

ENOTHE – European Network of Occupational Therapy in Higher Education

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European Network
of Occupational Therapy
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Facultad Padre Ossó

(centro adscrito a la Universidad de Oviedo)



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The Use of Graphic Novels: Mental Health Practice Simulations

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Dr. Shannon Levandowski¹

1. Tarleton State University

Occupational therapy practice is rooted in holistic practice, stemming from the early days of war time recovery where patients worked with occupational therapy practitioners to regain function and participation in meaningful tasks (occupations). Occupational therapy education still requires a significant focus on mental health and psychological needs as part of their holistic perspective of instruction.

This session provides insight how one instructor infused the use of first-hand accounts of mental illness through graphic novels to support student engagement and reflection of the experience. Graphic novels were chosen based firsthand authorship, mental health diagnosis and perspective shared within the content. After reading the novel, students were guided through discussions and assignments that sought to reflect the content shared in the novel and its application to clients in practice. The students were encouraged to incorporate their perspective of the author's lived experience to create hypothetical meaningful interventions or conversations to promote participation to tasks. Having had a textbook understanding of mental health diagnoses and therapeutic methodologies used in a variety of practice settings, the students were able to build their knowledge foundation to include firsthand reports of lived experiences versus check lists of symptoms.

Implementation of Healthcare Innovations. An interdisciplinary blended learning module as a first step to bridge the ‘valley of death’.

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Mrs. Evelien De wachter¹

1. Presenter

Currently, there is an implementation gap between research and practice in healthcare. The speed of technological innovation does not match the speed at which innovation can take place in healthcare. Due to the complexity of healthcare, the answers to the challenges of healthcare formulated by developers and/or researchers do not always perfectly match the reality of the healthcare provider. Furthermore, care providers are often not familiar with the possibilities of certain innovations, partly because the range is constantly growing and changing. This lack of coordination between stakeholders such as developers, care recipients, care providers, healthcare organizations and governments is one of the main barriers to effective and sustainable implementation. As a result, many healthcare innovations are being developed and researched, but unfortunately not used in daily practice. In Odisee University of Applied Sciences a Blended learning module was developed for students from all care programs and working care providers from various disciplines to take a first step towards making healthcare providers more familiar with the implementation process and to bridge the implementation gap, referred to as the “valley of death”, in the long term. An overview of the different topics within the module and evaluation forms will be presented.

Simulation-based learning in occupational therapy education: How might SBL be used to ‘bridge’ the gap between theory and occupational therapy practice?

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Dr. Claire Sangster Jokić¹, Dr. Andreja Bartolac¹, Ms. Ivana Klepo², Ms. Laurence Magerat³

1. University of Applied Health Sciences, Department of occupational therapy, 2. Special hospital for medical rehabilitation Krapinske Toplice, 3. Artesis Plantijn Hogeschool Antwerpen

Simulation-based learning (SBL) is an educational approach where students apply theoretical knowledge to practice in a replicated real-life environment. Although the use of SBL in occupational therapy (OT) education is emerging, the design and delivery of simulation practices in OT is not yet clearly defined (Grant et al., 2021). In this workshop, participants will be introduced to the Erasmus+ SIMBA (Simulation-based learning in occupational therapy) project. This three-year project aims to design and apply SBL in OT education and thereby contribute to improved professional competence among OT students. On behalf of the SIMBA project group, this workshop will present an overview of the first phase of the project, in which a preliminary framework for the application of SBL in OT education was developed. This framework is based on the results of a review of the literature related to professional OT competences and SBL alongside stakeholder focus groups conducted in five partner countries. Workshop participants will have the opportunity to learn about the structure and content of the framework and, during small and large group discussion and brainstorming, will share their own experiences in the application of simulation techniques in OT education and offer reflection on the preliminary framework.

EHECADI- project creates European Health final dissertation with interdisciplinary and international focus

Thursday, 26th October - 09:00: Posters Day 1 - Poster

***Mrs. Reninka De Koker*¹, *Dr. Pavlina Pyschouli*²**

1. ODISEE University of applied sciences, 2. European University Cyprus

A key challenge higher education institutions face today is the promotion of educational elements which allow students to tackle our globalized and constantly changing 21st-century societies. Healthcare professionals and students need to develop transversal skills to cope with the increased pressure and complexity on the work floor.

To develop this goal, Odisee Bachelor students in occupational therapy, nursing, and dietetics and nutrition are participating in the EHECADI-project: The European Health Care Dissertation. This project supports healthcare students from different disciplines to address broad societal health issues such as healthcare equity, epidemic preparedness, under investment in healthcare workers and health needs of migrant populations within their studies.

Funded by Erasmus+, the project brings together eight partners from different higher education institutions and four disciplines: occupational therapy, nursing, nutrition and dietetics, and physiotherapy.

In co-design with students, teachers and stakeholders, a digital, international and collaborative learning platform (online knowledge hub, a virtual community of practice, an open course for students and a set of guidelines for faculty) is being developed. The resources of the learning platform will be used by students and lecturers to support the completion of their Final Graduate dissertation.

Innovation Testlab in education to face the challenge of the 21st century

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Mrs. Minjou Lemette¹, Mrs. Eline van der Scheer-van Westing¹, Ms. Mozkan Hakakh¹

1. University of Applied Sciences of Rotterdam

A certain level of technological skills seems essential to being a 21st century OT (Mason,2020).However a survey amongst students preparing for their fieldwork revealed students feelings of lack of skills and barriers in using assistive technology.

As technology advancement is rapid and continuous, it is important that graduates are prepared for contemporary practice . It is the ethical responsibility of OT's to ensure that they are competent in the services and seek out new knowledge and techniques.

The traditional education system is not adequately preparing students for the changing demands of the modern workplace and the global economy. There is a need for a shift in educational focus towards the development of 21st century skills, including critical thinking and problem solving, creativity and innovation. During the testlab OT-students are able to explore (innovative) assistive technology by experience the products by themselves instead of examples shown by a movie or picture online. Also critical thinking & problemsolving is stimulated by connecting the products to stories of clients.

A popup innovation testlab integrated into the curriculum can be a way to explore assistive technology and to lower barriers in order to prepare students for fieldwork .

Telehealth- Based Assessments in Occupational Therapy Education

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Dr. Julia Guzman¹

1. Columbia University

Telehealth instruction in occupational therapy education is essential because of the COVID-19 crisis. Accredited occupational therapy education programs are required to include telehealth technology in their curricula as defined by the Accreditation Council for Occupational Therapy Education (ACOTE, 2018). Under the digital transition and innovations in teaching, the outcome of this presentation is to inform occupational therapy educators on the use of telehealth-based assessments in curricula.

Occupational therapists may use telehealth to provide services to a variety of people and populations, such as children with developmental disorders or learning disabilities. However, currently, there are no handwriting assessments validated for telehealth use to include telehealth pediatric instruction.

TeleWrite is a new telehealth-based assessment that measures the rate, accuracy, and fluency of children's handwriting. Three studies determined the psychometric properties of the tool. Interrater reliability consisted of a sample of eight children and nine raters. Clinical utility was established through analysis of feedback from 55 OTs nationally and internationally. Nine handwriting experts rated the relevancy of the test items through item level content validity index (I-CVI) and scale level validity (S-CVI) established content validity. TeleWrite is a telehealth assessment that can be included in effective telehealth teaching methods in occupational therapy education.

A Winning Combination: Technology and Kolb's Learning Theory Promote "Aging in Place"

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Dr. Marlene Morgan¹, Ms. Makaela Dionne¹, Ms. Emily Durso¹, Mr. Christopher Nevins¹,
Ms. Emily Garcia¹, Ms. Mya Pennisi¹, Ms. Kathleen Diverio¹, Ms. Alexia Denardo¹,
Ms. Clare Digiovanni¹

1. The University of Scranton

There is increasing interest in "smart home" technologies to assist older adults to "age in place". While educational barriers are identified as a challenge to technology use by older adults, research reports that individuals engage in lifelong learning even though abilities might decline with aging. This research was designed to create a profile of a community dwelling older adult who uses smart home technology to age in place, determine level of satisfaction with technology and identify areas of life impacted/improved by its integration into everyday life.

Methods: Researchers installed smart home technology in the homes of older adults and collected participant performance data. Technology instruction based on Kolb's Experiential Learning cycle: Concrete Experience; Reflective Observation; Abstract Conceptualization; and Active Experimentation was provided. Follow-up occurred 30 days after technology installation.

Results: A high level of satisfaction and participant reports that smart home technology positively impacted self-care, intrinsic gratification, reciprocal inter-personal relatedness and societal contribution reflect the success of integrating Kolb's learning theory into the research methods/design.

Conclusion: Smart Home technology in combination with Kolb's learning theory is an evidence-based approach designed to teach older adults to integrate technology and promote safety and independence.

Is Lifestyle Redesign® a viable OT intervention for Survivors of Human Trafficking?

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Dr. Marlene Morgan¹, Ms. Rebecca Marciano¹, Ms. Anna Haber¹

1. The University of Scranton

Human trafficking is a global issue and form of modern slavery that threatens occupational justice. An evidence-based research project was conducted to explore this topic.

Method: The project focused on issues seen in survivors, Lifestyle Redesign® and current OT interventions.

