day centers' structure, very often people with disabilities are not involved enough in planning and organizing the occupations themselves and just passively receive and participate in occupations offered by the service providers.

Based on this, adults in day centers could be deprived of meaningful, real-life occupations because of false assumptions about their needs and potential abilities.

One of the main goals of our day center is to facilitate our customers to **transfer from beneficiaries and passive service receivers to the active participants and co-creators of the day center**. This process positively affects their well-being and encourages the ability to choose and lead their own lives.

At the meet-up session, we want to **share our practice and discuss challenging topics** like independent engagement in occupations, empowering parents and stakeholders, assessing for safe and independent living, facilitation to engage and manage social activities, and more.

Health behavior transformation in women living with chronic pain supported by occupational therapists

Friday, 14th October - 09:30: - Meet-Up (in-person presentation)

Dr. Svetlana Solgaard Nielsen¹, Dr. Jeanette Reffstrup Christensen², Prof. Jens Søndergaard³, Mrs. Signe Surrow⁴, Dr. Anette Enemark Larsen⁵, Prof. Søren T. Skou¹, Dr. Charlotte Simonj¹

1. The Research Unit PROgrez, Department of Physiotherapy and Occupational Therapy, Naestved-Slagelse-Ringsted Hospitals, Slagelse Hospital, Denmark, 2. User Perspectives and community-based interventions, Department of Public Health, University of Southern Denmark, Odense, Denmark, 3. Research Unit for General Practice, Department of Public Health, University of Southern Denmark, Odense, Denmark, 4. Center for Rehabilitation and Emergency Care Bystaevneparken, Copenhagen Municipality, Copenhagen, Denmark, 5. Department of Therapy and Midwifery Studies, Faculty of Health Sciences, University College Copenhagen, Copenhagen, Denmark

Purpose: This study investigated the impact of chronic pain rehabilitation, which included the occupational therapy lifestyle management program REVEAL(OT), on the everyday life of women living with chronic pain. The purpose was to improve the intervention's feasibility regarding participants' diverse and changeable activity patterns.

Methods: Individual interviews using videoconferencing followed by semistructured interview guides and investigated the participants' experiences with health behavior transformation supported by occupational therapists. The interviews were verbatim transcribed and analysed using semantic data-driven inspired by Braun & Clarke.

Results: Five women, 34 to 58 years old, revealed common themes: "Troubled everyday life", "Discovering oneself", "Finding calmness and generating a surplus of energy", and "Looking into the future", depicting transformation through enhanced self-control, meaningful and secure everyday activities, and reaffirmed dignity towards a healthier lifestyle, despite disparities. The study also identified the participants' need for professional assistance to cope with the pain after discharge.

Conclusions: Chronic pain rehabilitation that included occupational therapy helped health behavior transformation to improved self-management with chronic pain in women. A planned RCT should support the participants' transformative processes by impacting meaningful activities and physical activity, peer support in the final phases of the intervention, and continuous follow-ups in the self-management phase.

Developing a path of transition from Bachelor to Master level education in Georgia

Friday, 14th October - 10:30: - Meet-Up Development of the Master of Science programme in Georgia (in-person presentation)

Ms. Nino Rukhadze¹, Ms. Rusudan Lortkipanidze²

1. M.Sc/L OT, Coordinator of the Bachelor Program in Occupational Therapy at Ivane Javakhishvili Tbilisi State University, 2. B.Sc OT, M.A. Special Education, Lecturer of the Bachelor Program in Occupational Therapy at Ivane Javakhishvili Tbilisi State University

The occupational therapy profession was first introduced in Georgia in 2001. The project was supported by ENOTHE with the main objective to implement the profession on higher education. Within the project Bachelor program was created, local occupational therapists were prepared as practitioners and teachers. From 2006 till now a bachelor program is functioning at Ivane Javakhishvili Tbilisi State University. After two decades it is obvious that the profession needs to transition on the next level of its development. The process of developing Master program in Occupational therapy seems to be vital in building research culture and evidence, upgrading competence level of the graduates and teachers, creating stronger establishment for the profession. Currently our profession faces the following challenges in Georgia: the number of occupational therapists is limited, occupational therapy teachers are missing academic degrees and position that creates barriers for establishing structural unit of the profession in the university and using its resources for capacity building, international exchange and professional development.

To get ready and prepared for the transition we are inviting colleagues for open discussion to share opinions and find partners in the process of developing master program and the profession in general.

Occupation for improving participation in the society: A students' project with refugees

Friday, 14th October - 15:35: - Poster (in-person presentation)

Ms. Teresa Tauber¹, Mrs. Sofia Kofler², Ms. Vanessa Röck³

1. FH, 2. Health University of Applied Sciences Tyrol – fh gesundheit, 3. fhg

Forced displacement influences occupational opportunities (Huot et al., 2016). Refugees face restrictions in their everyday life such as a prohibition to work or adapting to a new environment. Because of the COVID-19 pandemic, opportunities to connect such as language courses or sport clubs closed and refugees encountered further restrictions regarding societal participation. Occupational therapy has the potential to collaborate with refugees to improve their participation in society (Blankvoort et al., 2018; WFOT, 2014).

A refugee home approached the occupational therapy department of the Health University of Applied Sciences Tyrol with the aim to facilitate participation in the local community. The project's objective is to organise a coming together with neighbours and local clubs. Occupational therapy students facilitate this project under supervision by collaborating with residents, assessing interests and skills, and approaching local stakeholders in order to work as a "connector, matchmaker and translator" (Blankvoort et al., 2019). In the intended neighbourhood gathering occupational interests function as bridges to facilitate encounters.

Overall, this project opens experiences in social transformation through occupation, cultural sensitivity, and participating in professional roles such as connector, change agent, and communicator, and, thus, establishing their professional identity.

Enabling meaningful occupations with persons experiencing or at risk of homelessness

Friday, 14th October - 15:35: - Poster (in-person presentation)

Mrs. Reninka De Koker¹, Mr. Luc Vercruysse²

1. Odis, 2. ODISEE University of applied sciences

Introduction

Connecting with the reality of vulnerable citizens in our capital is a first challenge to become sensitive to occupational injustice.

Objective

Exploring potential practices aimed to enable occupations with persons experiencing homelessness, one has to identify the strengths in this population and share common occupations in life.

Approach

Student-projects were organized to explore the occupational needs of homeless people in association with a day-care center “Doucheflux”. This centre respect every person with his live-story, live experience, occupational choices and paths. They offer several services and share our vision of occupational justice.

Implications of practice

Starting from a holistic view, students need background about the legal and societal conditions of this target group. Authenticity,” Use of self” and being present is a condition. Low-treshold activities of daily life, immediate needs and narrative interviewing can be used to improve initial encounters.

Conclusion

We need to tackle individual and systemic barriers to occupational engagement and performance. Students have to treat clients with respect, reflect on sociological structures and political decisions. Supporting citizens experiencing homelessness is still an emerging field in occupational therapy. Based upon narratives we will share the strengths and weaknesses, opportunities, work-limitations. Initiatives for the future will be formulated.

Lifestyle change with the help of exercise at the Psycho-Social Rehabilitation Center

Friday, 14th October - 15:35: - Poster (in-person presentation)

Ms. Ketevan Tsomaia¹

1. Ivane Javakishvili Named Tbilisi State University

Mental health encompasses our emotional, psychological, and social well-being. It affects the way we think, feel and act. Mental health care in Georgia is at a very low level, it is necessary to involve occupational therapists. That's why I decided to work with the beneficiaries of the Psycho-Social Rehabilitation Center. I used several methods, passive and active observation, interviewing COPM, icebreaking activities to study their condition, difficulties, lifestyle and activities. As it turned out their daily routine is limited to being passive, experiencing a lack of social relationships and being very attached to a rehabilitation center. So we decided with the beneficiaries to start training at different locations outside the center, we found partner trainers to tailor the training to them and not harm their health, training has a positive effect on both physical and mental health. this process also helps socialize. And in reducing dependence on the rehabilitation center. Because working with this community is part of my undergraduate project, my goal is to identify a leader or leaders in the beneficiaries, who will be able to take responsibility for the process that has begun and continue this activity and become a part of their lives

I have become more human again – at least for a while

Friday, 14th October - 15:35: - Poster (in-person presentation)

Ms. Leonie Friedrich¹, Dr. Ton Satink², Dr. Berna Rood³, Dr. Rianne Esselink³

1. Amsterdam University of Applied Sciences - Candidate European MSc in Occupational Therapy, 2. Hogeschool van Arnhem en Nijmegen, 3. Radboud UMC, Nijmegen, the Netherlands

Background: People with Parkinson's Disease (PD) are hindered from participating in daily life and experiencing well-being as they were used to. Subthalamic-nucleus Deep Brain Stimulation (STN-DBS) has become an established treatment. Little is known about lived experiences beyond measurable outcomes. This study explores and describes the lived experiences of persons with PD in daily life with STN-DBS.

Methods: A descriptive phenomenological study was conducted, analyzing ten semi-structured interviews following Giorgi's descriptive phenomenological analysis.

Findings: Findings demonstrated gratitude and relief to manage their life easier as a result of having received STN-DBS although PD impairments remain and will increase again. Participants experienced a new sense of normality through being able to enjoy basic daily activities once again. STN-DBS transformed them from being a PD-patient to feeling 'human' again and participants experienced the ability to direct their life. Challenges to making STN-DBS part of one's body were portrayed.

Conclusion: Re-engagements in daily life supported participants' well-being and participation. Thereby, self-management and independence constituted essential elements to normality. Future research should focus on longitudinal experiences of daily life with STN-DBS adapting functions to understand what matters in experiencing participation and well-being since the working of the device is likely to decrease in future.

Strengthen the staff working in the nursing home

Friday, 14th October - 15:35: - Poster (in-person presentation)

Ms. Ana chkhaidze¹

1. Tbilisi state university

Today, the world, including Georgia, is aging rapidly, and this increase is reflected in the organizations that provide housing and health services. The National Center for Health Statistics estimates that approximately 65,000 regulated long-term care providers care for more than 8.3 seniors in the United States.

Although many nursing homes provide adequate care, but poor quality care is a constant challenge. Poor care is affected by both nutrition, sanitation, safety rules, as well as the issue of staff. Staff and its motivation, knowledge, job satisfaction are directly related to the quality of care.

Based on the above and my previous semester of work experience at this facility, my project addresses the challenges and contributing factors of staff working in a nursing home, in particular the 'Elderly Club'. I use an strengths -based approach. exploring their strengths, weaknesses, needs in the work process and strengths based on staff, we want to create a nursing home that they think is "ideal". In addition to strengthening the staff working in the nursing home, the goal is to see the need for our profession in their facility, which will become clear through our search for solutions to challenges and the results we have achieved.

IMPACT OF COVID-19 ON OCCUPATIONAL PERFORMANCE, HEALTH AND WELLBEING OF STUDENTS

Friday, 14th October - 15:35: - Poster (in-person presentation)

Ms. Erika Endzelyte ¹, Dr. Sigitas Mingaila ¹

1. Lithuanian university of health sciences

Since the outbreak of COVID-19 pandemic, world is facing a large number of physical as well as mental problems.

Therefore, the purpose of this study was to examine **the impact of COVID-19 pandemic on the health and well-being also on occupational performance of international students** studying at Lithuanian university of health sciences.

It was found that Covid-19 has put negative impact on health and well-being, also on occupational performance of international students. In total 70% of respondents highlighted the negative effects of Covid-19 on their health, 22% of them mentioned severe deterioration of their health. The pandemic had a negative impact not only on the physical health of the students but also on their psychological condition. Most students admitted that their normal work routine was disrupted, productivity and self-care were impaired.

Assessing subjects' occupational performance problems participants identified 21 issue they encountered during this period. Students faced most problems related to self-care which is 43% (9 issues out of 21), second group of problems were related to productivity it is 33% (7 issues out of 21). And the least issues highlighted by respondents were related to leisure activities which is 24% (5 issues out of 21).

Smart Immersive Occupational Performance Assessment Tool

Friday, 14th October - 16:30: - Oral (online pre-recorded presentation)

Mrs. Siska Vandemaele¹, Mr. Lode Sabbe¹, Dr. Athanasia Symeonidou¹, Mr. Sam Van de Walle¹, Dr. Jelle Demanet¹, Mr. Martijn Loth¹, Mr. Nathan Segers¹, Ms. Eveline Van Cauwenberghe¹

1. Howest

Introduction

Several assessment tools are used in occupational therapy (OT), however, it is a challenge to have an objective evaluation of occupational performance. Using technology appears to have benefits. The aim of this research was first to develop immersive OT assessment tools for patients with Unilateral Spatial Neglect (USN). Secondly, to educate our OT students and therapists in the possibilities of virtual reality (VR) for OT.

Methods

An interdisciplinary team of occupational therapists, developers and psychologists was formed. Through a qualitative iterative process of development and feedback from professionals, students and patients, VR applications were created.

Results and discussion

Three assessment tools were developed in VR: the Star Cancellation based on the paper version, the Tray Task based on the existing assessment and a new Cross Road VR tool. Features in quality, efficiency, effectivity, usability and data analytics were explored. During the iterative process, the researchers noticed an increase in working effectively with technology among the OT's, students and teachers.

Conclusions

Three OT VR assessment tools were developed. In further development, further research will confirm clinically the added value of the application in daily OT practice and sustainable implement the use of technology in OT education and practice.