Results: Research reports that survivors experience physical, mental health, and sociopolitical challenges. A positive attitude and life-long learning perspective facilitate the path to sustainable recovery. Lifestyle Redesign® is an OT intervention framework (developed at University of Southern California Chan division of Occupational Science and Occupational Therapy) that promotes awareness of the relationship between everyday activities and health and guides people in the process of orchestrating occupations, habits, and routines to enhance health and well-being. Lifestyle Redesign® is a general, adjustable intervention framework that meets the needs of specific settings and populations. Research is limited but suggests that occupational therapy (OT) can significantly improve life satisfaction for survivors of human trafficking.

Conclusion: Lifestyle Redesign® may serve as an innovative, outcome-oriented OT intervention for survivors of human trafficking. Proposed modules designed to address survivors' challenges could include exploring education/vocation, reducing anxiety and post-traumatic stress disorder, addressing safety etc. Lifestyle Redesign® should be integrated into OT curricula. and promoted by OT practitioners.

A Cross Case Analysis of Childhood Strokes in Uganda

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Dr. Michael Bermudez¹, Ms. Lea Grant¹, Ms. Gabrielle Heart Timoteo¹

1. The University of Scranton

Strokes in childhood are uncommon conditions in the developed world. There are medical protocols implemented in the West to prevent childhood strokes. However, in Uganda, strokes in childhood may be more common compared to the West because of lack of access to medical care and protocols to decrease the risk of childhood strokes. Additionally, there may be co-morbidities that increase the risk of strokes in childhood or that cause cerebral impairments after a stroke. The author will discuss how he provided occupational therapy assessments for children with disabilities in medically underserved neighborhoods in Kampala. Initially, the author thought the children in the case studies had cerebral palsy. However, the children's parents mentioned that the children exhibited normal developmental skills initially. They also mentioned that both children in the case studies had sickle cell anemia (SCA) and malaria. Although, it is not possible to see if malaria and SCA were the causes of the strokes, the author conducted a literature review to see if SCA and malaria can cause childhood strokes and if these conditions also increase debility after a stroke. Also, the author offers suggestions on how to establish habilitative programs for children who have had strokes in Uganda.

Utilization of outdoor spaces for health promotion in the older adult population

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Ms. Brigid Dolan¹, Dr. Lalit Shah¹

1. Misericordia University

The field of occupational therapy (OT) recognizes the importance and value of the psychosocial wellbeing of clients. Outdoor spaces give patients a greater sense of freedom and autonomy to participate in meaningful occupations. That being said, “exposure to greenspace is associated with wide-ranging health benefits” (Twohig-Bennett & Jones, 2018, p. 633). Additionally, Thompson et al. (2011) explains “exercising in natural environments resulted in a greater improvement in mental health well-being than indoor activity” (Results of the Review section, para. 2). For clients who enjoy outdoor spaces, there is value, both mentally and physically, in participating in this environment. According to the American Occupational Therapy Association (AOTA, 2020), “occupational therapy practitioners use their knowledge of the transactional relationship among the person, their engagement in valued occupations, and the context to design occupation-based intervention plans” (p. 80). As occupational therapists we must look at clients’ needs holistically, keeping in mind outdoor spaces, as an additional context that could add meaning and value to daily occupations and improve overall quality of life. With this in mind, a comprehensive literature review has been conducted to explore the value of utilization of outdoor spaces on rehabilitation potential.

A History of Substance Use Treatment: Affirming the Impact of Occupation

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Dr. Marlene Morgan¹, Ms. Maeve Kelly¹, Ms. Kyla Avant¹

1. The University of Scranton

A research project was completed that explored the shift in treatment of substance use disorders (SUD) towards an evidence-based focus.

Method: A historical analysis of SUD treatment (1917 – present - US) focused on the impact of the sociopolitical environment, OT intervention and Lifestyle Redesign®.

Results: Over time, clients recovering from SUD experienced physical, mental health and sociopolitical challenges. Laws and sociopolitical perspectives evolved from imposed abstinence to recognizing substance use as a “meaningful” (but “dark”) occupation. Treatments progressed from institutional to community based and from manual arts to single occupation, skills training and establishing a community-based sober routine.

Currently, OTs recognize the need for formation of a new occupational identity founded on lifelong learning and readiness for change. Lifestyle Redesign® is an OT intervention framework emphasizing the relationship between everyday activities and health. This framework guides people in the process of orchestrating occupations, habits, and routines to enhance health and well-being.

Conclusion: Lifestyle Redesign® may serve as an innovative OT intervention for clients recovering from SUD. Proposed modules designed to address survivors’ challenges could include exploring education/vocation, addressing safety, and re-establishing relationships. Lifestyle Redesign® should be integrated into OT curricula and promoted by OT practitioners.

History of Nature Based Therapy: Evidence of Occupational Therapy's Lifelong Learning?

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Dr. Marlene Morgan¹, Ms. Joelle Cote¹, Ms. Sarah Ferraro¹

1. The University of Scranton

Nature-based interventions are integrated into comprehensive occupational therapy (OT) programs. The current popularity of nature-based therapy inspired the question: "Is nature-based therapy new to OT?" A research project explored this question. Method: A historical analysis of nature-based therapy (from 1917 – present - US) focused on the populations, practice settings, interventions, and positive outcomes. Results: Over time, OT utilized nature-based therapy to facilitate function and improve quality of life for a diversity of clients (children and adults) experiencing mental health, physical, and social challenges. Practice has been integrated into diverse settings (institutions, schools, prisons and community based programs). The focus of interventions has expanded from gardening to designing hiking trails, animal assisted therapy, dolphin therapy etc. Nature has been demonstrated to have healing properties. Literature reports positive outcomes including increased levels of satisfaction, motivation, physical skills and abilities, vocational motivation, and socialization. Currently, OT recognizes the need for increased evidence, and model development to establish a unique role in nature-based therapy.

Conclusion: Occupational therapy, as a profession, has demonstrated a lifelong learning perspective by continuing to expand the focus, implementation and evidence base of nature-based therapy. Nature-based therapy should be integrated into OT curricula. and promoted by OT practitioners.

Lifelong learning by nurturing a growth academic mindset in OT higher education.

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Ms. Lore De Clippeleir¹

1. AP University College of Antwerp

Introduction

As 21st century skills gain importance, lifelong learning is essential in higher education programs. This research focusses on lifelong learners mindsets, especially the growth mindsets.

According to Dweck there are two minds sets. Teachers and students may either have fixed mindset (entity theory) and belief that their abilities are unchangeable and static, or a growth mindset (incremental theory), meaning that the abilities they have are changeable and open for development.

Method

In this qualitative research students and teachers will participate in interviews, based on the growth mindset scale by C. Dweck. This research focusses on the participant's subjective experiences, the method thematic analysis is most appropriate form of analysis to get an in depth understanding of the participant's mindset.

Results

This in dept research will highlight the belief systems that students and teachers have. Both similarities and differences will be described.

Discussion

The purpose of this explorative study is to deepen insight in the potential effect of the mindset of the students and teachers on lifelong learning and the importance of promoting growth mindset in education.

Redesigning ACS-nl (18-64) and (65+): what, how and future

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Mr. Lennard Bijl¹, Mrs. Jacqueline Leenders²

1. Hogeschool van Amsterdam, 2. radboud umc

After the development of the Activity Card Sort (ACS) in the USA, various countries around the world adapted the principles of the ACS and made it suitable for their own cultural situation. In 2008, the Dutch version was developed in the Netherlands and implemented by many Occupational Therapists in practice. From 2018-2022, three student projects took place which focused on the further development of the Dutch ACS. The projects aim was to redesign the ACS in two assessments: ACS-NL (18-64) for the age of 18 till 64 years and ACS-NL (65+) for 65-years and older. In redesigning the ACS, the same activity-sets for both categories were used, with only the pictures differing. We also developed two approaches to assessing the results of the ACS, a standardized approach, and an alternative, non-standardized assessment using photo-interviewing. In choosing pictures, choices were motivated by the aim of having less gender related pictures, and more attention for diversity within and between the pictures.

In this workshop you will be informed about the ACS-nl, including the process of designing and implementation, followed by our ideas for the future. Participants will be given the opportunity to practice with the assessment tool during the workshop.

Motor Imagery and Mental Practice in the Subacute and Chronic Phases in Upper Limb Rehabilitation after Stroke: A Systematic Review

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Mr. Enrique Villa Berges¹, Dr. Cesar Hidalgo²

1. Universidad de Zaragoza, 2. University of Zaragoza

MI and MP can be defined as a continuous mechanism in which the subject tries to emulate a movement using cognitive processes, without actually performing the motor action. The objective of this review was to analyse and check the efficacy of MI and/or MP as a method of rehabilitating motor function in patients that have suffered a stroke, in both subacute and chronic phases. **Material and Methods.** We performed a bibliographic search from 2009 to 2021. The search focused on randomized clinical trials in which the main subject was rehabilitating motor function of the upper limb in individuals that had suffered a stroke in subacute or chronic phases. **Results.** We analysed a total of 11 randomized clinical trials, with moderate and high methodological quality according to the PEDro scale. Most of the studies on subacute and chronic stages obtained statistically significant short-term results, between pre- and postintervention, in recovering function of the upper limb. **Conclusions.** MI and/or MP, combined with conventional therapy and/or with other techniques, can be effective in the short term in recovering upper limb motor function in patients that have suffered a stroke.