Promoting Telerehabilitation After Stroke: Applications of Assessments and Intervention in Occupational Therapy

Friday, 14th October - 16:40: - Oral (online pre-recorded presentation)

Ms. Lena Sauerzopf¹

1. University of Zurich, Care and Rehabilitation Sciences and University of Applied Sciences, Institute of Occupational Therapy

Introduction: Supporting the digital transition in occupational therapy is of great importance to ensure therapeutic care in the long term. Telerehabilitation is an appropriate and effective way of providing therapeutic services additionally to in-person treatment for individuals after stroke. In this poster I would like to present my ongoing research project.

Objectives: The research aims are to review, develop, and evaluate tele-assessments and tele-intervention for rehabilitation after stroke.

Methods: Following project steps will be implemented (1) Systematic review about observational tele-assessments for sensorimotor rehabilitation after stroke, (2) Development of a webcam-based tele-assessment of motor compensation, and (3) Qualitative study on the use of videos for participants' and caregiver's education and therapy in telerehabilitation.

Results: This research will support implementation of telerehabilitation after stroke in occupational therapy practice. The results aim to raise awareness on the topic of telerehabilitation. Clients, caregivers and occupational therapists' perspectives and needs will be represented.

Conclusion: The development and presentation of assessments and intervention in telerehabilitation makes an important contribution to the implementation of therapy at a distance in occupational therapy. The project aims to provide therapists with an evidence-based foundation to use in their clinical decision-making process.

DIGITAL INCLUSIVENESS PROMOTING EMPLOYMENT

Friday, 14th October - 16:50: - Oral (online pre-recorded presentation)

***Mrs. Janett Halonen*¹**

1. Metropolia University of Applied Sciences

The changing labor market, new digitalized job search methods and available jobs place great demands currently on the job seeker's digital skills, interaction skills and process skills. In Finland (2019), 90% of employees use various digital applications and devices in their work. Job search requires use of various digital services: applications are sent by e-mail or electronic forms, CVs are prepared electronically or in video format, and many recruiters utilize e.g. LinkedIn service in its own operations. The efficiency and equality sought by the digitization of services is not always achieved and, at worst, leads to digital exclusion.

It is extremely important to understand the demands of skills the digital services set on the heterogeneous group of users. And this is why Occupational therapy expertise should be involved in programs that aim to increase Digital inclusion. Metropolia University of Applied Sciences' occupational therapy students collaborate in a ESF funded project by identifying and analyzing the competence needed for employment-related digital services through activity analysis. This is a good example of how the learning objectives of a course and the objectives of RDI projects naturally meet in a real learning environment.

Creating a new research group on occupation and care: experience from the OCCARE group in Barcelona

Friday, 14th October - 16:30: - Oral (online pre-recorded presentation)

Prof. Jennifer Grau Sánchez¹

1. University School of Nursing and Occupational Therapy of Terrassa, Autonomous University of Barcelona

Research groups allow academics to organise their scientific work within a unit, establishing a formal structure to pursue goals related to generating and transferring knowledge. The Research group on Complex Health Diagnoses and Interventions from Occupation and Care (OCCARE) is a new emerging group at the University School of Nursing and Occupational Therapy of Terrassa affiliated to the Autonomous University of Barcelona. In April 2022, the group, led by an occupational therapist, applied to be officially recognised and started a process for defining the group structure, organisation, and lines of research. Its strategic plan focuses on six dimensions: capacity to obtain funding, scientific production, early career researchers' supervision and training, knowledge transfer and social transformation, and internationalisation. The group has worked on following the principles of responsible research and innovation to align research and social results to achieve a more inclusive, transparent, and collaborative science and increase social impact for a just, smart and sustainable society. The group strategies for socialising knowledge include the dimensions of ethics, gender equality, democratic governance, open access, public engagement, and science education.

Developing European PhD education in occupational science: why should we care?

Friday, 14th October - 16:40: - Oral (online pre-recorded presentation)

Dr. Sarah Kantartzis¹, Prof. Jeanne Jackson², Dr. Helen Lynch³

1. Queen Margaret University, 2. Department of Occupational Science and Occupational Therapy, University College Cork, 3. Department of Occupational Science & Occupational Therapy, University College Cork

Introduction: A Joint PhD programme in Occupational Science across four European universities is funded by the Marie-Sklodowska Curie EU programme. P4Play was developed to address the limited number of doctoral level research programmes in Europe both in occupational therapy (COTEC, 2019) and occupational science. We see the programme as contributing to the transition of occupational therapy education in Europe, while also implementing cultural change in PhD education. This vision makes it vital to share the development of the programme and support discussions around its potential contribution to occupational therapy education.

Methodology: We aim to bring for consideration:

- The current aim and structure of the educational programme,
- The overall philosophy and content of the taught modules in occupational science

Results: This will enable us to explore future directions for occupational science in Europe, and consider the programmes ongoing sustainability and coherent contribution to occupational therapy.

Conclusion: The development of occupational science in Europe, underpinning our knowledge of the daily lives of all peoples, perhaps particularly at this time of transitions in the very structures of the social fabric, is a vital component in the ongoing development of occupational therapy and requires collaboration and discussions with colleagues from across Europe.

Establishing the learner voice within our professional body

Friday, 14th October - 16:50: - Oral (online pre-recorded presentation)

Ms. Carolyn Hay¹, Mx. Jay Webster², Ms. Julie Pentney³

1. Royal College of Occupational therapists, 2. Glasgow Caledonian University, 3. University of Salford

The Royal College of Occupational Therapists (RCOT), is the organisation that champions occupational therapy in the UK. We're here to help achieve life-changing breakthroughs - for our members, for the people they support and for society as a whole.

To achieve our vision and strategy we will 'Open Up' and 'Rise Up' creating new opportunities and supporting our members to be the best they can be.

Following a generous legacy donation from Ann Carnduff, one of our members, we launched a learner forum giving students and apprentices a voice within RCOT.

Addressing the theme of 'Social Transformation', this presentation will focus on why members chose to join the forum; identifying the forum's priorities, particularly in relation to accessibility and diversity; and work to date. Forum members aim to represent the wider learner population. In their discussions so far the members have identified four priority topics. These are: the membership experience; equity, diversity and belonging; university-based studies and learner support; and practice-based learning and learner support.

Perception of students of the Degree in Occupational Therapy on the Instrument used in their assessment in clinical practice context

Friday, 14th October - 16:30: - Oral (online pre-recorded presentation)

Prof. Maria Dulce Gomes¹, Prof. Mariline Santos²

1. Research Centre on Didactics and Technology in the Education of Trainers, Department of Education and Psychology, University of Aveiro & School of Health Sciences, Polytechnic of Leiria, 2. Research Centre on Didactics and Technology in the Education of Trainers, Department of Education and Psychology, Aveiro University

The education of Occupational Therapists underwent significant changes in the beginning of the century, due to internal and external changes to the profession. Although the involvement of students and clinical educators in the evaluation process leads to an evaluation regulated by the principles of feedback, formative and summative evaluation and critical reflection, there remain concerns about the reliability and validity and inter-rater reliability of the evaluations carried out. Being the evaluation a central part of the supervision process, we intend to analyze the students' perception about the evaluation tool in use through a descriptive study of a qualitative nature. To this end, content analysis will be carried out, using the software webQDA, on the comments made by the students in the pedagogical surveys to the curricular units of the Occupational Therapy degree of the School of Health of the Polytechnic Institute of Leiria.

A gender agenda: an exploration of pre-registration occupational therapy students' understandings of gender variance and relevance to occupational therapy practice.

Friday, 14th October - 16:40: - Oral (online pre-recorded presentation)

Mx. Hannah Spencer¹, Ms. Helen Brown¹

1. University of Derby

Acknowledgements of injustices experienced by trans and non-binary people, and impact on health, participation and quality of life, are plentiful (LGBT Foundation, 2020). Despite evidenced occupational and health injustices, profession-specific literature concerning this population is limited. Uncertainty and need for education were themes in critical profession-specific literature review, which prompted primary research in the context of higher education.

Following ethical approval [REF: ETH1920-0355], an exploratory approach was used with focus on depth of inquiry, insight and meaning (Mason, 2018). Data was collected through focus group discussions among a small, purposive sample of pre-registration occupational therapy students at a UK higher education institution during 2020. Discussions were audio recorded, transcribed verbatim with subsequent critical analysis and synthesis with literature.

Unanimously agreed to be of concern for occupational therapy, gender identity and expression were acknowledged as intertwined with occupation and occupational identity and the complex yet inherent relationship between gender and occupation as particularly evident in this population. Participants acknowledged throughout. Context and content of pre-registration education was a significant influence on participants' perceived understandings.

This study highlights relevance of and necessity for understanding of gender diversity in occupational therapy practice and poses pre-registration education as an appropriate starting point.

Experiential learning with and within nature embedded in the Howest bachelorprogram

Friday, 14th October - 16:50: - Oral (online pre-recorded presentation)

Ms. Eveline Van Cauwenberghe¹, Mrs. Siska Vandemaele¹, Mr. Frank Dejonghe¹

1. Howest

Introduction: Research indicates that nature has positive effects on the health and well-being of persons. In addition the integration of experiences with and within nature offers new perspectives for occupational therapists to support vulnerable individuals and groups. Therefore the Howest bachelor in Occupational Therapy (Belgium) decided to give more attention to this in the program.

Methodology: Input from several experts was gathered in 2017-18 to shape the modifications in the program. Workfield and students were involved to evaluate the modifications.

Results: In 2018-19 two elective courses 'Experience&Challenge' were integrated in year 1 of the program (3 ECTS fall semester; 6 ECTS spring semester). In 'Experience&Challenge 1' students discover a variety of accessible and challenging experiences with and within nature and how this affects their personal insights and development. In 'Experience&Challenge 2' students practice how they can coach experiential learning in nature with different target groups. Students and work-field evaluated the courses positively. Additionally, second and third year students were given more opportunities to develop their competences further in this area by integrating it during internships, project work and theses. Examples of (interdisciplinary) student realizations will be presented.

Conclusion: Experiential learning with and within nature is qualitatively embedded in the program.

Delivering a National virtual knowledge sharing series in a changing practice landscape

Friday, 14th October - 16:30: - Oral (online pre-recorded presentation)

Ms. Michelle Bergin ¹, Ms. Aine O'Dea ²

1. Luleå University of Technology, 2. Radiance Consulting

Introduction

Shifting to occupation and rights focused practices in the context of multiple service delivery transitions and an increasing recognition of the diverse and situated needs of families is challenging for Occupational Therapists working in Ireland (Moore & Lynch, 2018; O'Connor et al, 2021). Online communities of practice show promise in harnessing existing capabilities and addressing geographical, economic, and professional isolation barriers and difficulties integrating evidence informed knowledge (Barry et al, 2017;Pyrko et al, 2019).

Methods

A knowledge sharing, and integration webinar series was designed and implemented over 12 months, leveraging technology and knowledge within the academic and practice community to respond to the need for accessible, affordable, evidence- informed, reflective practice opportunities. An evaluation will be completed using online survey methods guided by the value creation framework (Wenger & Traynor, 2015).

Results

Descriptive analysis of attendance and survey results will provide information regarding practitioner engagement and perceived outcomes in relation to: practice knowledge translation and belonging to a sustainable practice community. Findings on the effectiveness of using an online platform will also be described.

Conclusion

The creation of welcoming, sustainable, and reflexive communities of practitioners supports understandings of the relational dimensions of practice learning to inform transformative practices.

Student selection and recruitment processes in the UK: Who are we missing?

Friday, 14th October - 16:40: - Oral (online pre-recorded presentation)

Mx. Sarah McGinley¹, Dr. Alexander Bradley²

1. University of Southampton, 2. University of Portsmouth

Widening access to Higher Education became a priority in the UK in the 1990's, coinciding with occupational therapy (OT) education's transition from Diploma of the College of Occupational Therapists (DipCOT) to BSc (Hons) degree qualification (Royal College of Occupational Therapists, 2019; Ryan, 2001). Despite this, OT has made little progress in diversifying studentship and workforce populations across ethnicity, gender, socioeconomic background, and (dis)ability over several decades (Colaïanni et al., 2022), with the profession continuing to struggle to dispel the image that it is for "white middle-class females" (Yates, 1996, p. 353). While Higher Education Institutions (HEIs) have a responsibility to ensure admissions processes are fair, accessible and equitable (Universities UK, 2020), there has been no published data bringing together identification and assessment of admissions criteria across all UK HEIs delivering pre-registration programmes of OT education. A cross-sectional quantitative content analysis identifying programme type, academic, professional and alternative entry criteria was conducted. The review uncovered widespread variability and absence of data, placing the burden of understanding of entry requirements on candidates. This session will seek to explore how current processes may be excluding potential students at the point of entry, thus contributing to the historical and continued lack of professional diversity.

Video game based on clinical cases as a teaching methodology

Friday, 14th October - 16:50: - Oral (online pre-recorded presentation)

Dr. Estibaliz Jiménez¹, Ms. Julia Dugnot¹, Mx. David Fernández², Dr. Luisa Ruiz¹, Dr. Jesús Merayo²

1. Facultad Padre Ossó, 2. Universidad de Oviedo

Introduction: Gamification in the classroom has established itself with considerable acceptance in universities. For this reason, a new learning experience based on a prototype of an educational video game based on clinical cases was proposed. The context of the study was that of education in Occupational Therapy, and was tested in three different interrelated subjects from this degree.