Teaching large groups: Tips for occupational therapists who want to take on this role

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Prof. Alexandra Lecours¹

1. Université du Québec à Trois-Rivières

Most occupational therapists integrate teaching in their practice, whether it is teaching the principles of joint protection to a client or supervising a trainee, teaching is a key method in exercising the various roles of an occupational therapist. But how can the skills developed in clinical teaching be transferred to the teaching of large groups? Many occupational therapists are involved in teaching to large groups at some point during their careers, whether in collaboration with university occupational therapy programs, or in a continuing education activity offered to practitioners. Thus, the purpose of this presentation is to provide occupational therapists who are new to large group teaching or who are interested in getting involved with large group teaching with some simple and concrete tips to empower learners in their learning. Based on the best practices described in the literature and on my experience of nearly 15 years in teaching, techniques to improve learner motivation, to make teaching dynamic and to offer feedback and encourage constructive exchanges will be discussed. The reality of online teaching and associated innovations will be discussed. While teaching promotes skill development for learners, it also promotes lifelong learning for occupational therapists!

Empowering Teaching: OT Program Cohort-Based Scholarship of Teaching and Learning Agenda

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Dr. Shannon Levandowski¹

1. Tarleton State University

Empowering educators and students require a commitment to the teaching and learning process. Teaching is considered the engagement of activities that facilitates understanding of a content or topics (Bishop Clark et al, 2012). Learning, on the other hands, is the acquisition of skills through study, experience and being taught topics (Bishop Clark et al, 2012). Faculty empowerment in course delivery, both teaching and learning, may be obtained by targeting the key elements of empowerment itself: autonomy, competence, community and fulfillment (Culivate, 2021). To facilitate increased faculty empowerment in course delivery, one OT program collaborated with the University's Center for Education Excellence to create one, cohort-based Scholarship of Teaching and Learning (SoTL) community to support empowerment and understanding of teaching and learning in OT courses (Bailey et al, 2021; Cornejo Happel & Song, 2020; Hubball & Burt, 2006). Tailored to focus on the OT education agenda for both AOTA and WFOT, the cohort was designed to facilitate mentored guidance, community supports and engagement in advancing one's teaching empowerment (Tierney et al, 2020). This session will provide discussion for an OT cohort based SoTL community for OT education programs to promote community, collaborations and empowerment among faculty members.

Learning Through Doing: Understanding Occupation to Promote Occupation-Based Practitioners

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Dr. Adele Breen-Franklin¹, Dr. Karen Adler²

1. St. Joseph's University, 2. Colorado State University

This semester-long experiential learning project in a required Human Occupations course was designed to help students understand, learn, and appreciate occupation and its role in one's health and well-being. *Using the Occupational Experience Profile*, a time use diary, first year occupational therapy students were asked to record their daily weekday and one weekend-day occupations. In their lab sections, students used Pierce's design process to develop a semester long occupation-based goal they would follow. Each week, students would discuss their progress and modify goals if necessary. At the end of the semester, students presented their findings and reflected on what they learned about occupation. Among the questions they were asked was about the meaning of their occupations, and the supports and barriers to participating in them. This content was analyzed by the instructor and co-instructor to examine students' perspectives.

This innovative assignment allowed students to understand their own occupations and how to utilize concepts of occupational science when analyzing occupations. Students discussed the relationship between occupations and the perception of time, setting goals, and the strive for balance. They learned that change is a process. Finally, students discussed the value of occupation and how this knowledge is unique to the profession.

“Recognizing the competencies that I already have and where I need to invest more effort”: Experiences of mentors and students in the evaluation of occupational therapy fieldwork competences

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Dr. Andreja Bartolac¹, Dr. Claire Sangster Jokić¹, Mr. Davor Duić²

1. University of Applied Health Sciences, Occupational therapy department, 2. Rehabilitation Centre Silver

With an aim to empower both students and teachers during fieldwork practice, we developed a tool for competence assessment and evaluation during fieldwork. Learning outcomes defined in our programmes' curriculum were categorized into 7 key competencies (adapted from Miller et al., 2001). For each key competency, the mentor and student (self)evaluated the student's level of achievement using an 8-point evaluation scale. This scale represents the continuum of clinical competence development over time and is intended to measure the progress of students over all three years of fieldwork, thus reflecting the three main levels of competency acquisition. After the first year of its implementation, feedback from students and mentors regarding the evaluation and their experiences with this new method for competence assessment was sought. A total of 48 students and 13 mentors provided feedback. In addition to descriptive data useful for revising and improving evaluation form, important quantitative and qualitative feedback was obtained regarding the perceived importance of student self-assessment, clearer definitions of the roles of students and mentors, the importance of joint feedback and discussion, and students' assumption of responsibility for the development of their own professional competences, which together contributed to feelings of empowerment, control and confidence.

Evaluating OT students' understanding of occupations following participation in a museum excursion.

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Dr. Cali Hutson¹, Dr. Adele Breen-Franklin²

1. Sensational Kidz Therapy, 2. St. Joseph's University

Literature suggests that an arts and humanities assignment provides an enriching experience for healthcare students that promotes empowerment/positive self-reflection, empathy, creative thinking, and increased understanding of human experiences. However, use of these experiences within OT education is limited. More evidence is needed to identify the influence arts and humanities may have on OT student development and understanding of human occupations.

This is a qualitative, retrospective cohort study. Primary/secondary data was collected from a de-identified sample of 49 first-year OT students who toured a major metropolitan museum of art.

Content/thematic analysis of student presentations and reflections revealed three major themes: 1) Increased understanding of the nature of occupations, 2) Professional identity formation 3) Professional skill development. Six sub themes were identified: 1) Experience was valuable, 2) Enhanced ability to view occupations from different perspectives, 3) Occupations are unique to each client, 4) Importance of observation skills, 5) Importance of the deeper meaning of occupation, 6) Enhanced observation skills.

The An arts and humanities assignment may positively impact OT students' understanding of the nature of occupations, identity formation, observation skills, positive self-reflection, and relating skills for future practice. Follow-up with this cohort would be useful to determine long-term benefits of the assignment.

Learning by Doing - Client-Centred Communication Training with Simulation Patients

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Mrs. Susanne Messner-Gujon ¹, Mrs. Petra Schwab ²

1. University of Applied Sciences Vienna, 2. university of Applied Sciences Vienna

All health professionals are constantly challenged to interact with clients and/or their significant others and to establish a trustful relationship. Emotions such as anger, sadness, fear, frustration and rage can irritate the interaction. Communication is considered a teachable skill and is included in the training of health professionals worldwide. Challenges in learning communication include integrating communication skills with other clinical skills.

Communication is part of every interaction with a patient. Therapists need effective patient-centred communication skills to achieve good health outcomes.

In the OT programme at the University of Applied Sciences in Vienna, students practise client-centred communication with a focus on interaction when emotions are at the forefront. Supported by actors portraying different client/patient emotions, students are given the opportunity to experiment with ways of responding to emotional expressions they perceive when interacting with clients and/or their significant others.

The Calgary-Cambridge model (Kurtz&Silverman, 1996) provides a practical, integrated method of teaching both the process of communication and the effective acquisition of content information. The aim is both to strengthen the patient's health literacy and to maximise the health care outcome.

Student mobility: Facilitators/barriers perceived by Occupational Therapy students at Miguel Hernández University.

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Dr. PAULA PERAL GOMEZ¹, Dr. PAULA FERNÁNDEZ PIRES¹, Dr. ALICIA SÁNCHEZ PÉREZ¹, Dr. MIRIAM HURTADO POMARES¹, Dr. DESIREÉ VALERA GRAN¹, Dr. VERÓNICA COMPANY DEVESA¹, Dr. M. CRISTINA ESPINOSA SEMPERE², Prof. IRIS JUÁREZ LEAL², Dr. EVA M. NAVARRETE MUÑOZ¹

1. InTeO Research Group, Miguel Hernández University; Department of Surgery and Pathology, Miguel Hernández University; Alicante Institute for Health and Biomedical Research (ISABIAL-FISABIO Foundation)., 2. InTeO Research Group, Miguel Hernández University; Department of Surgery and Pathology, Miguel Hernández University.

The process of European convergence in higher education emphasises the acquisition of transversal competencies in undergraduate education. One way to achieve this is through participation in student mobility (SM) programmes. There is evidence of the impact of such mobility on the internationalisation of degrees but not on students' skills to undertake them. Empowering students in the acquisition of transversal competencies related to SM requires prior knowledge of their perception. Therefore, the study aims are to know the facilitators and barriers perceived by the students of Occupational Therapy at the University Miguel Hernández (Spain) to carry out mobility. Thus, a cross-sectional study was conducted in which 204 students participated. They answered a survey about their knowledge of mobility programmes, their interest and their motivation to participate, among others. More than 85% of the participants were aware of mobility programmes, 81.3% were interested in doing one and 50.2% were aware of the available scholarships. A facilitator mentioned was the variety of placement centres, while language was one of the barriers detected. The data show students' interest in participating in these programmes, but SM rates are still very low, indicating the need to empower the student body in this regard.

Occupational science in a Danish bachelor's program in occupational therapy

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Mrs. Kristina Tomra Nielsen¹, Mrs. Marie Bang Bangsgaard¹, Mrs. Stine Lindsten¹, Mr. Jacob Østergaard Madsen¹

1. University College of Northern Denmark

Introduction

In the Danish bachelor's (BA) program in occupational therapy there is an increased focus on occupation science. Thus, development of advanced level educational elements integrating OS has been needed. The purpose of this poster is to describe a six-week optional course in OS and to present student evaluations.

Methodology

Development of a six-week optional OS course placed at the 7th semester containing initial lecturers, three group assignments and one individual assignment: 1) Presentation of scientific articles within the field of OS; 2) Analyses of OS concepts; 3) Individual essay; and 4) Analyses of interview data using an OS concept.

The course has been carried out three times during 2021 and 2022. Oral and survey evaluations have been conducted.

Results

A total of n=52 students (51%) have attended the course.

Oral evaluations revealed that the students overall perceived to achieve course and personal learning objectives. Survey evaluations revealed that the majority reported to fully or partly agree that the educational activities facilitated development of professional and/or methodological competencies in relation to the OT profession.

Conclusion

The course serves as an example of how to teach OS at an advanced level in the Danish BA program in OT.

Work well-being from nature – collaboration of teachers and students in a project

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Mrs. Mary-Ann Kaukinen¹, Mrs. Irina Katajisto-Korhonen¹

1. Turku University of Applied Sciences

As a result of the coronavirus, the well-being of Finns at work has decreased. Burnout symptoms have also increased among those who work in workplaces, so the problem has not only been related to the shift to remote work. Research shows that nature has a lot of benefits from the perspective of both physical and mental health and well-being. The work well-being effects of nature has achieved not only through being in natural environments and doing nature-based exercises, but also by adding nature contacts in workplace environments.

Business and Work Well-Being from Nature, a 1.5-year project by Turku University of Applied Sciences, has aimed at increasing the well-being of employees (and the entrepreneurs themselves) through nature-based methods. During the project two series of workshops has been developed in which the total 28 participants were able to obtain both added information on the well-being effects of nature and practice nature-based methods which included four functional and participatory workshops, two co-creation events in natural environments, and initial and final measurements. The results of the workshop series will be ready in the end of August 2023. A multiprofessional team of occupational therapy and physiotherapy teachers and students participated in the project.

Experiences of Occupational therapy practice placement educators

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Ms. Zorana Sicherl¹

1. University of Ljubljana, Faculty of Health Sciences, Department of occupational therapy

Introduction: Occupational therapy educators guide and support occupational therapy students during practice placements. In order for students to acquire professional and interpersonal skills, they need the guidance of a qualified occupational therapy educator with appropriate knowledge, experience, clinical reasoning communication, organizational and leadership skills.

Objectives: To investigate practice placements educators' perceptions of their role as a mentor to occupational therapy students during practical placement. We also want to investigate the qualities and required competencies of a good educator and how occupational therapy students are prepared to practical placement.

Methods: Quantitative longitudinal study including occupational therapists from different fields. An online questionnaire was used. Data will be analysed using descriptive and inferential statistics.

Results and discussion: This is an ongoing study and results will be available in July.

Conclusion:

Key words: clinical practice, competencies, mentors

Practice placement for occupational therapy students – the students' perspective

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Dr. Alenka Oven¹

1. University of Ljubljana, Faculty of Health Sciences, Department of occupational therapy

Introduction: Practice placement allows occupational therapy students to develop practical skills and knowledge necessary for effective occupational therapy interventions with a variety of clients. It also allows students to develop appropriate professional behaviour and identity.

Objectiuvues: To explore students' perspectives for practice placement. We were interested in what occupational therapy students think about preparation for practice placement and what competencies of practice placement educators are important for successful clinical practice.

Methods: Quantitative longitudinal study, using an online questionnaire. Participants in the study are 3rd year occupational therapy students and graduates. Data will be analysed using descriptive and inferential statistics

Results and discussion: This is an ongoing study and results will be available in July.

Conclusion:

Key words: practice placement, students, competences

Education and training for Spanish occupational therapists in assistive technology

Thursday, 26th October - 09:00: Posters Day 1 - Poster

Dr. Cristina Perdomo Delgado ¹

1. Manitoba University

The advancement of assistive technologies opens up a range of opportunities that allow people to lead a healthy, productive, independent and dignified life, being a key support for people with disabilities or in a situation of dependency. The provision of assistive technology has long been a central component of occupational therapy and is key to minimizing barriers to functioning and promoting people's independence, although unfortunately, in Spain, training in assistive technology is limited, causing Occupational therapists may have difficulty making assessments, recommendations, and implementation of assistive technology solutions for a variety of people of all ages. The objective is to promote the training of occupational therapy students, professionals and teachers to understand and implement assistive technology in their daily practice. Through a practical guide, the necessary aspects are provided so that occupational therapists can address assistive technology taking into account the analysis of the activity of each person. It is hoped to raise awareness of the importance of assistive technology education and training for occupational therapists and its importance for independent living.

Using the CAIeRO Process to Embed Technology in the OT Programme.

Thursday, 26th October - 11:30: Oral Presentations Session 1 and Q&A - Oral Presentation

Prof. Roshni Khatri ¹

1. University of Northampton

In 2018 the University of Northampton adopted the Active Blended Learning Approach to facilitate the use of Technology Enhanced Learning (TEL). We used the CAIeRO (Creating Aligned Interactive educational Resource Opportunities), which is a structured workshop used for programme and module design. CAIeRO is a two-day workshop, attended by the module teaching team and run by a trained, independent facilitator. A CAIeRO involves students, external examiners, critical friends and other stakeholders, such as employers. This presentation reflects on the use of the CAIeRO to embed technology, active blended learning and simulated learning in the occupational therapy programme. Student and staff evaluations showed significant impact on student learning and experience. Creative and innovative methods for curriculum design ensure that technology and simulation are used at the right place and the right time to enhance curricula. The CAIeRO framework expertly combines subject knowledge, pedagogical theory, technological know-how and practical experience - while also allowing for innovation in all of these domains. The process ensures that learning, teaching and assessment are constructively aligned and technology is used appropriately rather than for the sake of using it.

Occupational therapy students' evidence-based practice skills as reported in a mobile app

Thursday, 26th October - 11:45: Oral Presentations Session 1 and Q&A - Oral Presentation

***Mrs. Susanne G. Johnson¹, Prof. Birgitte Espehaug¹, Mrs. Lillebeth Larun², Prof. Donna Ciliska³,
Mrs. Nina Rydland Olsen¹***

1. Western Norway University of Applied Sciences, 2. Norwegian Institute of Public Health, 3. McMaster University

Evidence-based practice (EBP) is part of healthcare education curriculum. EBP teaching methods should be multifaceted, interactive, clinically integrated, and include assessment. An innovative mobile app was developed for learning, documenting and assessing the EBP steps. The aim of this study was to assess occupational therapy students' EBP skills as reported in the *EBPsteps* mobile app. A cross-sectional design was utilized. Four cohorts of 150 students were invited to use the app. Descriptive statistics were used to present the data. Associations between question formulation and identifying research evidence were analysed with the chi-square test for repeated measures. 119 (79%) students used the app and produced 240 Critically Appraised Topics. We found that the students performed most of the EBP steps correctly, i.e. identifying information needs, searching for and critically appraising evidence. A positive association was found between question formulation and identifying research evidence ($p < 0.001$). Applying the evidence and evaluating practice change were the least correctly reported steps. The results guide further development of the app and educational instruction in EBP. *EBPsteps* is a new and relevant tool for students to learn and practice EBP and can be a valuable tool for educators to objectively assess the students' EBP skills.

Telepresence Robotics in Occupational Therapy Education: Using Robotics to Enhance Clinical Experience

Thursday, 26th October - 12:00: Oral Presentations Session 1 and Q&A - Oral Presentation

Dr. Kirsten Davin¹, Dr. Barbara Doucet¹

1. Baylor University - Occupational Therapy Doctoral (OTD) Program

This study aimed to determine if use of a telepresence robot was an effective design element that enhanced OT students' clinical experience. Participants experienced clinical instruction with (course FWIB) and without (course FWIA) the presence of a faculty-controlled telepresence robot simulating the roles of physician, social worker, and family within a series of eight simulated OT evaluation and intervention sessions.

Students completed the Simulation Design Scale [SDS] and Student Satisfaction & Self-Confidence in Learning tools [SSSL] after each experience. 85 SDS and 79 SSSL forms were matched and analyzed.

Averages (max 100) on the SDS were 82.87 ± 12.43 for FWIA, 92.73 ± 6.52 for FWIB; $p < 0.001$. SSSL satisfaction domain scores (max 25) yielded 21.63 ± 2.92 FWIA, 23.82 ± 1.87 FWIB, $p < 0.001$; self-confidence domain (max 40) yielded 33.34 ± 4.62 FWIA, 36.32 ± 3.69 , $p < 0.001$, total score (max 65) 54.97 ± 6.80 FWIA and 60.14 ± 4.99 FWIB, $p < 0.001$.

Students reported high satisfaction with use of a telepresence robot within clinical fieldwork experiences and reported a stronger learning effect with robot use in clinical simulation.

This study supports the use of this innovative teaching tool, exposing students to advanced technology and promoting the use of remote technology in clinic.