Methodology: In the video game, the students proceed as they choose correct answers and, after watching a series of feedback videos, they make decisions that will allow them to solve the case. The game records the score and creates a ranking. It can be played in Spanish and English. The game is designed to allow all students to play online simultaneously.

Results: Significant differences were detected in theoretical-practical knowledge before and after playing, and the application of curricular skills was proven. The degree of satisfaction exceeded expectations.

Conclusions: The students considered that the video game was a motivating and useful tool for their academic performance and future work, but we are still awaiting further results. The design of the prototype is adaptable to different subjects and teaching profiles, which reduces the effort required to develop these kinds of video games.

Urban Gardening and Participatory Neighbourhood Development: Students' Experiences with Emerging Working Fields

Friday, 14th October - 16:30: - Oral (online pre-recorded presentation)

Ms. Marie Ehbrecht¹, Ms. Victoria Heinze¹, Ms. Laura Kohlstedt¹, Ms. Hannah Ohlenbusch¹,
Ms. Antonia Schuster¹, Ms. Corinna Sibold¹, Dr. Sandra Schiller¹

1. HAWK

The WHO Ottawa Charter on Health Promotion emphasizes the role of the social environment and the participatory processes that enable people to influence their areas of everyday living. In Germany, neighbourhood development is an emerging working field for occupational therapists. Here community gardening with its opportunities for social participation in (semi-)public green environments is gaining importance. In the Vahrenwald district of Hanover a survey showed that people from the neighbourhood wanted a garden to be created on the grounds of a senior residence that would provide opportunities for communal gardening and playing petanque. In April 2022, six students started to support the new neighbourhood project "Garden of Diversity". Its aim is to enable participants from the senior residence, a day centre for homeless persons, a refugee shelter etc. to engage in meaningful shared and individual occupations in the garden. To structure the participatory process, the students used the Participatory Occupational Justice Framework (Whiteford et al. 2017) and the Reflective Community Development Framework (Zinkstok et al. 2018). They made experiences with an alternative working place for occupational therapists characterized by resource orientation, bringing together people with different backgrounds and skills, and the use of green space as a socially inclusive environment.

Aging adults with cerebral palsy and citizenship

Friday, 14th October - 16:40: - Oral (online pre-recorded presentation)

Mrs. Vera van Heijningen¹, Dr. Mieke Cardol², Mrs. Heidi van Heijningen-Tousain², Dr. Daniëlla Oosterveer³, Dr. Frederike van Markus-Doornbosch³, Dr. Jane Sattoe², Dr. Menno van der Holst⁴, Dr. Sander Hilberink²

1. School of Health Care Studies, Occupational Therapy; Research Centre Innovations in Care, Rotterdam University of Applied Science, Rotterdam, 2. Research Centre Innovations in Care, Rotterdam University of applied sciences, 3. Basalt Rehabilitation, The Hague/Leiden, 4. Basalt Rehabilitation, The Hague/Leiden; Department of Orthopaedics, Rehabilitation and Physical Therapy, Leiden University Medical Center, Leiden

Background: Adults with cerebral palsy (CP) may experience an increasing impact of their disability on daily life and this may hinder their citizenship. It is important to pay attention to citizenship in their therapy, this may require a transition of occupational therapists. This study aimed to understand what citizenship means for adults with CP aged 40 years or older and what is needed to support and pursue their citizenship.

Methods: Adults with CP (>40 years) without intellectual disability were recruited to participate in a qualitative study using the photovoice method. Participants were asked to take photos of objects or life situations that constituted citizenship for them; these photos then prompted the semi-structured interviews that were conducted face-to-face in their homes. Data were analyzed through inductive thematic analysis.

Results: Nineteen adults participated (44-79 years). From the analyses four themes emerged: (a) Meanings of citizenship; (b) Citizenship: Facilitator and barriers; (c) Paradoxes of support and participation; and (d) Future.

Conclusion: Adults with CP view citizenship as the ability to participate and belong in society. To optimize their citizenship the challenges and individual needs must be seen and supported by person-centered rehabilitation and support services. Simplification of complex healthcare and services regulations can further improve citizenship.

Experiences of social participation among Swedish retirees during the Covid-19 pandemic

Friday, 14th October - 16:50: - Oral (online pre-recorded presentation)

Ms. Sofia Heijbel¹, Mrs. Tilda Gubas¹, Mrs. Mandana Fallah Pour¹

1. Division of Occupational Therapy, Department of Neurology, Care Sciences and Society, Karolinska Institutet; European Network of Occupational Therapy in Higher Education (ENOTHE)

Background: Social participation is an important aspect of everyday life and health and well-being. The Covid-19 pandemic impacted persons older than 65 years of age due to the restrictions in physical contacts to prevent the consequences.

Aim: To describe the experiences of social participation among Swedish retirees living alone, during the Covid-19 pandemic.

Method: An in-depth qualitative interview study was conducted with eight participants. Data was analyzed using qualitative content analysis.

Results: The analysis resulted in the theme '*Life on hold*' with associated categories of (i) *Decreased connection* and (ii) *Limited activity patterns*. New strategies were created by the participants to achieve social participation, but a feeling of boredom became dominant.

Conclusion: Social participation was experienced differently due to the Covid-19 pandemic. The majority expressed a different everyday life and a desire to return to their previous ways of socializing. Importance of prioritising efforts from society that promote participation in activities in general and social activities in particular during pandemics which is important for a healthy and active aging.

Perceptions of Occupational Therapy Students on Makerspace Pedagogy: A Mixed Methods Study

Friday, 14th October - 17:35: - Poster (online presentation)

Dr. Michael Bermudez¹, Ms. Shannon Everton¹, Ms. Elizabeth Filachek¹, Ms. Nina Fiore¹, Ms. Emma Meaney¹, Ms. Bridget Pynn¹, Ms. Taylor Schwartz¹

1. University of Scranton

The implementation of makerspace pedagogy—the creation of a collaborative product from that plan for the purposes of learning—in occupational therapy (OT) curricula can potentially promote OT students' creativity in producing technology-based interventions for future clients. This research employed both quantitative research—Likert scale questionnaires—and qualitative research designs—field observations of participants in makerspace sessions and participants' perceptions regarding makerspace activities. This study employed the use of a circuit board device that can potentially assist OT students in creating interventions for clients. Prior to the actual study, the participants completed an initial questionnaire wherein they mentioned their perceptions regarding the use of makerspace. The researchers instructed the participants on how to use the circuit board. Student participants then formed into groups to create individual projects for two separate sessions on different days. The researchers recorded their field observations of the participants constructing their projects. After completing the sessions, the participants answered the final questionnaire. The researchers obtained quantitative data from the initial and final questionnaires. The researchers also coded the transcripts of the field observations of the participants during the makerspace, and analyzed the transcripts for themes.

Using 3D Printing to Fabricate Commercially Available Assistive Devices: An Exploratory Study

Friday, 14th October - 17:35: - Poster (online presentation)

***Dr. Marlene Morgan*¹, *Ms. Mary Musinski*², *Ms. Frankie Villar*²**

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

Assistive devices are designed to improve or maintain functional participation in occupations. Occupational therapists are exploring ways to integrate 3D printing into practice. This research had 4 purposes: 1. Identify open access, 3D printed, small, simple, commercially available assistive devices that support life roles and independence. 2. Gain perspectives on using these devices. 3. Explore potential for OT to print devices. 4. Explore potential of home 3D printing. A convenience sample of 10 participants were interviewed to identify their need for, and interest in 3D printed assistive devices. Devices were printed. Participants were re-contacted in 2 weeks, Cross case analysis demonstrated:

- The key-chain bottle/tab opener, bag holder, jar/bottle opener, and toothpaste squeezer were the most commonly issued assistive devices.
- 3D printed devices supported basic activities of daily living, instrumental activities of daily living and leisure.
- The Person-Environment-Occupation (PEO) Model illustrated that 3D printed assistive devices impacted the person and environment increasing one's ability to engage in occupations.
- 3D printing is not integrated into home technology.

This research led to transition in the University's curriculum content. 3D printing is now integrated as an intervention. 3D printing has been added to a developing OT "maker space".

Caravan of the senses. Integration of disabled children in rural schools

Friday, 14th October - 17:35: - Poster (online presentation)

Ms. Laura García García ¹, Ms. Eva Rodríguez González ¹, Dr. Estibaliz Jiménez ¹, Dr. Luis-Javier Márquez-Álvarez ¹

1. Facultad Padre Ossó

Despite de advances in inclusive politics for people with disabilities, there are still many needs to face in rural areas, specifically for children.

The main goal of this program is to offer specialised resources to children in rural areas, on an equal basis to the urban population, with emphasis on infants with disabilities and/or special needs. We also seek to improve the development of social, motoric, sensorial, and intellectual skills in children at primary and early education levels.

The program works on three levels: prevention, counselling, and therapeutic intervention. In the school term 2020-2021, 415 students and forty teachers in nine schools were involved.

The disability rate in rural areas is higher than in urban areas. Specialised services are not available there, or their cost is more expensive, which forces families to assume costly and time-consuming commuting or internal migration to the populated areas. The figure of the occupational therapist is capital in the educational system to address, from a comprehensive approach, the skills and abilities needed for a higher degree of autonomy and independence, notably in primary and early education. It is worth noting that rural teachers find multiple difficulties applying innovative methodologies, due to the poor offer access.

Status of professions of physiotherapy and occupational therapy in Mongolia

Friday, 14th October - 17:35: - Poster (online presentation)

Ms. Batlkham Dambadarjaa¹, Ms. Erdenetsetseg Myagmar¹, Ms. Ariunaa Khadbaatar¹, Ms. Bulganchimeg Sanjmyatav¹, Ms. Yanjinsuren Batbayar¹, Ms. Tsagaantsooj Khaliun¹, Ms. Dolgorsuren Sandagdorj¹, Prof. Oyungoo Badamdorj¹

1. School of Nursing, MNUMS

Abstract: Understanding the balance between supply and demand for human resources in the health sector is an important aspect of health system reform around the world. The purpose of this study is to identify the emerging needs of physiotherapists and occupational therapists in the health sector of Mongolia, and to study and forecast current and future trends in surplus / shortage of specialists until 2030. **Methodology:** Using the publicly available database, the demand for physiotherapists and occupational therapists was estimated for each region and in Ulaanbaatar and determined by 2030, using demand and supply model formulas in line with population growth and longevity. **The results** of the study will provide baseline information for policy makers, other stakeholders and rehabilitation professionals to assess current and future rehabilitation care needs in order to reduce projected shortages. **Conclusion:** The number of physical therapists and occupational therapists is expected to remain in short supply until 2030.

EVALUATION OF THE “OCCUPATIONAL THERAPY” CURRICULUM

Friday, 14th October - 17:35: - Poster (online presentation)

Ms. Bulganchimeg Sanjmyatav¹, Ms. Erdenetsetseg Myagmar¹, Ms. Dolgorsuren Sandagdorj¹, Prof. Solongo Bandi², Prof. Oyungoo Badamdorj¹

1. School of Nursing, MNUMS, 2. School of Medicine, MNUMS

Introduction

Evaluation of the curriculum by stakeholders is related to improving the quality of the program.

Purpose

To determine how students and alumni of the “Occupational Therapist” training program evaluate the quality and accessibility of the occupational therapy program.

Method

Quantitative research was conducted using the cross sectional research design and the study involved 34 students, 19 occupational therapists, and a total of 53 people. The survey was conducted using the CIPP, and the results of the questionnaire were analysed using descriptive and inferential statistics.

Results

The average response of participants in each 4 groups of questionnaires are as follows: the context is 4.04 ± 0.6 ; input, materials and environment is 2.96 ± 0.79 ; process is 4.07 ± 0.59 ; and product is 4.08 ± 0.66 , and there was no significant difference in these values for each student's groups ($p > 0.01$). Pearson's correlation shows a strong positive correlation ($r = 0.95$) in the context of learning activities which indicates the improvement from year to year.

Conclusion:

The context, input, process, and product of the “Occupational Therapist” training program were considered good enough by the students, the training resources, materials, and environment did not fully meet the requirements.

Developing a Mutual Learning Space: Supporting Educators engaged in projects with communities

Saturday, 15th October - 10:00: - Workshop (in-person presentation)

Ms. Nadine Blankvoort¹, Dr. Sandra Schiller², Ms. Kim Roos³, Dr. Claire Hart⁴

1. Amsterdam University of Applied Sciences, 2. HAWK, 3. ZHAW, 4. North Umbria University

The OT Europe Interest Group on Displaced Persons has collected examples of the work occupational therapists are doing with humans experiencing displacement across Europe. The group have found that much of the innovative work with displaced persons in this field is being organized in educational settings. Educators and students are establishing relationships with community organizations and are developing a wide range of occupational therapy interventions. During previous meetings hosted by the OT Europe Interest Group, it was recognized that educators would benefit from support and networking to develop such projects.

During this workshop, students and educators will explore in an interactive way their experiences of working with marginalized communities, such as displaced persons, drawing on them to identify needs for knowledge, tools, and support. This format will allow for networking and knowledge sharing amongst participants. Additionally, the needs identified during the workshop will inform the creation of a mutual learning space for educators in Occupational Therapy, better supporting and preparing them to develop projects in the community. A learning spaces such as this will provide the knowledge needed to develop community engaged projects, contributing to social transformation by designing responsive education and curricula.

Reclaiming phronesis –a seldom recognized knowledge dimension in education, practice, and research

Saturday, 15th October - 10:00: - Workshop (in-person presentation)

Dr. Aileen Bergström¹, Dr. Margarita Mondaca², Dr. Lena Rosenberg²

1. Karolinska Institutet, 2. Karolinska Institutet, Stockholm

Transitions in Occupational Therapy and Science concerning education, practice, and research could be enhanced by recognizing different ways of knowing. This workshop aims to introduce and reflect upon a relatively overlooked dimension of knowledge; phronesis. Phronesis has been described as practical knowledge, and reflective wisdom, highly reliant on experiential learning and critical reflections including judgments regarding the appropriateness of ones' actions, as to what is fair and just. Even though the concept was introduced 2000 years ago, phronesis as a way of knowing is seldom recognized in education, and practice and even less so in research. Power relations regarding ways of knowing regarding the present evidence-based perspective could be challenged with the recognition of phronesis. The first step to reclaim phronesis is to acknowledge phronesis within students, clients, the participants in our research practices as well as in ourselves. This workshop builds on an analysis of learning activities within three research projects with a focus on phronesis. We plan to share our experiences from this analysis and encourage workshop participants' reflections regarding phronesis within education, practice, and research. Phronesis as a unique way of knowing can add new and important dimensions to occupational therapy and science.

Is it time to start discussing about “neurodiversity-affirming occupational therapy”?

Saturday, 15th October - 10:00: - Workshop (in-person presentation)

Mr. Symeon Batzios¹, Ms. Agapi Tzougkaraki²

1. Jonkoping University, 2. Sindesis Therapy Center

In the late 90s, the Neurodiversity Movement appeared to acknowledge and celebrate the natural variations of a multifaceted human neurology, often providing alternatives to name and perceive what was traditionally known as medical “disorders”.

The movement soon emerged to be a controversial paradigm for clinical practice, research and education, which skepticized well-established epistemologies and practices, deeply rooted in positivism, behaviorism and biomedicine (Stenning & Rosqvist, 2021).

Therapeutic disciplines quickly responded to the scientific and advocacy calls of neurodiversity (Gillespie-Lynch et al., 2017). Dallman et al. (2022) claims “neurodiversity-affirming” approach could enhance occupational therapists’ moral endeavors to support well-being, meaning and capabilities. We wish to extend this discussion through the following questions, departing from a critical place, which combines our everyday experiences with disabled children in Greece and neurodiversity-informed literature:

How can a neurodiversity-affirming orientation enrich occupational therapy:

1. by expanding its client-centered approach?
2. by raising awareness within the OT profession around dominant ableist bias and hegemony?
3. by strengthening a rights-based, justice-driven understanding of human doing, being and becoming?
4. by negotiating alternative roles (e.g. critical ally)?

Embracing these perspectives could (a) diversify the profession’s understandings and practices and (b) contribute to the social transformation of reframing disability in a socio-political context.

Building resilience, to become ready for the unexpected

Saturday, 15th October - 10:00: - Workshop (in-person presentation)

Mrs. Michelle van Vliet¹, Ms. Lisa Li², Ms. Noä Zijlmans², Ms. Marisca van Olst²

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

We are 3 occupational therapy students from the university of applied sciences in Rotterdam.

Challenges in life are always present and therefore building resilience is essential to have success in school and life (Yeager & Dweck, 2012). As a student you have to learn to cope with difficulties and setbacks during your education and to be able to learn from those moments. The last two years with the Covid19 pandemic, we have learned that we have to prepare ourselves for the unexpected. Although resilience is not new in education, but the Covid19 pandemic made us conscious to the fact that we were not prepared for the unexpected. Learning to cope with setbacks and unexpected events will prepare us for our work as occupational therapists.

For this workshop we will conduct a small research amongst occupational therapy students from the different academic years about their development in resilience and experiences with it in the past 2 years. During the workshop we would like to address the different experiences in developing resilience. Our goal is to share knowledge on building resilience and learning how to improve/stimulate our development in resilience within education.

Return to work: How to approach?

Saturday, 15th October - 10:00: - Workshop (in-person presentation)

Dr. De Baets stijnt¹, Prof. Dominique Van de Velde¹

1. Ghent University

Research showed that almost all EU countries experienced a significant social and economic impacts from the high number of workers permanently leaving the labor market due to health problems or disability. People with reduced work capacity or with more work absence, are less likely to remain employed. The budget for disability benefits makes up a significant proportion of public expenditure, with an average of 1.2% of the GDP. In the Netherlands, Norway and Sweden the proportion is even higher at 3.5%. The employment rates of people with a disability are on average 40% lower. These low employment rates are accompanied by high social costs due to unemployment benefits, lower incomes and much higher poverty risk. Changes in the labor market due to the financial crisis, such as increased unemployment rates, might lead to a higher number of people dependent on sickness and disability benefits. Meanwhile, the incidence of occupational injuries leading to absenteeism and potentially leading to job loss is on the rise. So, one can conclude that current return to work approaches are not always that adequate.

Older people transitioning in a society in transition: the ambiguous role of everyday technology

Saturday, 15th October - 12:00: - Oral (online pre-recorded presentation)

Prof. Anders Kottorp¹, Dr. Sophie Gaber¹, Dr. Sarah Wallcook¹, Prof. Louise Nygård¹, Dr. Camilla Malinowsky¹, Dr. Anna Brorsson¹, Dr. Elin Jakobsson¹, Prof. Georgina Charlesworth¹

1. PhD

Social participation is a modifiable determinant for health and wellbeing among older people; however, social participation is increasingly dependent on Everyday Technology (ET) use. Older people with various types of cognitive impairments are today transitioning through various states of cognitive levels due to the nature of their progressive diagnoses. At the same time, they are also part of a society where ET can both be a barrier and facilitator in order to remain participating citizens in a society. A series of research studies addressing ET and out-of-home participation (including health care access) among older people with/without cognitive impairments, using a variety of quantitative and qualitative research methods in conjunction, will here be summarized and presented. The results underscore how ET use can be assistive to social participation but also highlight the need to consider risks for social deprivation of the living environment, especially among people with dementia. Greater attention to the intersections between specific environmental dimensions also deepen the understanding of how modifications can support occupational justice better. To enable a continued level of participation in a society in transition, occupational therapists need to be aware of challenges that technologies/places within public space present to people with cognitive impairments.

Smart Home Technology: Impact on Aging in Place?

Saturday, 15th October - 12:10: - Oral (online pre-recorded presentation)

**Dr. Marlene Morgan¹, Ms. Kiera Carmody², Ms. Sarah Chimera³, Ms. Victoria Chiulli⁴,
Ms. Sarah Conlon³, Ms. Meaghan Sullivan³, Ms. Cali Wingate³**

1. The University of Scranton, 2. The University of Scranton, 3. The University of Scranton, 4. The University of Scranton

Smart home technology is increasingly utilized to address the challenge of ‘aging in place’. The purpose of this research study was to: 1. Construct a profile of an older adult who utilizes smart home technology to support aging in place. 2. Assess the satisfaction with, and impact of, smart home technology on basic activities of daily living, instrumental activities of daily living, and leisure. Fourteen participants were provided with cost-free technology (Amazon Echo, Echo Show, RING doorbell, smart plugs). Data on 6 factors: demographics, cognition, balance, vision, hearing, and safety-related behaviors was collected and analyzed using measures of central tendency. Results reported:

- Older adults who successfully utilize smart home technology are - female, Caucasian, 76 yrs., live alone, demonstrate mild cognitive impairment, low fall risk, no significant visual or hearing impairment, and identify 2 safety risks. *
- Older adults strongly agree the technology is durable, easy to use, and enhances safety.
- Technology impacted the person, environment, and occupation aspects of life.

The outcome of this faculty/student research led to transition in the University’s curriculum content. Smart home technology is now integrated as an OT intervention in courses that focus on older adults and community-based practice.

*USA population

International cooperation in people with osteoarticular pathology and in a situation of occupational apartheid

Saturday, 15th October - 12:20: - Oral (online pre-recorded presentation)

Dr. Estibaliz Jiménez¹, Mr. Aitor Anido¹, Mrs. Irene Pérez¹

1. Facultad Padre Ossó

1.- Introduction.

. Disabled children from the MALI clinic suffer from occupational injustice and do not have Occupational Therapy services to address their independence and autonomy in the performance of their activities. In this context, autonomy is the difference between life and death, since Mali is the third poorest country in the world.

2.- Material and methods.

An assessment protocol was generated, with which sufficient information will be obtained to be able to carry out an intervention that is most adapted to the cultural and health situation of the territory, regardless of the case.

3.- Results

The protocol allows the evaluation, intervention and monitoring of clinical cases in Mali telematically, with the help and collaboration of a person who was trained in Spain for 3 months for this purpose. The users of these evaluation and intervention protocols allow the independence and inclusion of these children in a context as devastating as Mali, where disability is a taboo today.

4.- Conclusión.

This protocol is a beginning to establish socio-sanitary services that improve the occupational performance of children with disabilities in Kalana_Mali, in addition to allowing the inclusion and occupational justice of this group.

Relevance of Professional Occupational Therapy Education Program to the Local Sociopolitical Context in Georgia

Saturday, 15th October - 12:00: - Oral (online pre-recorded presentation)

Ms. Ana Revazishvili¹

1. Ivane Javakhishvili Tbilisi State University

There is an indication in the recent literature and practice about importance of localization in the education system (Cheng, 2005). Empowering local professionals through reflecting on the educational program in order to move towards having evolving rather than static curricula should start with close collaboration of local community of practice. Engaging all parts of the educational community including students, teachers and graduates can positively influence sense of being becoming and belonging (Wilchock, 2007), responsibility of developing ones profession and inclusivity. Additionally, help profession become more enabling for local context.

Research Question: *How professional occupational therapy education program can address local socio-political needs in context of Georgia.*

Keeping above research question in mind, we want to focus our presentation on creating community and how capability building approach, doing things together systematically can create proactive team and environment from which occupational therapy educational program and its members can benefit.

Study Design and Methodology: With critical constructivism (Kincheloe J. L., 2008) lens co-researchers have planned to explore local professional educational occupational therapy program through critical participatory action research design (Kemmis et al, 2014). Such epistemological view and methodology help interrogating own practices and reconstructing possible strategies to resolve existing issues (Lopez, 2021).

ICFO - International Collaboration on Free-time Occupations

Saturday, 15th October - 12:10: - Oral (online pre-recorded presentation)

Mr. Mike Jarrey¹, Mrs. Jolien Allart¹

1. Artevelde University of Applied Sciences

The ICFO days at the Artevelde University of Applied sciences is a collaboration between local experts, international colleagues, master students and Artevelde bachelor students and staff. A fixed part of the 2nd year programme the ICFO offers a unique and integrated character. The contents that are discussed are diverse but have one common thread: the elderly and their free time occupations.

“Way to Home: Development of Adult Alternative Social Services in Georgia”

Saturday, 15th October - 12:20: - Oral (online pre-recorded presentation)

Mr. Guram Cheishvili¹, Ms. Tamta Tchagalidze¹

1. Ivane Javakishvili Named Tbilisi State University

Deinstitutionalization policy has begun in the last 2011 year in Georgia. From 2020, in collaboration with Caritas Czech Republic in Georgia, Ministry of Health and Care agency deinstitutionalization strategy and action plan has been created. The working group has been aimed at creation of national system of adult alternative care, based on the individual needs of beneficiaries. It has been concerned development of relevant family style services, for the beneficiaries of boarding homes.

Since 2020, multidisciplinary team (MDT) has been created with the member of psychiatrist, GPs, psychologists, social workers and occupational therapists. The MDT assessed 115 beneficiaries. As a result of an assessment, beneficiaries' priority issues have been identified and they have been distributed in groups by their needs.

At the second phase of the project, MDT has been participated in developing beneficiaries independent living skills, for supporting of smooth transitioning process to family style homes.

3 houses have been built and renovated adhering to the beneficiaries' individual needs. Next goal is to transition the beneficiaries to these houses.

In the deinstitutionalization process our country follows to Croatian model of supporting independent leaving. During the assessment, working group detected necessity of development different alternative supportive services on national level.

SPOT Prague - engagement in meaningful student association

Saturday, 15th October - 12:00: - Oral (online pre-recorded presentation)

Ms. Klara Stastna¹, Ms. Eliska Rotbartova¹, Mrs. Zuzana Rodová²

1. First Faculty of Medicine, Charles University, Czech Republic, 2. First Faculty of Medicine, Charles University

SPOT Prague is an association of Occupational Therapy Students from the 1st Faculty of Medicine, Charles University, which was founded under the auspices of SPOTeurope. The association has been founded in 2019 and since then it is becoming larger in numbers of participating students across all years of bachelor's and master's studies in occupational therapy. We bring students the opportunity to participate and engage in international cooperation, promote activities from the faculty, and attend various other events for the public. The benefits of participating are that students can learn how to promote OT and coordinate projects and events, such as „ErgoHost“, lectures led by experts.

SPOT Prague engaged in organizing the student section of the COTEC-ENOTHE congress, pre and after congress events. This taught us communication and time management skills. The members of the association are active on social networks in order to run as much presentation on the field and their activities as possible. They also promote these activities in faculty journals and thus help to strengthen their occupational therapy identity among other health professions. Student participation within the association also means sharing student experiences, successes, and hardships and the opportunity to maintain Occupational Balance.