Immersing Innovation: Clinical simulation and standardized patient use in the hybrid classroom

Thursday, 26th October - 12:15: Oral Presentations Session 1 and Q&A - Oral Presentation

Dr. Kirsten Davin¹

1. Baylor University - Occupational Therapy Doctoral (OTD) Program

This poster aims to share innovative approaches to the provision of interactive hybrid and simulation-based Level I clinical fieldwork experiences within an Occupational Therapy Doctorate (OTD) program's hybrid design. This includes an overview of instructional methods to incorporating life-like virtual environments, use of simulated patients, the application of telepresence technology and clinical scenarios to develop professional competency and interprofessional collaboration within a three-course, Level I clinical fieldwork series.

A breadth of benefits is associated with simulation-based educational interventions, including timeliness and efficiency in feedback and the provision of guidance, the ability to seamlessly integrate other healthcare disciplines into the fieldwork experience, a unique opportunity to ensure patient safety through the use of simulated patients and adjust the skill level or difficulty of the experience to offer a greater degree of individualized learning and accommodation.

Since some methods of learning in healthcare curricula have witnessed a shift to hybrid and online platforms, alternative, yet innovative and interactive methods should continue to be explored to enhance the delivery of instruction for hands-on patient care skills within in a safe environment.

First master's degree in Occupational Therapy in France: experiences of distance learning

Thursday, 26th October - 11:30: Oral Presentations Session 2 and Q&A - Oral Presentation

Mrs. Muriel Sahraoui¹, Mrs. Sara Corella Perez¹, Mrs. Violaine Perrin¹, Mrs. Pauline Tellier¹, Dr. Cynthia Engels¹

1. UPEC

Introduction: In 2021, the UPEC University took up a double challenge: on one hand creating the first master's degree in Occupational Therapy in France, and on another hand, designing it exclusively for distance learning. These new pedagogical practices have expanded the learning opportunities already available to Occupational Therapists willing to engage in high-level education, reducing the burden of their geographical and financial situation. After 2 years of existence, we wondered about the benefits of this digital innovation in lifelong learning. This study aims to i. describe the pedagogical approach developed by the Master's lecturers and ii. analyse the perception of students and lecturers, regarding their experience of remote learning.

Methodology: This cross-sectional study uses a mixed-method research design based on questionnaires and semi-structured interviews with the master's students and lecturers to explore the experiences, challenges, and benefits of distance learning.

Results: This study provides valuable information about the experiences of students and lecturers of the Master's degree. It also provides an insight into how students and lecturers have successfully adapted to this new form of education.

Conclusion: This may help other institutions establish quality distance learning, and enrich existing programs to improve students' occupational justice and balance.

Virtual reality educational tool; preliminary experiences from an interdisciplinary project

Thursday, 26th October - 11:45: Oral Presentations Session 2 and Q&A - Oral Presentation

Ms. Elise Hauge¹, Mr. Hans Martin Kunnikoff¹, Ms. Gry Mørk¹, Dr. Silje Stangeland Lie¹

1. VID Specialized University

Virtual reality technologies have been gaining ground in health professions education and may offer students a platform to experience and learn how to master challenging situations without endangering patients or themselves. The purpose of the interdisciplinary “Solstien 3”-project is to provide students with a safer arena to acquire in-depth knowledge and skills. In this way the students may be better equipped to understand and act professionally and ethically when assisting people in vulnerable life situations.

The project has created four different personas and scenarios that reflect challenges students may face in clinical practice. The scenarios are visualized using pictures, text, and 360° -videos to be experienced through virtual reality headsets. After the virtual reality experience, students work with reflection tasks in groups, which enables training and practice of communication skills, how to handle challenging behavior, interdisciplinary collaboration and ethical reflection.

Occupational therapy students’ experiences with this student-active pedagogical approach are that they experience to be “in the middle of the situation”. They report appreciation for the opportunity to observe and practice repeatedly, as well as using theoretical knowledge and previous experiences to reflect on how they can handle similar situations in clinical practice.

Development of Therapeutic Competences through VR-technology. How is that possible?

Thursday, 26th October - 12:00: Oral Presentations Session 2 and Q&A - Oral Presentation

Prof. Rita Jentoft¹, Dr. Var Mathisen¹

1. UiT the Arctic university of Norway

Introduction: The objectives of the TeraVRi-project are to learn and strengthen students' therapeutic competence through the use of 360 Video and Virtual-Reality (VR) Technology. The purpose is to give a sense of presence when meeting people within a computer-generated, interactive three-dimensional environment.

Methodology: Framed within an action research perspective, several digital learning resources are developed and established within a pedagogical interprofessional learning context. Four groups of N-24 students representing occupational therapy, odontology and psychology explored if and how learning integrating VR technology can enhance their therapeutic competence. Focused ethnography with field-notes and audio-recorded focus group interviews gave data through the process for further analysis and refinement of the learning resources and activities.

Results: Preliminary analysis show that the learning resources enhance the student's ability to be present in different situations and set focus towards their acting, values, knowledge, skills and collaboration. In a realistic context emotions are activated and learning is experienced as time effective and motivating. Valuable feedback and adjustment towards therapeutic, technological, and pedagogical improvements enhanced learning for further students.

Conclusion: VR technology integrated in learning resources when meeting people in different challenging situations is experienced as valuable learning to enhance therapeutic competence among health students.

Becoming an OT through distance learning

Thursday, 26th October - 11:30: Oral Presentations Session 3 and Q&A - Oral Presentation

Mrs. Nele Castelein¹, Mrs. Aline Ollevier¹, Prof. Henri De Vroey¹

1. VIVES University of Applied Sciences

Remote learning is gaining popularity among students, especially thanks to the particularly high flexibility in where and when one studies. Therefore, VIVES UAS offers already 32 bachelor's programs through distance learning and recently as well one for OT. This is a high-quality OT distance learning program focusses on professional and personal growth.

This presentation will focus on the development of the distance learning program and lessons learned in the past two years. The self-paced study program (with knowledge clips, instructional videos, in-depth training on campus, (online) teaching methods and (online) guidance) is organized so that basic subjects are covered, and then used as a foundation for further in-depth training on campus and during practical training. The study path is tailored to a student's specific needs, monitoring a healthy occupational balance. The swift feedback and flexible exam planning system ensures a steady and continuous study progress. Building on two decades of expertise in distance learning within VIVES, we facilitate and empower interaction between students and lecturers via an online communication platform, and regular physical meetings.

A good organization of this study path, but also finding a balance between the needs of the students and the staff involved is a continuing process.

Feasibility of learning paths using the 'eUlift'-app in educational programs

Thursday, 26th October - 11:45: Oral Presentations Session 3 and Q&A - Oral Presentation

***Mrs. Nele Castelein¹, Mrs. Aline Ollevier², Mr. Lander Hinnekens², Ms. Lore Devreeze²,
Mr. Lars Persyn²***

1. Vives University of Applied Sciences, 2. VIVES University of Applied Sciences

Despite all the efforts, costs in healthcare remain high as a result of work-related musculoskeletal complaints among healthcare professionals (Asuquo et al., 2021). This is frequently associated with patient handling because of the repetitive movements and heavy weights (Amaro et al., 2018; Zenker et al., 2020). Therefore, an innovative and free app was developed to train and educate safe patient handling techniques.

The app, eUlift consists of an e-book with underlying theory: basic principles of safe patient handling and ergonomics; videos and descriptions of postures and movement techniques. These techniques can be viewed by 3D-animations. The mobility of your client can also be evaluated using this app.

To facilitate practical education, learning paths were developed. Those learning paths were introduced and proposed through a presentation in different educational institutions in Belgium. The feasibility was evaluated by a questionnaire. We then incorporated this data into our presentation for Enothe.

The integration of learning paths in this app can have a significant impact on various educational institutions to teach students various movement techniques.

We are already very enthusiastic and hope to share this enthusiasm about the eUlift-app with you at the Enothe conference.

Online skills training in healthcare education: dream or reality?

Thursday, 26th October - 12:00: Oral Presentations Session 3 and Q&A - Oral Presentation

Mrs. Lies Goemaere¹, Mrs. Lieve Debackere²

1. University of Applied Science Vives, 2. University of Applied Sciences Vives

Introduction

Training job-specific skills such as ergonomics, is crucial in the field of healthcare. Today's education evolves towards more digital and blended learning methods. Yet, the question remains whether these new teaching methods are suited for training practical skills.

Methods

First, a systematic review of the literature on online skill training was conducted. Consequently, a learning path- on ergonomics was developed based on the results of the review. Feedback on the learning path was provided by three student-users. After this, the learning path was conducted with students of distance learning and regular education. In regular education, the online learning path was offered in a blended way. Students went through the LP independently. Practical skills were repeated during the practical class, and evaluated by means of a practical exam. In distance education, the LP was completed remotely and practical skills were also evaluated through the use of video recordings and by taking photos.

Results

The final results will be available when the LP is tested by more students.

Conclusion

Online skills training within a blended approach seems to be a successful teaching method, and should be further tested and refined.

VR Occupational Performance Intervention

Thursday, 26th October - 12:15: Oral Presentations Session 3 and Q&A - Oral Presentation

Mrs. Siska Vandemaele¹, Mrs. Ilse Meerschaert¹

1. MSc

Introduction

Several classic interventions are used in occupational therapy (OT), however, it is a challenge to have use technology. The aim of this research was first to develop immersive OT VR Interventions 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 Interventions are created.

Results and discussion

Three assessment tools were already 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. VR Intervention tools will be developed. 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, the development of VR Interventions is running. 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.