Development and implementation of the 'Active and healthy ageing for all' program

Saturday, 15th October - 12:10: - Oral (online pre-recorded presentation)

Mrs. sabine lambers¹, Mrs. Reninka De Koker¹, Dr. Julie Vanderlinden¹, Mr. Pieterjan Verschelden¹

1. Odisee University College - Brussels

Introduction

The ability to manage a healthy lifestyle while ageing, depends on the physical health behaviours of individuals (e.g., regular exercise and healthy food), but also on one's social, psychological, and economic status.

Objectives

This research project aims to implement a healthy lifestyle program for community-dwelling elderly in socially vulnerable contexts.

Method

Based on literature review and needs assessment, a multidisciplinary research team (including students of bachelor degree in occupational therapy, nursing and dietetics) developed the 'Active and Healthy Lifestyle for All (AHAA)' program. AHAA was constructed in co-creation with the target group and is being implemented in several organizations in Flanders.

Results

AHAA includes sessions about physical activity, nutrition, sleep & mental well-being. It is built from a holistic, population-centered view.

The inclusion of elderly in vulnerable situations was a challenging process considering these elderly do not always feel motivated to participate in lifestyle programs. Therefore, the future AHAA project is including a regional analysis.

After completion and evaluation of AHAA, a train-the-trainer course will be developed for professionals.

Conclusion

AHAA is a low threshold and tailored program that is ready for further and sustainable implementation in primary care.

Enabling occupation in context – Student reflections on a new project-based modul

Saturday, 15th October - 12:20: - Oral (online pre-recorded presentation)

Mrs. Verena Langlotz Kondzic ¹, Ms. Muriel Monhart ¹, Ms. Huriya Hassan ¹

1. Zurich University of Applied Sciences

Two first year students at Zurich University of Applied Sciences, Switzerland, reflect on their experience in a newly designed module which is part of a new longitudinal revision of the curricula. In this module 90 students worked in project groups and visited marginalized communities and got to know their participatory or inclusion challenges (Wilcock, 1998). With the design thinking process, they developed quick prototypes/solutions to deeper understand the issues. They also had a chance to connect the theory of participation, citizenship (Fransen, Kantartzis, Pollard, Vianna Moldes, 2015), power imbalance (Townsend, 2003) and occupational justice (Whitford, 2000) with the real-life circumstances of the communities they visited. The reflection will cover the made experiences with the communities, as well as being the pilot cohort and dealing with uncertainty in such an experiential learning environment. The reflection will conclude with how they connect their learnings with their future as Occupational Therapist (Feiler, 2019) and the feedback they gave to the modul designers.

Future Occupational Therapists: Responding to Local Needs with Workfield-Related Student Projects

Saturday, 15th October - 12:00: - Oral (online pre-recorded presentation)

Prof. Ursula Costa¹, Ms. Heike Fink¹, Ms. Verena Müller¹, Ms. Ines Nagiller¹, Ms. Vanessa Röck¹

1. Health University of Applied Sciences Tyrol – fh gesundheit

Occupational therapy education asks for responsiveness towards current societal challenges in order to prepare the student appropriately for their future work, e.g. through facilitating their skills in fostering people's and communities' health (WHO, 1986).

Based on that demand, our Bachelor curriculum has implemented workfield-related projects in the second semester. Over the last seven years, we could establish partnerships with local networks so that students can choose among different projects (e.g. working with refugees, workplace health promotion, technological innovations). Supervised by staff, students engage themselves based on a local project proposal. In doing so, they cannot only link theory with practice, but are also deepening their understanding and professional identity regarding health promotion, and are improving their professional reasoning as well as collaboration skills. In addition to the benefits for the students and their professional development, those projects are strengthening local networks, opening fieldwork placements and contributing to the visibility of our profession.

Summing up, through the workfield-related student projects, we are acting responsively and extending our network as occupational therapy department and are contributing to the education of graduates who have the flexibility to respond towards changes in health care and society.

Development of an app for assessing clinical cases in international cooperation and its usability for OT students

Saturday, 15th October - 12:10: - Oral (online pre-recorded presentation)

Dr. Luis-Javier Márquez-Álvarez¹, Dr. Estibaliz Jiménez¹, Prof. Isabel Fernández Méndez¹, Dr. Luisa Ruiz¹

1. Facultad Padre Ossó

An international cooperation project has been developed from the Occupational Therapy Degree to collaborate with individuals with disabilities on African countries. The development of an app (ValTO) allowed to gather relevant data about patients all over the world. Professors and undergraduates assess each case, propose interventions, and interact in real time with the health center or the clients themselves.

For measuring results, it has been considered quantitative and qualitative results. Qualitative information was used for future modifications and improvements of the app. Quantitative data was gathered through General Teaching Survey (EGE, from University of Oviedo), and System Usability Scale (SUS).

The total score of EGE was 8 (SD=1.6; Min=5, Max=10) on items related to the use of the app with clinical cases as a practice. Results on SUS showed a mean of 78,89 (SD=12). Only 4 students considered the Project was under the expected (SUS≤67), and 14 qualified it as acceptable and 9 as excellent (SUS>80).

The students have valued positively the learning system. It has been identified different issues regarding usability of mobile apps, and the impact of the project among the students' perceptions seemed to point a good choice on the teaching methodology between ICT and case studies.

New Horizons for Occupational Therapy in the Netherlands: Hanze UAS

Saturday, 15th October - 12:20: - Oral (online pre-recorded presentation)

Dr. Debbie Kramer-Roy¹, Mr. Michael Haan¹, Dr. sietske romkema¹, Ms. Adrie Kanis¹

1. Hanze University of Applied Sciences

After many years of preparation and negotiations there is finally a BSc in Occupational Therapy (OT) programme in the North of the Netherlands, where the density of OTs is very low. The need for OT is particularly pressing, due to the rural context, rapidly aging population, growing inequalities in health and growing shortage of health professionals in the region.

This presentation will report on the vision and curriculum design of the BSc in OT at Hanze University of Applied Sciences Groningen, which aims to support and challenge students to become visionary and enterprising OTs, who are able to contribute to the development of OT in this context.

The curriculum structure, based on short project-based modules in which students work collaboratively and individually, with opportunities for skill development in real and simulated practice and community contexts, will be presented.

The programme benefits from Hanze UAS's strong focus on interprofessional working, existing collaborative networks with health, social care and voluntary organisations, and internationalisation.

This is the start of a transition in the health and care landscape in the region, as 120 students prepare to develop the role of OT in this unique context, through role-emerging placements, practice-focused thesis-research and ultimately professional practice.

Occupations create belonging – How to consider belonging when promoting occupation?

Saturday, 15th October - 15:35: - Poster (in-person presentation)

Dr. Georg Gappmayer¹, Mrs. Sophie Ulbrich-Ford¹

1. University of Applied Sciences FH Wiener Neustadt

Wilcock and Hocking (2015) included belonging as the fourth dimension of occupation next to doing, being, and becoming. People can belong to others, ancestors, culture, nature (Hammell, 2014), and places (Rebeiro Gruhl et al., 2021). However, the connection between doing and belonging is not fully understood (Hitch et al., 2014). Further, the occupational therapy literature frames belonging as social context (Hitch et al., 2014) or as a feeling (Hammell, 2014), but rarely as a societal aim embedded and produced with activities.

In this workshop we want to gain collaborative insights to the following questions: Which occupations create belonging? How do occupations create belonging on an individual level, and on a social and cultural level? To explore the connection between occupations and belonging, we analyse our own occupations in connection to belonging, before we transition to a more societal and cultural perspective of belonging and its connection to occupations.

Creating a Folder for CRPS-Prevention: Occupational Therapy Student's as local Health Advocates

Saturday, 15th October - 15:35: - Poster (in-person presentation)

Ms. Monika Rusnakova ¹, Ms. Patricia Winder ¹, Ms. Pauline Wolf ¹, Ms. Verena Müller ², Prof. Ursula Costa ²

1. Health University of Applied Sciences Tyrol - fh gesundheit, 2. Health University of Applied Sciences Tyrol – fh gesundheit

Complex regional pain syndrome (CRPS) is a multifaceted condition that occurs in 25% of patients suffering from a distal radius fracture (DRF) due to injury. According to the study of Gillespie et al. (2016), this percentage can be cut to <1% through preventive cost-effective measures. One of the measures to accomplish a decline is raising patient awareness. Hence, the aim of this student project in collaboration with the University Hospital of Innsbruck, Department of Traumatology, is to inform and enable patients by providing an understandable, informative folder.

In the process of creating this folder, students learn how to transfer theoretical knowledge into practice with a direct impact on patient's wellbeing and health literacy. This is supported by using an easy language and visualising complex content. Moreover, this project enables students to play an active role in being a health advocate (Frank et al. 2015) in the local community by critically questioning and contributing to established structures and clinically relevant processes.

Overall, through this project students gain skills that prepare them for their future profession. It supports their professional identity and encourages them in being a health advocate.

Political compositions: combining tools for social transformations from occupational therapy standpoint

Saturday, 15th October - 15:35: - Poster (in-person presentation)

Mx. Denis Pouliot-Morneau ¹

1. University of Applied Sciences and Arts, Western Switzerland

Political discussions in occupational therapy are thriving: social transformation is trending, impulsed notably by the necessary coming ecological transition and the occupational changes that it entails. OTs old and new need to forge cognitive, reflective, and ethical tools that rise up to the complexity of the challenge posed by the coming disruptions, to mitigate them and to adapt. But current discussions often seem rather naïve, reminiscent of a kind of institutional narcissism, scientific and ahistorical (Guajardo, 2011).

The proposed workshop aims for the co-construction of a cartography of tools for practitioners and educators, starting from a vast question: what is “the political”? How does it manifest in current OT social transformation initiatives and concepts?

Critically engaging with collective and institutional notions and endeavours, like citizenship, participation, and laypeople and experiential knowledge in the face of professional expertise, to name a few, participants will identify possible combinations and arrangements for action as OTs facing necessary social transitions. The resulting toolbox will contain resources empowering practitioners and educators around collaborative work, epistemological diversity, standpoint legitimacy, and professional humility, in the face of social movements’ unrecognized knowledge productions – and risks of knowledge extractivism by experts on the higher end of power differentials.

University Service-Learning Project: Co-creation of 360° videos with interactive immersive experiences for health.

Saturday, 15th October - 15:35: - Poster (in-person presentation)

Ms. Elisabet Capdevila¹, Dr. Jèssica Garrido-Pedrosa¹, Dr. Loreto González-Román¹

1. Escola Universitària d'Infermeria i Teràpia Ocupacional de Terrassa (EUIT). Universitat Autònoma de Barcelona (UAB).

A university service-learning experience is presented for the academic year 2021-22. Occupational therapy students, co-create and design 360° videos of immersive experiences based on identified community needs, thus responding to difficulties related to health and accessibility. The aim is to use new technologies to contribute to social development and community health.

30 occupational therapy students will co-create educational materials for 4 occupational therapy centres/services: a paediatric service, a mental health sub-acute unit, a home care service and older adult nursing home. The evaluation of the experience will be carried out by means of a questionnaire to Evaluate the Service-Learning Methodology administered to the students, as well as collecting a qualitative assessment of all the participants in the project in relation to the final product and the experience.

Positive results are expected to be obtained in the three dimensions of service learning. The training, learning and service dimensions, as well as a positive evaluation of all the participants by the students, professionals, clients and teachers involved (Pending results until the end of the academic year).

The assessment of the impact that these experiences bring to students may be useful to reaffirm this type of project as a means of meaningful learning.

Occupational Therapists in mental health

Saturday, 15th October - 15:35: - Poster (in-person presentation)

Mr. Guram Cheishvili¹, Ms. Nino Bogveradze¹, Ms. Natia Robakidze¹, Ms. Mari Murdalashvili¹, Ms. Mariam Melikidze¹

1. Ivane Javakishvili Named Tbilisi State University

There is a shortage of occupational therapists (OT) in Georgia. A very small proportion of OTs are employed in mental health. In the transition process it is necessary to attract more specialists for the development of the field.

The country is making significant progress in improving the system of mental health in the recent years. At the same time the country do not have any guidelines and standards for the work of OTs at either the community or inpatient services.

On January 2022, the country approved the 2022-2030 Mental Health Strategy. One of the 6 tasks of the strategy is to develop human resources in the mental health system. The task is to determine the number of staff in each type of service and facility. It also includes redistribution of accumulated human resources in the regions of large cities.

By means of this conference we want to share your experience. Do you have a strategy for attracting OTs in mental health? Do you have standards and guidelines for how to distribute OTs in different types of mental health services? Do you have standards and guidelines for occupational therapy roles in multidisciplinary team in different types of mental health services?

Change the style of living to improve the health and well-being of the elderly

Saturday, 15th October - 15:35: - Poster (in-person presentation)

Mrs. Iana sheklashvili¹

1. Ivane Javakishvili Named Tbilisi State University

The number of elderly people in the world is growing more and more and their lifestyle is monotonous and very poor. Lifestyle choices directly influence the state of our physical, mental, cognitive and emotional health.(WHO, 2007)

Lifestyle Redesign which showed that preventive occupational therapy slows the declines associated with typical aging, improves health, functioning, and life satisfaction and reduces health care costs (Clark et al., 1997).

According to studies, the lifestyle of the elderly in Georgia is poor and monotonous. Only one occupational therapist works in this field.