Part-Time Bachelor Program for Occupational Therapy: A Pilot Experience in Vienna/Austria

Thursday, 26th October - 11:30: Oral Presentations Session 4 and Q&A - Oral Presentation

Mrs. Petra Schwab¹, Mrs. Michaela Stoffer-Marx¹

1. university of Applied Sciences Vienna

Lifelong learning in terms of attending full-time education programs is frequently just a theoretical concept. For some people, it is not manageable due to their life situation.

An offer for occupational therapy training restricted to full-time programs means that becoming an occupational therapist in Austria is not (easily) accessible for, e.g., persons with intensive care responsibilities, those who have to work for financial reasons, or those whose health condition impedes a full-time study. If those individuals nonetheless try, decreased health or personal situations regularly arise as a consequence of the intense workload during the three-year training.

To increase the diversity of occupational therapy students and reduce overload, the University of Applied Sciences FH Campus Wien started part-time pilot programs for Occupational Therapy, Physiotherapy and Biomedical Science in 2023.

We give an overview of the new part-time occupational therapy education by:

- Describing the development process of the part-time compared to the full-time track
- Sharing first experiences with the initial part-time cohort
- Comparing demographic aspects of full-time and part-time cohorts

CREATION OF AN OT TEACHING AND CARE UNIT. UNIVERSITY OF SALAMANCA

Thursday, 26th October - 11:45: Oral Presentations Session 4 and Q&A - Oral Presentation

Dr. Eduardo Fernandez¹, Dr. Maria Luisa Monroy¹, Dr. Celia Sanchez¹, Dr. Ana Belen Calvo¹, Dr. Patricia Zamarreño Calvo¹, Ms. Rosa Maria Sanchez¹, Ms. Maria Eugenia Iglesias¹, Ms. Amparo Luengo¹, Ms. Maria Eugenia Calvente¹

1. University of Salamanca

The Occupational Therapy Teaching and Care Unit (UDATO) was created with the aim of providing an internship programme for students of the Degree in Occupational Therapy at the University of Salamanca.

The UDATO provides a clinical assessment and treatment service for people, at any stage of their life cycle, with ineffective occupational performance. This care service has meant an advance for the degree, as it enables students to generalise the theoretical contents and connect them with professional practice in an educational environment.

This new academic context means an improvement in teaching through the use of methodologies that are imminently practical and adjusted to the reality of dealing with patients, allowing the development and learning of attitudinal, conceptual and procedural skills necessary for future occupational therapists.

Since its creation, various competitive and innovative teaching projects have been funded (ID2021/045, ID2021/132, ID2015/0129), related to the satisfaction of students with the implementation of the unit and the satisfaction of users who come to the teaching-care service, as well as other controlled clinical trials (GRS 2181/A/2020, USAL/18L1FD).

OT curriculum in transition: challenges and opportunities during a quality assurance audit

Thursday, 26th October - 12:00: Oral Presentations Session 4 and Q&A - Oral Presentation

Dr. Marjorie Bonello ¹

1. University of Malta

A quality assurance programme review is essential for any curriculum including occupational therapy. It allows for the comprehensive evaluation of the curriculum's effectiveness in achieving desired learning outcomes, while identifying areas for improvement. This presentation will elaborate on the challenges and opportunities encountered during a recent Occupational Therapy curriculum review at the University of Malta. As our department had been incrementally trying to incorporate an occupational science perspective into our programme, we decided to conduct this review with this vision in mind.

The review process highlighted areas where the curriculum needs to be updated and where occupational science principles can be integrated. Achieving this goal will require a significant shift in perspectives, revision of learning outcomes, development of new course content and stakeholder engagement. The path to achieving these goals will not be without its obstacles, including faculty development/training, formalising previously assumed practices, as well as time/resource constraints.

This presentation will underscore the positive aspects of a programme review process, especially for curricula in transition such as occupational therapy. By working collaboratively, it is possible to capitalise on such opportunities to equip graduates with the necessary attributes to provide effective practice across a broad range of occupational therapy practice contexts.

Intrinsic relationships between learning conceptions, preferences for teaching and study approaches

Thursday, 26th October - 11:30: Oral Presentations Session 5 and Q&A - Oral Presentation

Prof. Tore Bonsaksen¹, Dr. Adele Breen-Franklin²

1. Inland Norway University of Applied Sciences, 2. St. Joseph's University

Students' approach to studying is an important precursor for both clinical and academic performance. Learning conceptions and preferences for types of teaching have been linked to study approaches in undergraduate students from Norway, whereas we have no knowledge of similar studies testing relationships between these factors among postgraduate students from the USA. This presentation reports from a study examining cross-sectional associations between US American occupational therapy students' study approaches, learning conceptions, and preferences for teaching. Data were collected using the Approaches and Study Skills Inventory for Students. Associations with students' scores on study approach scales were analyzed with multivariable linear regression analyses. Higher scores on the deep learning concept were associated with higher scores on the deep study approach ($\beta=0.22$, $p<0.05$). Higher scores on deep learning concept ($\beta=0.24$, $p<0.05$) as well as on surface learning concept ($\beta=0.18$, $p<0.05$) were associated with higher scores on the strategic approach. Finally, higher preference for the 'transmitting information' teaching type ($\beta=0.22$, $p<0.05$) were associated with higher surface approach scores. Faculty in occupational therapy programs should encourage students to adopt a deep learning concept and should also be mindful of students with a preference for the transmitting information teaching type.

Learning environment, study approaches and student performance: repeated cross-sectional analyses of associations

Thursday, 26th October - 11:45: Oral Presentations Session 5 and Q&A - Oral Presentation

Prof. Tore Bonsaksen¹, Dr. Astrid Gramstad², Dr. Linda Stigen³, Ms. Trine Magne⁴, Ms. Tove Carstensen³, Ms. Jenny Solveig Mygland¹, Mrs. Susanne G. Johnson⁵, Ms. Gry Mørk⁴

1. Inland Norway University of Applied Sciences, 2. The Arctic University of Norway, 3. Norwegian University of Science and Technology, 4. VID Specialized University, 5. Western Norway University of Applied Sciences

Studies into relationships between learning environment perceptions, study approaches, and student performance in higher education have largely followed cross-sectional designs. Thus, whether associations are consistent across years of study, is unknown. This presentation reports from two articles that (i) examined associations between occupational therapy students' academic performance, study approaches, and learning environment perceptions in the three study years, and (ii) evaluated the results' consistency across study years. Data on students' learning environment perceptions, study approaches, and exam grades were collected annually. Associations with student performance were analyzed with linear regression analyses and compared year-over-year. In the first study year, better performance was associated with female gender, higher strategic approach, and lower surface approach. In the second year, better performance was associated with having occupational therapy as the preferred line of education, lower student autonomy, and higher strategic approach. In the third year, better performance was associated with having occupational therapy as the preferred line of education, female gender, and lower surface approach. Thus, associations with students' performance showed differences and similarities across the three study years. Empowering students may involve providing diverse types of support at various stages of the education program.

Study, self-efficacy, and mental health changes in students during COVID-19

Thursday, 26th October - 12:00: Oral Presentations Session 5 and Q&A - Oral Presentation

Dr. Elaina DaLomba¹, Prof. Tore Bonsaksen², Dr. Mary Jan Greer³

1. U.S. Army Baylor Doctor of Science in Occupational Therapy Program, 2. Inland Norway University of Applied Sciences, 3. University of Saint Augustine

There is growing concern about student mental health, particularly during times of crisis, such as the COVID-19 crisis. Mental health factors impact self-efficacy and study behaviors, thus there is a need to explore changes in these factors during the pandemic. The aim of this study was to explore changes in allied healthcare students' approaches to studying, self-efficacy and positive mental health before and during the COVID-19 crisis. The Approaches and Study Skills Inventory for Students, General Self-efficacy scale, Mental Health Continuum – Short Form were given to graduate students (n=26) prior to, and one year into the pandemic. Repeated measures analyses of variance were performed. General self-efficacy scores increased with large effect size, while no significant change pattern was observed for mental health scores. The decrease in strategic study approach scores had a large effect size. The changes in deep and surface study approach scores across time were not statistically significant. While students sustained their mental health and increased their self-efficacy, students may benefit from assistance in organizing daily academic routines and fostering community support during times of crisis.

Students' and Teachers' Perspectives on Skills Training - Needs to Practice Communication

Thursday, 26th October - 12:15: Oral Presentations Session 5 and Q&A - Oral Presentation

Ms. Muriel Marieke Kinyara¹, Ms. Hanna Brodowski², Ms. Anna Dammermann³, Prof. Corinna Peifer⁴, Prof. Katharina Roese¹

1. Institute of Health Sciences, Department of Occupational Therapy, University of Luebeck, 2. Institute of Health Sciences, Department of Physiotherapy, Pain and Exercise Research Luebeck (P.E.R.L), University of Luebeck, 3. Institute of Social Medicine and Epidemiology, Nursing Research Unit, University of Luebeck, Germany, 4. Department of Psychology, Research Group Work and Health, University of Luebeck

Communication skills have an impact on patient-related outcomes, just like medical or therapeutic skills (1). Therefore, health care professionals need to undertake training on communication competences during their education (3, 4). Skills labs are suitable for training communication skills in various ways (4, 5). Based on examples of current teaching and learning practices of communication skills in health sciences degree programs at the University of Luebeck, this oral presentation focuses on students' and teachers' perspectives on clinically oriented skills training. In the Project LABORATORIUM ("Artificial Intelligence [AI] in Higher Education"), an AI-supported learning assistance for training person-centred and interprofessional communication in health professions is being developed (2). Within this project, students and teachers were interviewed about their perspectives and needs for practising communication. Focus groups with students and individual interviews with teachers of relevant modules were conducted. The interview transcripts were evaluated deductively and inductively by content analysis. Ethical approval was obtained.

In study programs of medicine, psychology, nursing, midwifery, physiotherapy, speech and language therapy and occupational therapy communication is taught. Findings show differences and similarities in the structure and approach. We will discuss the advantages and disadvantages of this diversity in relation to the needs of students and teachers.

Professional body collaboration to support practice-based learning: Stronger together

Thursday, 26th October - 11:30: Oral Presentations Session 6 and Q&A - Oral Presentation

Mrs. Carolyn Hay¹, Ms. Claire Ainsworth¹

1. Royal College of Occupational Therapists

We, the Royal College of Occupational Therapists (RCOT) and the Chartered Society of Physiotherapy (CSP) have collaborated to develop a set of Principles of practice-based learning.

Occupational therapy, physiotherapy, and many other allied health professions, are experiencing the same challenges in workforce and pre-registration placement capacity. We have similar models of pre-registration education, and we frequently work together in practice. Therefore there is a collective opportunity to better shape and support the provision of placements, an essential component of all programmes, for our future workforce. A set of seven principles of practice-based learning were developed. Each principle has a strong theme supported by an evidence-focussed narrative. The principles recognise that without quality and sustainable practice-based learning opportunities there will be no future workforce, and programme teams, practice and learners can all work together to support their development and enhancement.

Launching in October 2022, the principles and supporting resources have been positively received by all stakeholders. Professional body collaboration has also been highly valued.

This presentation will discuss the principles and provide some initial feedback as to how practice, education providers and learners are using them to develop their placement offer and experiences.

Explaining a field practice support system promoting clinical reasoning and identity development

Thursday, 26th October - 11:45: Oral Presentations Session 6 and Q&A - Oral Presentation

Mrs. PETERKENNE Marie-Claude¹, Ms. Anne Ledoux¹, Mr. Marc-Eric Guisset¹

1. Leonardo da Vinci University College

In line with the occupational therapist's professional profile, universities train reflective practitioners who can act autonomously in constantly changing contexts and provide appropriate, creative, and innovative responses to complex problems. To meet this mission, the skills of clinical reasoning (Audétat, 2017) and reflexivity on, in, and for action (Bocquillon, & Derobertmeasure, 2018) must be developed and offered within the training program. A pedagogical mechanism to support professional practices, throughout the training, was set up based on a reflexive analysis of practices and on proactive, interactive, and retroactive regulation (Colognesi, Deprit & Van Nieuwenhoven, 2021) so that the student can step back from the practice and actively participate in the construction of the personal, student and professional identity (Ashby & all, 2016; Fray & Picouleau, 2010) as well as to update and develop their knowledge, know-how and interpersonal skills useful for clinical reasoning. The presentation will explain the context in which the pedagogical mechanism was implemented, the means used to meet the identified needs, and the qualitative results obtained from both students and teachers.

Boundary crossing participatory education and research in a community based ethno-cultural setting

Thursday, 26th October - 12:00: Oral Presentations Session 6 and Q&A - Oral Presentation

Mr. Soemitro Poerbodipoero ¹

1. MSc

Dutch society faces major future challenges putting populations' health and wellbeing at risk. An ageing population, increase of chronic diseases, multimorbidity and loneliness lead to complex healthcare demands. Urban areas have to meet challenges of a growing and super divers population often with a migration background (GGD, 2021; Health Holland, 2020). Increasing inequalities in people's health and opportunities seem to be related to combinations of living in poor circumstances and housing, psychological problems, low health literacy, loneliness, no (paid) work and/or (imminent) financial debts. This leads to a decline in livelihood security and has had a major impact on their health in recent years (RVS, 2020).

This projects promotes health and wellbeing of senior citizens by combining interventions, participatory research and educational perspectives from occupational therapy, social work and hidden voluntary social work. The bachelor programs and research groups of social work and occupational therapy innovate curricula and practice-oriented research by multidisciplinary and cross-domain approaches.

The objective is to empower students, lecturers and researchers to take roles as flexible change agents delivering services fitting needs of a community based ethno-cultural organization that seeks to research and expand their informal services to connect with and build with professional care organizations.

Fieldwork supervising: Challenges and benefits.

Thursday, 26th October - 12:15: Oral Presentations Session 6 and Q&A - Oral Presentation

*Ms. Hólmþís Methúsalemsdóttir*¹, *Mrs. Hulda Þórey Gísladóttir*¹

1. University of Akureyri

Fieldwork supervision is critical to the profession and empowers OT students to transition from student to practitioner, and OT fieldwork supervisors play an essential role. OT Fieldwork supervisors also benefit from fieldwork supervision, which can strengthen professional development. This is especially true when the supervisors' environment is supportive and encouraging. While fieldwork supervision is critical, little research has sought to understand the contextual factors that influence OT fieldwork supervision. The purpose of this qualitative descriptive study was to shed light on factors that motivate occupational therapists to become fieldwork supervisors, what challenges they might face and what can support them in this role. We conducted four focus groups with 25 OT fieldwork supervisors in Iceland who supervised occupational therapy students during 2020-2022 and analyzed the transcripts using qualitative content analysis. Preliminary results show that fieldwork supervision is influenced by the fieldwork supervisor, the fieldwork site, and the student's university in specific ways. The findings can support occupational therapy practitioners and programs to identify strategies for enhancing collaboration for quality fieldwork supervision.

Approaches to studying: Changes during a three-year undergraduate study program

Thursday, 26th October - 11:30: Oral Presentations Session 7 and Q&A - Oral Presentation

Ms. Gry Mørk¹, Dr. Astrid Gramstad², Dr. Lene Angell Åsli², Dr. Linda Stigen³, Mrs. Susanne G. Johnson⁴, Ms. Trine Magne¹, Ms. Tove Carstensen³, Prof. Milada Cvancarova Småstuen⁵, Prof. Tore Bonsaksen⁶

1. VID Specialized University, 2. The Arctic University of Norway, 3. Norwegian University of Science and Technology, 4. Western Norway University of Applied Sciences, 5. Oslo Metropolitan University, 6. Inland Norway University of Applied Sciences

In health profession student groups, including occupational therapy students, approaches to studying are important for clinical and academic outcomes. However, it is disputed whether higher education students' approaches to studying are amenable to change. In this study, Norwegian occupational therapy students' (n=263) approaches to studying were assessed annually across the three-year course, with the aim of exploring changes during the undergraduate study program. Sociodemographic information and the *Approaches and Study Skills Inventory for Students* were completed. Changes during the follow-up period were analyzed using linear mixed models for repeated measures. A significant increase in deep approach scores and a decrease in surface approach scores during the study program were revealed. The strategic approach remained unchanged over time. Overall, the study suggests that the students' approaches to studying changed in a positive direction during the study program. Efforts to adjust learning activities and the learning environment so that students are empowered to shift from a surface towards a deep study approach are warranted.

Stable and unstable associations between learning environment factors and study approaches

Thursday, 26th October - 11:45: Oral Presentations Session 7 and Q&A - Oral Presentation

Ms. Gry Mørk¹, Dr. Linda Stigen², Dr. Astrid Gramstad³, Ms. Trine Magne¹, Ms. Tove Carstensen², Prof. Tore Bonsaksen⁴

1. VID Specialized University, 2. Norwegian University of Science and Technology, 3. The Arctic University of Norway, 4. Inland Norway University of Applied Sciences

Knowledge about relationships between learning environment variables and students' approaches to studying, may be used to empower students to adopt productive instead of unproductive study approaches. However, few studies have explored such relationships over time. In two consecutive cross-sectional analyses performed in this study, Norwegian occupational therapy students' perceptions of their learning environment and their approaches to studying were assessed in the second (162 students) and third (193 students) year of their study program. In addition to sociodemographic information, the students completed the Course Experience Questionnaire and the Approaches and Study Skills Inventory for Students, with the aim of exploring whether associations between learning environment variables and study approaches were stable across time. The data were analyzed with hierarchical linear regression analyses. Relatively stable associations with the students study approaches were found for the learning environment variables 'generic skills' and 'appropriate workload'. The learning environment variables 'clear goals and standards' and 'student autonomy' were directly associated with study approaches in both study years, but the nature of the associations shifted during the study period. Thus, knowledge of stability and change in these relationships may assist faculty staff in promoting a well-functioning learning environment throughout the study program.

Ideas on how to support the relation between theory and practice

Thursday, 26th October - 12:00: Oral Presentations Session 7 and Q&A - Oral Presentation

*Mrs. Rina Juel Kaptain¹, Mr. Jacob Østergaard Madsen¹, Mrs. Anna Marie Lassen¹,
Mrs. Kristina Tomra Nielsen¹*

1. University College of Northern Denmark

Introduction

Transfer of learning from an academic setting to clinical practice and vice versa is described as a challenge. The aim of this study is therefore, to identify, organize and prioritize ideas on how to support the relation between theory and practice in occupational therapy (OT) education.