I am working on a project that involves the development of an occupation-based community.I have chosen a community of the elderly for work, namely a nursing home in my district. There are 10 beneficiaries living in this shelter.Their lifestyle is monotonous. We work with beneficiaries to change their lifestyle, make their lives more diverse and focus on their health and well-being.

My goal in the process of working with the community is to change the lifestyle of the elderly and engage in activities that will promote their health.. Both employees and partners are involved in the work process.

RELATIONSHIP BETWEEN INTERNALIZING PROBLEMS AND PERCEIVED SOCIAL SUPPORT AMONG OCCUPATIONAL THERAPY STUDENTS

Saturday, 15th October - 16:30: - Oral (online pre-recorded presentation)

Dr. Estibaliz Jiménez¹, Dr. Laura Delgado_Lobete¹, Dr. Rebeca Montes-Montes²

1. Facultad Padre Ossó, 2. Universidade da Coruña

Internalizing problems such as anxiety, stress or depression are increasing among higher education students. It has been proposed that having a good social support system can be a protective factor on this regard. The objective of this study was to analyze the relationship between internalizing problems and social support in occupational therapy students.

We assessed a sample of 45 Spanish occupational therapy students (mean age=22.2 (2.3) years; females=77.8%). Internalizing problems were assessed with the Spanish version of the Depression Anxiety Stress Scale-21 (DASS21). Social support was evaluated using the Spanish version of the Multidimensional Scale of Perceived Social Support (MSPSS). The relationships between internalizing symptoms and social support were tested with Pearson correlations.

Significant and moderate-to-strong correlations were found between depression, anxiety and stress, and overall social support ($r=0.457-0.702$; $p<0.01$). While significant other support was associated with less internalizing problems ($r=0.373-0.566$; $p<0.05$), family and friends support showed a stronger correlation ($r=0.420-0.678$; $p<0.01$). In addition, internalizing problems were strongly associated with each other ($r=0.719-0.875$; $p<0.001$). These findings suggest that social support is associated with depression, anxiety and stress among occupational therapy students. It is important to consider how the social environment of Occupational Therapy students may impact their mental wellbeing.

Reflections on decolonizing clinical supervision of international occupational therapy students

Saturday, 15th October - 16:40: - Oral (online pre-recorded presentation)

Dr. Lisette Farias¹, Mrs. Helena Brodin², Dr. Aileen Bergström²

1. Karolinska Institutet, Stockholm, 2. Karolinska Institutet

Social challenges such as armed conflicts and the covid-pandemic are pushing us to become more flexible and adapt occupational therapy education to the unexpected. In the light of historical-embedded and sometimes unanticipated issues such as colonialism, racism, and power, international supervision of students that travel from underdeveloped to developed countries or vice-versa needs to be discussed. Based on current social challenges and the need to enact active resistance to the forces that oppress many groups across the world, we offer reflections based on the findings of a study that describes tensions encountered by clinical supervisors working with international students in Sweden. In the study, six clinical supervisors were recruited through one of the largest educational institutions in Sweden. These clinical supervisors were interviewed, and a thematic analysis was used to analyse this material. Then a critical examination of the findings was conducted using a decolonizing approach to problematize the expectations and assumptions described by the supervisors within the broader context of occupational therapy higher education and internationalization. This presentation will provide insights into the role of historic and sociocultural expectations regarding expertise and hierarchy, power relations, and autonomy that may hinder dialogue and support of students' individual needs.

The establishment of a “quality-sustainability” group at the OT school in Paris.

Saturday, 15th October - 16:50: - Oral (online pre-recorded presentation)

Mrs. Lisbeth Charret ¹, Mrs. Sarah THIEBAUT ¹, Mrs. Yolaine ZAMORA ¹, Mrs. Sandrine DUTRUC-ROSSET ¹, Mrs. Elodie HAMEL ¹, Mrs. Pauline SACHOT ¹, Mrs. Elisa LONGUE ¹, Mrs. Eurielle COUDRAY ¹, Mrs. Anaïs DUPRIEU ¹, Mrs. Anaëlle MOREAU ¹, Mrs. Yuli MESPLE ¹, Mrs. Stéphanie GUILHOU ¹

1. IFE ADERE - Institut de Formation en ergothérapie

Sustainable development is a key issue in response to ecological issues. It has become obvious to participate more actively and collectively in a sustainability approach.

In the dynamic established by the network for sustainable development in occupational therapy, (r2dergo.wixsite.com), French OT schools have been engaged in this type of approach since 2019.

At the OT school in Paris, ADERE, the training includes teaching dedicated to a sustainable practice of occupational therapy. In addition to this pedagogical axis, we also wanted this approach to be institutional.

Thus, a “quality-sustainability” working group made up of professionals and student, all volunteers, was created in January 2022. The objective is to develop the environmental sustainability of ADERE’s activities in order to increase the quality of training.

The meetings are based on the principles of “sprint design”.

It emerged from the first meetings the need to communicate with other actors and institutions in the community. For example, the town hall launched an action entitled “Zero Waste Territory” around the reduction and recovery of waste.

It is by actively participating in local actions and with the “quality-sustainability” group that we prepare for the unexpected in a region with 12 million inhabitants.

Diffraction knowledges with and within schoolyards

Saturday, 15th October - 16:30: - Oral (online pre-recorded presentation)

Ms. Michelle Bergin¹

1. Luleå University of Technology

Introduction

Occupational Science advocates for children's right to play in schoolyards as an issue of justice by addressing transacting factors influencing play opportunities, including teachers' attitudes (Grady-Dominguez et al, 2021). Interdisciplinary scholarship has cautioned however, against designing practices that despite critical intent, enact what Barad (2014) refers to as an "agential cut" based on normative disciplinary "this works" certainties (Russell, 2018). This post qualitative inquiry invites (also) the uncomfortable unexpected, presenting a diffractive analysis that (re) turns to a qualitative narrative study exploring with teachers' their experiences of schoolyard play.

without Method

Based on Barads (2014) ethico-onto-epistemology, the researcher and teachers will walk with anonymized audio interview extracts within schoolyards, thinking with play rhetoric concepts and diffracting different knowledges into each other. Shared audionotes will matter the meanings to produce something new together (Jackson and Mazzei, 2012).

Becomings and non Becomings

A momentary cut of the differences that intra-act with(in) collective doing within schoolyard spaces responds to Occupational Science calls for the need to examine the consequences that emerge from doing (Lavalley, 2017). Post Qualitative inquiry decentres humans and yet respects the agencies of human and material entangled in ethical knowledge productions towards thinking what has yet to be.

Youth Empowering - Transition from childhood to adulthood

Saturday, 15th October - 16:40: - Oral (online pre-recorded presentation)

Ms. Nazibrola Kajaia¹, Ms. Tinatini Avsajanishvili¹

1. Association "Anika"

Youth is the transitional period between childhood and adulthood. Young people with disabilities are facing more complex challenges than others. Most of them do not have the opportunity to engage in age-appropriate, interesting and valuable for them daily, social, and productive occupations. There is no social rehabilitation service in Georgia that addresses the interests and needs of this group. As a result, by adulthood, they have no readiness for independent living.

To facilitate the transition of young people with disabilities from childhood to adulthood, we are implementing a "Youth Wellbeing" pilot program. The program is for any interested adolescent between the ages of 13 and 18 and creates an inclusive space for sharing experiences with peers.

The objectives of the program are to promote the involvement of adolescents in age-appropriate daily, leisure, social and productive activities and support them in professional orientation through interest research, identification of needs and strengths, and self-reflecting on the process.

At this stage, the program involves 12 adolescents with different interests and needs, some of whom are PWD. Adolescents themselves play a leading role in the working process.

During the presentation, we will present the stages of the program implementation, highlights, challenges, and current results.

The experiences of occupational therapists in using nature-based interventions in green space: An exploratory study

Saturday, 15th October - 16:50: - Oral (online pre-recorded presentation)

Dr. Marty Climenhaga¹, Dr. James Gavin¹

1. University of Southampton

There is a growing body of literature on nature-related activities as therapeutic tools, with patient groups such as adults with acquired brain injury (Vibholm et al., 2020); adult mental health (Swinson et al., 2020); and forensic mental health (Heard et al., 2020).

Despite the large body of evidence on health benefits of green space, there have been few studies focusing specifically on how occupational therapists use outdoor green space for therapy. This qualitative study explores the experiences of UK occupational therapists that are using varied nature-based interventions, in a range of environments including woods, parks, gardens and the seaside. The range of interventions, the therapists' experience of using them and their effects on patients are investigated through semi-structured interviews to explore the therapists' experiences and collect their recommendations for other OTs considering the use of green space in therapy.

Designing transitions through the International Social Transformation through Occupation Network

Saturday, 15th October - 16:30: - Oral (online pre-recorded presentation)

Dr. Sarah Kantartzis¹, Dr. Sandra Schiller², Mrs. Hanneke van Bruggen³, Prof. Debbie Rudman⁴, Dr. Ryan Lavalley⁵, Dr. Nick Pollard⁶

1. Division of Occupational Therapy and Arts Therapies, Queen Margaret University, 2. HAWK, 3. FAPADAG, 4. University of Western Ontario, 5. University of North Carolina, 6. Sheffield Hallam University

Introduction: As rapid social change is deepening social and health inequalities, occupational therapists are joining ongoing efforts towards systemic transformation. Occupation is a powerful tool in transformative processes. Since 2016 the International Social Transformation through Occupation Network (ISTTON) has drawn together practitioners, students, educators and researchers to work towards solutions for tackling issues of social and health inequalities from an occupation-based perspective.

Methodology: The network has held international Think Tanks and workshops, undertaken and published results from a research project analyzing case examples, developed an e-book to facilitate sharing of cases, hosts biannual network meetings, and supports efforts to share diverse initiatives taking place around the world. It actively works to explore and engage with multiple perspectives, contexts, languages, theoretical positions and practices.

Results: The network provides a meeting point for working with and through ideas of social transformation. Theoretical, practice and educational transformative processes are discussed, shared, and built upon. With an expanding active membership, the network is an important resource for occupational therapy as we engage more deeply with societal change.

Conclusion: We invite all those interested to join our mailing list (isttonnetwork@gmail.com), attend our biannual virtual meetings, create partnerships and alliances, and share experiences.

Reflecting on Social Transformation through Urban Exploration

Saturday, 15th October - 16:40: - Oral (online pre-recorded presentation)

Mr. Stefan Grundtner¹, Mr. Filip Dejonckheere², Mrs. Johanna Stadler-Grillmaier¹

1. Fachhochschule Campus Wien, 2. Artevelde University of Applied Sciences

“Urban Exploration” is a method used in the first module of a joint programme Helsinki-Vienna-Ghent focusing on “Social transformation” and “Emerging roles of Occupational Therapy”. The method is a five-day experience-based and explorative method around urban development in the city of Ghent. With the aim of ‘putting theory into practice’, key concepts such as intercultural dynamics, social capital, gentrification, community development, occupational justice, social transformation through occupation are analysed. The approach is a ‘hands-on experience’ in a section of society and participates in different cultural settings. Through meetings with people students identify challenges concerning participation, inclusion and exclusion in society from an occupation based perspective. A deep exploration provides a treasure of information about a neighbourhood; however, this may only be one step in the direction of an increased understanding of intercultural dynamics and diversity. In such a way, it is essential to stimulate a permanent critical attitude towards intercultural diversity. The focus lies on both the changes in the urban environment and on the consequences it has on social transformation. In a second module (6 months later) students discuss strategies to tackle problems in society such as poverty and exclusion in society from a OT-professional point of view.

Dark sides of occupation

Saturday, 15th October - 16:50: - Oral (online pre-recorded presentation)

Mr. Timo Stalenhoef¹, Ms. Karlijn van Heerebeek¹

1. HvA

A part of any holistic educational paradigm in Occupational Therapy must include an exploration of the 'Dark sides of occupation', according to Twinley et al. In the oral presentation, I will include examples of the dark sides of occupations and connect them with the educational experiences and propose ideas for further development. Not all occupations are promoting health and well-being, and there are occupational therapists already working in this field of work and it's important that Occupational Therapists understand their role when they encounter the Dark side of occupations. At the AUAS it's already a subject being implemented in the educational curriculum.

This oral presentation will discuss the teaching methods used when exploring the Dark side of occupations and how they were experienced by students. A case-based approach will be presented and ideas from students' viewpoint will be given for how these topics can be included in the education curriculum. Based on when we were applying theory in class with the rest of the occupational students. We will discuss how we worked on this topic plus other possibilities.

Caravan of the senses. Integration of disabled children in rural schools through a multisensory itinerant classroom.

Saturday, 15th October - 16:30: - Oral (online pre-recorded presentation)

Ms. Laura García García ¹, Ms. Eva Rodríguez González ¹, Dr. Estibaliz Jiménez ¹, Dr. Luis-Javier Márquez-Álvarez ¹

1. Facultad Padre Ossó

Despite de advances in inclusive politics for people with disabilities, there are still many needs to face in rural areas, specifically for children.

The main goal of this program is to offer specialised resources to children in rural areas, on an equal basis to the urban population, with emphasis on infants with disabilities and/or special needs. We also seek to improve the development of social, motoric, sensorial, and intellectual skills in children at primary and early education levels.

The program works on three levels: prevention, counselling, and therapeutic intervention. In the school term 2020-2021, 415 students and forty teachers in nine schools were involved.

The disability rate in rural areas is higher than in urban areas. Specialised services are not available there, or their cost is more expensive, which forces families to assume costly and time-consuming commuting or internal migration to the populated areas. The figure of the occupational therapist is capital in the educational system to address, from a comprehensive approach, the skills and abilities needed for a higher degree of autonomy and independence, notably in primary and early education. It is worth noting that rural teachers find multiple difficulties applying innovative methodologies, due to the poor offer access.

Children´s PIADS Assessment Tool

Saturday, 15th October - 16:40: - Oral (online pre-recorded presentation)

Dr. Estibaliz Jiménez¹, Dr. Luis-Javier Márquez-Álvarez¹

1. Facultad Padre Ossó

Introduction: It is estimated that 49% of children with special health care needs would benefit from the use of assistive technology. The use of assistive technology is a common intervention strategy to compensate for the limitation in people with disabilities and increase their independence as well as their performance in ADLs. There are several evaluation tools to evaluate assistive technologies, among which the University of Maryville University stands out together with J. Jutai creator Children PIADS tool. Translate, adapt and validate the PIADS-children to the Spanish population.

Methodology: This is a non-experimental, descriptive and cross-sectional study. The translation and cultural adaptation was done following Tassé and Craig. The pilot study consisted of 60 participants who use different types of customized support products and others created by occupational therapists at low cost or using 3D printing.

Results: The scale is made up of 19 items, 15 of them with a Likert-type score and 4 with a single answer question with three options. The scale has good psychometric properties of reliability and validity

Conclusions: To endorse interventions using assistive technology, studies on outcomes are necessary and this tool has correct validity both for clinical practice and for intervention with assistive technology.

Examining the literature about children's play in disadvantaged communities: Beyond play deprivation?

Saturday, 15th October - 16:50: - Oral (online pre-recorded presentation)

Ms. Silvia Veiga-Seijo ¹, Dr. Helen Lynch ², Prof. Jeanne Jackson ³, Dr. Sarah Kantartzis ⁴

1. Division of Occupational Therapy and Arts Therapies, Queen Margaret University. Department of Occupational Science & Occupational Therapy, University College Cork., 2. Department of Occupational Science & Occupational Therapy, University College Cork, 3. Department of Occupational Science and Occupational Therapy, University College Cork, 4. Division of Occupational Therapy and Arts Therapies, Queen Margaret University

- **Introduction:** Although play is a recognized right in children's lives; scholars and practitioners argue that living in marginalized, disadvantaged, or socioeconomically deprived communities is a potential barrier to accessing play (Bantulà & Payà, 2020; UN, 2013). Given this avowed need, this study aims to examine/map what is known about the play of children living in disadvantaged communities.
- **Methodology:** A literature review was conducted in Spanish, Portuguese, and English, including research articles and grey literature through searches in scientific databases.
- **Results:** Research suggests that children living in disadvantaged communities have uneven play opportunities in comparison with those from affluent areas (Berinstein & Magalhaes, 2009; Gerlach et al., 2019; Sutton, 2008). In these neighborhoods, play may not be a priority for the families (adult perspective) and do not often have safety conditions, greenspaces, transport, or playgrounds of good quality, which shapes children's play. However, playing together; street, creative and traditional play; and children's resourcefulness for creating their play are foregrounded as play forms that children "activate"/prompt to play.
- **Conclusions:** Disadvantaged neighborhoods are not likely to offer equal conditions for children's play. Nonetheless, literature unfolds an ambiguous debate about play deprivation and further research is needed to expand this dichotomy and play conceptualization.

i-DOT International discussions in Occupational Therapy

Saturday, 15th October - 16:30: - Oral (online pre-recorded presentation)

Mr. Mike Jarrey¹, Mx. Helga Lister², Mx. Sarah McGinley³, Mx. Nabeela Kharva²

1. Artevelde University of Applied Sciences, 2. University of Pretoria, 3. University of Southampton

International collaborative online learning opportunities have grown in the last few years, especially through the technological advances achieved in the recent past. The International Discussions in Occupational Therapy project (i-DOT) was born at the Artevelde University of Applied Sciences in Belgium and is now in its fourth year running. The project intends to give Occupational Therapy students who participate, currently from nine higher education institutions (HEI), the opportunity to discuss Occupational Therapy-related topics and trends with foreign counterparts through English-based peer interviews. These online collaborative learning opportunities have been found through various research studies, to provide numerous benefits to students across knowledge, practice, personal and social domains. i-DOT, however, is the first known project in occupational therapy higher education involving this many international institutions and with the flexibility that it has been designed with.

European Education at Glance: Towards Tuning 2.0 for Degree Programmes in Occupational Therapy

Saturday, 15th October - 16:40: - Oral (online pre-recorded presentation)

Dr. Maria Kapanadze¹, Dr. Caroline Fischl², Ms. Vanessa Rozalina³

1. University School of Nursing and Occupational Therapy of Terrassa, Autonomous University of Barcelona, 2. Jönköping University, School of Health and Welfare, Department of Rehabilitation, 3. HAN University of Applied Sciences, Occupational Therapy; Student Platform Occupational Therapy Europe (SPOTeurope)

The results of a survey directed to the members of the European Network of Occupational Therapy in Higher Education (ENOTHE) indicated an urgent need for the revision of the initial reference points for the design and delivery of the degree programmes (Berding et al., 2008; Costa et al., 2020). Several factors were attributed to this need: fast advancements in the profession, demands in employability, and population needs. In addition, access to quality occupational therapy education at Bachelor, Master and Doctorate levels across Europe were considered limited. In turn, this limitation affects the generation of the research evidence in different countries as well as reinforces obstacles to participation in local health and social reforms and policies (van Bruggen, 2014).

This presentation draws the Tuning 2.0 project initiated together with ENOTHE members and framed by the CalohEx process (Wagenaar, 2021). It involves the development of Subject Area based Qualifications Reference Frameworks for the wider public and all stakeholders, and detailed Assessment Reference Frameworks for specialists in the field that will contribute to the enhancement and fairness of both external and internal quality assurance mechanisms as well as ensure that students receive the skills and knowledge needed for the occupational therapy field.

The Analysis of The Convicted People Activities

Saturday, 15th October - 17:35: - Poster (online presentation)

***Mrs. Milda Gintilienė¹, Mrs. Daiva Baltaduoniene², Mrs. Evelina Lamsodiene¹,
Mrs. Aiste Pranskaityte-Bieleviciene¹***

1. Kaunas University of Applied Sciences, 2. Kaunas

Background. Self-improvement and fulfillment in activities are important in personal socialization. The approved rehabilitation of convicts focuses on activities which account for 20 percent of the effectiveness of rehabilitation. Inadequate rehabilitation of convicted persons makes it possible that the convicted person will return to prison, at a loss to the State.

Objective study to reveal the activities of convicts serving a custodial sentence in a correctional facility.

Methodology. A qualitative study was conducted. Semi – structured interviews were used for data collection with pre-formulated questions. Study sample – 8 individuals. **Results.** The convicts during the investigation helped to reveal their agenda, which depends on the conditions of imprisonment, the activities that are carried out in their free time allocated to them are the skills that were promoted by their own activities. **Conclusions.** The daily routine of the convicts depends on their living conditions.

Needs of Refugees: Self-identified as Compared to those Identified by Occupational Therapists

Saturday, 15th October - 17:35: - Poster (online presentation)

Ms. Christine Hischmann¹, Ms. Erin Ferro¹, Ms. Laura Freely¹, Ms. Rachael Gallagher¹,
Ms. Madison Heaton¹, Ms. Erica Homan¹, Ms. Brianna Lehr¹, Ms. Samantha McElroy¹,
Ms. Annaliese Roller¹

1. University of Scranton

By the end of 2020, it was estimated that 82.4 million people worldwide have been forcibly displaced as a result of violence, persecution, human rights violation, conflict, or climate change (United Nations Refugee Agency [UNHCR], 2021). Occupational therapy with refugees is an emerging practice area; however, there are few studies published discussing how to address occupational deprivation during and after the resettlement process. This case study explores the self-identified needs of one refugee from the Democratic Republic of the Congo. The participant's needs were compared to data gathered by Hischmann et al (2020), who interviewed occupational therapists working with refugee populations globally to determine refugees' needs.

Researchers conducted an in-person interview using an adapted version of the Occupational Performance History Interview. Qualitative interview data was analyzed for emerging themes through open coding. The following needs were identified: advocacy, interpersonal relationships, leisure participation, education, health and technology literacy, and access to financial services.

There are both similarities and discrepancies between self-identified and perceived needs of refugees. Practitioners must engage in cultural humility and client-centered care when working with refugees to effectively address their needs.

This presentation will address themes of addressing diversity and education through outlining student research studies regarding refugees.

ADAPTATION OF REHABILITATION MATERIAL FOR YOUR USE IN OTHER CULTURES

Saturday, 15th October - 17:35: - Poster (online presentation)

Dr. Estibaliz Jiménez¹, Ms. Nuria Menéndez¹

1. Facultad Padre Ossó

Introduction. The project consisted of developing pictograms and materials for use in the Sahara, Mali and Chad on COVID_19, not only in terms of prevention but also rehabilitation of the same as in those affected in the long term. In addition, with this project it was intended to work with the students of the Degree in Occupational Therapy, values of sensitivity and solidarity among university youth.

Material and method. The project was developed through a practical theoretical methodology. At the beginning of the course there was the presence of people in charge of the clinics, schools and assistance resources to which the project was directed. The students worked in groups and each group was responsible for developing at least ten pictograms and material related to it.

Results: not only have the students acquired specific skills for their future professional practice, and have understood community work, but people with disabilities will be able to use the resulting materials.

Conclusions. It is necessary that in the daily work in the Universities projects of this nature are carried out to promote the acquisition of skills and learning results but also to internalize the theoretical contents of the discipline and its practical application.

LEARNING OUTCOMES OF THE PROGRAM OF OCCUPATIONAL THERAPY TAUGHT AT MNUMS

Saturday, 15th October - 17:35: - Poster (online presentation)

Ms. Erdenetsetseg Myagmar¹, Ms. Bulganchimeg Sanjmyatav¹, Ms. Yanjinsuren Batbayar¹, Ms. Dolgorsuren Sandagdorj¹, Prof. Oyungoo Badamdorj¹

1. School of Nursing, MNUMS

Rationale:

Program learning outcomes are determined by the knowledge, skills, and attitudes that a student must acquire at the end of the program. There is a need to successfully implement the undergraduate program for occupational therapists and to assess its effectiveness and determine the public expectations of the graduates.

Purpose:

Analyze the learning outcomes of the program of occupational therapy taught at the Mongolian National University of Medical Sciences and identify the core competencies of graduates

Methods:

Data related to PLO and CLO were collected from the program implementing teachers using a Google form.

Results:

Seventeen skills as the program learning outcome were analyzed and the lowest (66%) taught skills were leadership, initiative and entrepreneurial mindset. 86% of the identified core competencies were taught at the lower level of Bloom's taxonomy and 14% were at the upper level. Of these, 31% are taught in general basic subjects, 23% in professional basic subjects, and 46% in specialized subjects.

Summary:

All subjects appear to have a significant impact on the mastery of the 17 skills that are the outcome of the occupational therapy program. At the bachelor's level, most of the competencies are provided at the lower level.

PARTICIPATION OF MONGOLIAN OCCUPATIONAL THERAPY TEACHERS IN RESEARCH PROJECTS

Saturday, 15th October - 17:35: - Poster (online presentation)

Ms. Tsagaantsooj Khaliun¹, Ms. Erdenetsetseg Myagmar¹, Ms. Bulganchimeg Sanjmyatav¹, Mr. Bat-Ulzii Enkh-Amgalan¹, Prof. Oyungoo Badamdorj¹

1. School of Nursing, MNUMS

Background: Since in 2014, the School of Nursing, MNUMS started to implement the program of Occupational Therapy. Participation in research projects is essential for the teacher development. **Purpose:** To identify the level and barriers of research activity of occupational therapy teachers. **Methods:** 20-item questionnaire was used to collect data from 31 teachers. The results were analyzed using SPSS21. **Results:** In terms of positions 69% of teachers are full time teachers, 10.3% are assistant teachers, 17.2% are senior teachers, and 3.5% are associate professors. A total of 117 abstracts of local conferences, 47 abstracts of international conferences, 102 research papers of local journals, 22 articles of international journals, 23% of which published in IF. 87.2% of teachers said that they need to be trained in research, 69.2% has difficulty in choosing a research topic, 38.5% has difficulty in writing an article in a foreign language, and 48.7% said that they need to be trained in quality research data processing. **Conclusion:** The training and research activities of the participated teachers have increased in the last 5 years. There is a need for teachers to be trained in research methods.

Participatory Peer-Learning as a means to prepare OT students for the unexpected

Sunday, 16th October - 10:00: - Meet-Up (in-person presentation)

Ms. Maja Kuchler¹, Mx. Tanja Dringenberg¹, Ms. Katharina Losekamm¹, Ms. Pia Versick¹, Prof. Philipp Eschenbeck¹, Prof. Renée Oltman¹, Prof. Christian Postert¹

1. University of Applied Sciences Bochum, Department of Applied Health Sciences, Study Programme Occupational Therapy

Participatory peer-learning has the potential to transform traditional educational settings, but is rarely found in OT programmes (Reichel et al., 2016). This presentation reports on experiences from a participatory project established in an occupational therapy curriculum at the bachelor's level. Initiated at the University of Applied Sciences Bochum, Germany, in 2019, its main goal is the empowerment of students to independently develop peer-learning formats for their fellow students according to self-identified needs. As active participants in the process, students flexibly conceive educational courses as a complement to the regular OT curriculum according to their own needs. They identify necessary skills to teach their peers and are qualified respectively in extracurricular training to conceive and implement learning activities. Consequently, they become teachers themselves in a protected environment (Rohr et al., 2016). In this context they must repeatedly respond to unexpected learning needs and, in the wake of the pandemic, unexpected learning conditions. Thereby, students develop and deepen important skills in this project that will be useful for their future professional work as OTs.

Critically reflecting on one's practice in the developing field of elderly in Georgia

Sunday, 16th October - 10:30: - Meet-Up (in-person presentation)

Ms. Tamta Tchagalidze¹

1. Ivane Javakhishvili Tbilisi State University

According to Erikson's Psychosocial Development Theory, we go through a life crisis at every stage of life. Retirement is one of the most critical transitions.

The involvement of occupational therapists is very important in the transition phase. OT's role is to support the client to balance occupational roles, maintain/increase life satisfaction and prepare for the last stage of life.

Unfortunately, there is no service in Georgia, which would facilitate the transition from one stage of life to another. Currently, there are daycare centers for the elderly, family-type boarding houses, and boarding houses in Georgia, at the private, state, and non-governmental levels. Occupational therapists also lack the qualifications to work with an older community. I want to share my experience as a practitioner and supervisor involved in the practical part of OT in the elderly module, and transition into the elderly field from pediatrics. I will do so with help of a critical reflection framework in anticipation of feedback from the audience to support evidence-based practice.

Invite to meet-up to review needs and find solutions around the topic, and seek professional support and empowerment. I hope, meeting arouses Georgian OT's interest in this topic and will also be helpful to you.

A collaboration between Nordic- Baltic countries regarding alignment of standard knowledge within the field of sensory integration at the bachelor and postgraduate level.

Sunday, 16th October - 11:00: - Meet-Up (in-person presentation)

Mrs. Betina Rasmussen ¹

1. Associate Professor, University College Copenhagen

This project is an Erasmus+ strategic partnership project. It is the first project to start adjusting the level of pediatric occupational therapists within the field of sensory integration in Nordic-Baltic countries. The project aims to:

- Develop of a Baltic-Nordic curriculum for the promotion of knowledge and professional skills within the field of sensory integration in order to strengthen the ability of occupational therapy practitioners to conduct a systematic assessment of SI and provide individually tailored SI intervention within their own countries.
- To create a foundation to future Baltic-Nordic cooperation in the field of sensory integration through project activities such as 3 training modules for practitioners and students as well as organizing the first Baltic - Nordic conference.
- To create strong collaboration relationships between Baltic-Nordic occupational therapists to educate and train occupational therapy students and occupational therapists further on after the end of the project.

This project is being carried out transnationally and working together in Baltic-Nordic cultural area the countries will get a better understanding and similar working methods. The project also aims to create basic sensory integration to teach occupational therapy students and occupational therapists in participating project countries.

Walking with theory (ists) “up for” diffracting practice ontologies

Sunday, 16th October - 10:00: - Workshop (in-person presentation)

Ms. Michelle Bergin ¹

1. Luleå University of Technology

Introduction

Reflexivity, in(formed) by social change theories and embedded in cyclical processes of praxis is according to Irvine Brown et al (2022) also struggling to achieve transformative practice. The disconnect between Occupational Science intentions and practices thus persists (Irvine-Brown et al, 2022) despite critical ag(End)as to decolonize research and practice and examine unquestioned assumptions (Schiller et al, 2022). Post qualitative inquiry suggests that reflexivity merely recognizes what is already known and that research regardless of epistemological affiliation privileges method over new thinking (St. Pierre, 2016).

Inquiry (Without Methods)

In this workshop Occupational Scientists and Therapists will be invited to walk WITH theory, connect with Occupational Science inheritances, with post qualitative scholarly material extracts and the (un)familiar grounds of Tbilisi State University (Springgay & Truman, 2017). Rejecting any separation of theorypracticemethod and troubling the language of moving beyond and existing possibilities, participants may with response ability, diffract knowledges that risk moving towards what has (not) yet been thought (Barad,2007)

Agential cuts

The workshop offers an opportunity to intra act with post qualitative inquiry and think WITH theory as an entangled ethical act of knowing and being, becoming and not becoming (St Pierre, 2016).

Transition from analog to digital occupational therapy documentation

Sunday, 16th October - 10:00: - Workshop (in-person presentation)

Mrs. Larisa Baci¹, **Mrs. Barbara Prinz-Buchberger**²

1. IMC Fachhochschule Krems, 2. IMC FH Krems

Introduction:

There is international agreement on the importance and necessity of occupational therapy documentation. Nevertheless, there are major differences in the content and structuring of occupational therapy reports. Although various aspects of occupational therapy documentation have been studied scientifically to date, the amount of data and evidence is small and often country-specific. Therefore, there is a need for a discussion about the professional quality standards and how this can be implemented by means of a digital occupational therapy documentation tool.

The aim of this workshop is to evaluate a prototype for digital occupational therapy documentation. A possible cooperation on an international university level to further develop this prototype will be sought.

Method:

Participants of this workshop will learn about a prototype for digital occupational therapy documentation that can be used in all occupational therapy fields, which was developed in the context of a research project at the University of Applied Sciences Krems.

Subsequently, the prototype will be discussed in small groups with regard to applicability in teaching and practice and possible missing aspects.

In the plenum, the results from the small groups will be compiled and possible further collaborations will be discussed.

“Think, Act, ... , Become”

Sunday, 16th October - 10:00: - Workshop (in-person presentation)

Mr. Christophe Wille¹, Mrs. Joke Standaert¹, Mrs. Kathleen Vanduffel¹

1. Artevelde University of Applied Sciences

Introduction

The time when the educational institution was the only source of information is long gone. Through technology and social media, knowledge is just a finger click away. Knowledge is less and less a main determinant. The contemporary occupational therapist must be open, collaborative, entrepreneurial and innovative.

Method

In order to prepare students for a complex reality, here at Artevelde University College, we aim to incorporate the 21st century skills. We developed innovative *learning paths* concerning entrepreneurship and creative thinking. Throughout the three-year bachelor's program, we take them on a fascinating journey. Each student is given the opportunity to excel. The lessons are linked into both theory, practice and internship.

Results

Our learning paths are unique because they originate from the person as creative thinking and entrepreneurial individual. From then on, we explain the link with working in a team. The training ends with an integrated test, resulting in a solution for a concrete problem in the OT-field. Our students are ready to identify opportunities and problems, describe them and actively work with them in a multidisciplinary and socially relevant framework.

Discussion

Not only in Flanders, but also internationally, we are asked to give lectures and workshops on this theme.

Transition to more student-centred learning: Is PBL one way forward?

Sunday, 16th October - 10:00: - Workshop (in-person presentation)

***Dr. Debbie Kramer-Roy*¹, *Prof. Anders Kottorp*², *Dr. Lisette Farias*³, *Ms. Claudia Galli*⁴**

1. Amsterdam University of Applied Sciences - European MSc in Occupational Therapy, 2. PhD, 3. Karolinska Institutet, Stockholm, 4. Zurcher University of Applied Sciences - European MSc in Occupational Therapy

Occupational therapy (OT) is criticized for not being as person-centred and participatory (e.g., Brown, 2013; Kjellberg et al., 2012) as described in the profession's social vision (Townsend, 1993). Based on this critique, we challenge if OT education is as student-centred as expected and if problem-based learning (PBL) can be a way to respond to future social challenges. PBL is a collaborative approach that develops students' and practitioners' critical thinking and problem-solving. We argue that PBL can be a way for the profession to transition into socially relevant and responsive practice. Based on our experience of using PBL (face-to-face and online) within the OT EuroMaster programme, we will introduce and discuss its implication for OT education. The objective of this workshop is to inspire and challenge participants to try a PBL approach in both educational and work settings, including online settings. We will introduce the philosophy and history of PBL; our experiences; discuss pros and cons; give a hands-on experience of PBL; provide resources for use in participants' own context. Participants will leave with a clearer understanding of how PBL can facilitate educational settings to prepare future collaborative practitioners who can lead innovations in OT practice in various contexts.

Understanding how change occurs through occupational therapy intervention

Sunday, 16th October - 11:45: - Masterclass / Expert session (in-person presentation)

***Mr. Miguel Brea*¹, *Dr. Jennifer Creek*², *Prof. Sylvie Meyer*³, *Mrs. Hilde Pitteljon*⁴,
*Mrs. Johanna Stadler-Grillmaier*⁵**

1. Rey Juan Carlos University, Madrid, 2. Freelance, 3. University of Applied Sciences and Arts, Western Switzerland, 4. N/A, 5. University of Applied Sciences FH Campus Wien, Vienna

This workshop presents the most recent work of the group who developed the European Conceptual Framework for Occupational Therapy (Brea 2017, Creek 2010, Meyer 2013), which was a multilingual collaboration between occupational therapists from five countries. Since 2018, the group have been analysing how change occurs in people's occupations and identifying some of the elements of that change. This work represents a paradigm shift in occupational therapists' understanding of how change in one aspect of a person's occupations can set in train a cascade of further changes throughout their life. This is an ongoing process that starts during occupational therapy and continues after the intervention ends.

Workshop participants have an opportunity to investigate the types, causes and process of change that take place through occupational therapy intervention, by analysing a real-life case study. The aim of the workshop is to reach, through the input of participants, a deeper understanding of the complex reasoning used by occupational therapists when initiating and guiding positive, transformative change with their clients.

Using Streetart and slow looking to explore “inclusivity”.

Sunday, 16th October - 11:45: - Workshop (in-person presentation)

Mrs. Minjou Lemette¹, Mrs. Michelle van Vliet¹

1. Hogeschool Rotterdam

Visual Thinking Strategies (VTS) is a pedagogic approach involving discussions of works of art aimed to encourage participants to look carefully, verbalize their observations and interact with others regarding their interpretations of the images. It has been used as a part of humanities teaching in medical education to encourage a deeper engagement with visual cues in order to improve physical observation skills, foster empathy, and increase their tolerance for ambiguity.

In this global world, it is important for occupational-therapy students to become aware of how religion, gender, and socioeconomic status shape people’s health and well-being and that it will influence people’s life’s. VTS can be used as a tool to enhance social transformation.

Goal of the workshop is to explore new concepts and experiences in global health connected to inclusivity. By using VTS applied to street art in Rotterdam, we will help to fully explore experiences in global health connected to inclusivity. Examining murals in different Rotterdam areas, will participants to challenge their own notions of what constitutes a “good life,” and to explore how religion, gender, and socioeconomic status shape people’s health and well-being. The multiple meanings and ambiguity are an important part of the discussion and reflection.

Occupational transition in parenthood

Sunday, 16th October - 11:45: - Meet-Up (in-person presentation)

Mrs. Clémence Tanneau ¹

1. Freelance

the developed reflection wishes to treat access to parenthood as an occupational perspective. Considering that access to parenthood affects occupations, redefining the roles, identities, performance and health status of parents.

The experience of parenthood is part of a transactional perspective. The construction of the parental identity begins before pregnancy and involves the parent's representations of this role while mobilizing the parent's personal history in childhood and his or her projections as an ideal parent. This construction is also associated with the environmental and cultural context, which in the context of parenthood is very sensitive to changes in scientific knowledge and political decisions.

As a specialist in occupation, the access to parenthood entails an occupational disruption and leads to a transition involving different coping strategies. It is also a transition that leads to the learning of new occupations and co-occupations. Becoming a parent is a transition that from a transactional perspective is permanent.

Each parent adapts differently to parenthood, and these adaptations are fluid throughout the life of a parent. This is why the transactional perspective is essential to use in order to understand how the occupational transition that occurs throughout the parent's life.

Giving young-system-survivors a real chance-Occupational Therapists envisioning inclusive practices in Germany

Sunday, 16th October - 12:30: - Meet-Up (in-person presentation)

Ms. Laura Reinhold¹, Dr. Margarita Mondaca²

1. Amsterdam University of Applied Sciences (AUAS), 2. Division of Occupational Therapy, Department of Neurology, Care Sciences and Society, Karolinska Institutet

Background: This study contributes with future perspectives of inclusive practices in youth care envisioned by occupational therapists.

In Germany, a specific group of children and adolescents with mental health problems are addressed by health care services as “system blasters”. This study uses the term young-system-survivors for destigmatization purposes. Local social policies restrict occupational therapists from engaging with young-system-survivors outside of inpatient /outpatient individual health care settings. Striving for transformative actions demands exploring underlying socio-structural factors. Therefore, this study critically explores how occupational therapists envision inclusive practices promoting young-system-survivors participation in Germany.

Approach: Driven from a critical dialogical stance, individual and focus group dialogical interviews with eight German occupational therapists were performed and analyzed with reflective thematic analysis.

Implementations: The current biomedical healthcare paradigm hinders occupational therapists from enacting inclusive practices. Affirming a humanistic stance and reflection on their unique occupational lenses, they argue for widening the field of occupational therapy towards a social stance, making it possible to enact outside the medical treatment field. The dialogical perspective shed light on the participants pioneering roles and demands for a call of action on giving young-system-survivors real participation possibilities and a place in future research.

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