Methodology

Group Concept Mapping (GCM) was applied involving six phases: preparing, generating ideas (brainstorming), structuring statements (sorting and rating importance), analyses, interpreting the map (validation) and utilization (developing a conceptual model). The phases involved both face-to-face sessions and online participation. Occupational therapy students, lecturers, and fieldwork educators participated.

Results

A total of n=23 students, n=8 lecturers and n=8 field work educators participated in generating ideas at face-to-face sessions and generated n=123 unique ideas. Next n=13, n=10 lectures and n=7 fieldwork educators sorted and rated the ideas online, resulting in a cluster rating map with eight clusters (representing themes). At a validation meeting with students, lecturers and fieldworks educators, the cluster rating map was discussed and adjusted.

Conclusion

The results revealed seven clusters, representing themes of importance for supporting the relation between theory and practice in OT education. This, information is useful during the process of planning and developing the OT education.

Integrated Model of Interprofessional Education in Occupational Therapy and Physiotherapy

Thursday, 26th October - 12:15: Oral Presentations Session 7 and Q&A - Oral Presentation

Mrs. Jill Morgan¹

1. Cardiff University

This presentation will share a model of interprofessional education (IPE) in use at Cardiff University with MSc Pre-registration Occupational Therapy and Physiotherapy students. IPE is a key concept embedded through the spiral curricula of both programmes and students follow a 2-year journey exploring concepts well suited to interprofessional learning. Students pursue topics related to understanding self, the professions, stereotypes, inequality, inclusivity, promotion of health, behaviour change, and environmentally sustainable practices.

The blended approach used allows students to experience a range of activities (face-face, online, asynchronous) and academic staff can facilitate debate and discussion, rather than deliver content. Meaningful relationships are built through group work as the foundation to the module, with students encouraged to use peer-peer learning support and action learning. This continues in clinical practice in addition to classroom-based activities.

As the module progresses, expectations of self-directed learning increase. Students are empowered to work together to design an intervention project to address a self-identified healthcare inequality in a local population/demographic. IPE culminates with a student-led symposium to showcase project ideas to stakeholders, peers, and service users.

The presentation reflects on the barriers, enablers, challenges, and successes of running this model from educator and student viewpoints.

How to facilitate personal leadership and self-efficacy and in OT-education

Thursday, 26th October - 11:30: Oral Presentation Session 8 and Q&A - Oral Presentation

***Mrs. Minjou Lemette*¹, *Mrs. Renee Mulders*²**

1. University of Applied Sciences of Rotterdam, 2. Han University of applied science

Self-efficacy is the belief that an individual possesses the skills needed to accomplish a desired task or goal. Self-efficacy reflects a person's self-confidence in how they think and are motivated to approach activities. In education, self-efficacy refers to a student's belief that he or she can perform academic tasks, also how they feel, think, motivate, and perform. Therefore, higher self-efficacy is likely to be related to academic success.

The future demands define a new paradigm of education as the interconnection of three elements that continuously redefine and build an individual: a relationship to oneself, a relationship to the surroundings, and an object. The process of emotional development as forming a relationship with oneself, i.e., self-competences, evolves along different life stages, including parental education, formal, non-formal, and informal learning. Self-efficacy is intertwined with personal leadership.

As occupational therapists, we show leadership in our various roles. We emphasize the importance of building the leadership in OT-education. Mentoring is one way to promote leadership.

We suggest that OT educators should emphasize the development of personal leadership, resilience, and reflective thinking in their curricula to better prepare students for successful fieldwork placements.

Reflective learning and fieldwork practice: Understanding the tutor's role

Thursday, 26th October - 11:45: Oral Presentation Session 8 and Q&A - Oral Presentation

Dr. Cristina Rodríguez-Sandiás¹, Dr. José Luis Medina Moya²

1. University College of Nursing and Occupational Therapy, Autonomous University of Barcelona, 2. University of Barcelona

The need to prepare occupational therapists with capacity to analyse and reflect about hands-on practical experience has been subject of debate in occupational therapy since the 1980s. The fieldwork practice is a rich learning environment in which students, through experimentation, can apply and integrate theory, as well as develop skills. Moreover, by reflecting, students can become *in situ* investigators.

This oral presentation points out to some of the results of a research which aimed to understand the reflective dimension of group tutorials, which are performed weekly as support for students enrolled in EUIT, UAB. To this end, a qualitative study was devised using an interpretative and phenomenological approach, and an instrumental and interpretative case study methodology. Information was collected through observation, document analysis, and in-depth interviews (both final interviews and interviews to recall and analyse situations observed in the tutorials).

The study concluded that in the tutorials, the reflective learning scenario becomes a complex, flexible and dynamic opportunity in which the practicum, the tutorial, the students, the tutor, the tutor's interpretative framework, and the group, converge and interrelate. This presentation will focus in the tutor and in how this component has the capacity both to assist and to obstruct reflection.

Into the unknow – a role shift from expert to educational coach

Thursday, 26th October - 12:00: Oral Presentation Session 8 and Q&A - Oral Presentation

Mrs. Verena Langlotz Kondzic¹

1. Zurich University of Applied Sciences

An upskilling process was initiated at ZHAW to learn how to design project-based (Dewey, 1916), experiential (Passerelli & Kolb, 2021, Kolb 2015) and human-centred entrepreneurial learning environments (Heikkinen, Seppänen, Isokangas, 2016). One important factor was to shift from the role of expert to the role of an educational coach. In this role educators adopt a collaborative, encouraging style, creating a brave space to help students learn from experiences in their life context. The upskilling process can be understood as a meaningful transformation (Mezirow, 2000). The educators received little theoretical training about coaching before stepping into their role. The ten educators had three opportunities to workshadow experienced coaches meanwhile coaching their own groups in pairs.

The human centred design approach accelerated a new culture of failing, being vulnerable which in turn helped them in their new roles. Stepping into the unknown and away from the expert role has been seen as fulfilling and challenging. The feedback of the students was mixed, while some students said they found the coaching helpful and appreciated the eye level approach. This is the start of a longer process of becoming educational coaches and it will be followed up by more training, hands-on learning and reflection.

Use of an internal apprenticeship to empower students and teachers.

Thursday, 26th October - 12:15: Oral Presentation Session 8 and Q&A - Oral Presentation

Ms. sietske romkema¹, Ms. Aafke van der Schaaf¹, Dr. Debbie Kramer-Roy¹

1. Hanze University of Applied Sciences

Introduction

Preparing occupational therapy students for clinical placements is a challenging task for educators. At Hanze University of Applied Sciences, students are required to do an internal apprenticeship in their 2nd year in 'de leerwerkplaats' (the learn-and-work-place).

Methodology

In small groups students learn to treat patients, practice clinical reasoning skills and develop a professional and reflective attitude. To support their students development teachers work together to develop a toolbox with examples of relevant, usable and effective educational tools. This also contributes to the professional development of (the knowledge of) teachers.

Results

This year (22/23) seven groups of students set up their own apprenticeship. Students learnt about entrepreneurship, about treating patients but also about their professional attitude.

We are planning to collaborate with care homes so that four consecutive lessons can take place there. With this we further improve the learning abilities. It will able students to treat disabled persons and to follow-up their treatment.

Conclusion

We use 'de leerwerkplaats' (the learn-and-work-place) as an innovative educational design. This method is empowering the students by taking their own responsibility. Although we are still improving this working method we assume that it has a lot of advantages for students as well as teachers.

New technologies for use in occupational therapy

Thursday, 26th October - 14:30: Workshop 1 - Workshop

Mr. Nestor Aparicio Martín¹, Dr. Estibaliz Jimenez-Arberas²

1. UVIC, 2. Terapeuta ocupacional. Facultad Padre Ossó

This workshop aims to show three units of new technologies: 3d printing, arduino and makey-makey. Sometimes therapists are forced to recommend the purchase of expensive products that, deep down, do not fully adapt to the needs of the patient. 3D printing creates the solution adapted to each type of person and, in addition, allows multiple tests to be carried out at a low cost until the part that helps the user is found. 3D printing can help democratize occupational therapy products that are sometimes very expensive, either by improving them or by custom creating them.

It is very common for occupational therapists to create low cost buttons, in this sense the use of makeymakey will be described and tested during the workshop with a range of 10 different activities.

Arduino is an open source electronics creation platform, which is based on free hardware and software that is flexible and easy to use for creators and developers. Arduino is widely used by occupational therapists to make assistive technologies but also to support activities.

The workshop has a totally practical approach where three useful tools are intended to be shown for any group and any clinical occupational therapist.

Hybrid Occupational Therapy Education: Leveraging Digital Innovations and Building a Community of Inquiry

Thursday, 26th October - 14:30: Workshop 2 - Workshop

Dr. Marian Gillard¹, Dr. Kayla Collins¹, Dr. Kirsten Davin¹, Dr. Kendra Gagnon²

1. Baylor University - Occupational Therapy Doctoral (OTD) Program, 2. Johns Hopkins University School of Medicine

This 90-minute workshop showcases an innovative approach to Occupational Therapy education, leveraging a hybrid learning environment to accelerate time to degree and enhance accessibility, flexibility, and scalability in health professions education. Presenters will share how a hybrid model of health professions education is built from the ground up with a “just right” blend of online synchronous and asynchronous learning activities, face-to-face immersive hands-on labs, experiential learning, and interprofessional education to provide a collaborative, learner-centered, inclusive educational experience. Attendees will learn strategies for incorporating digital technology into occupational therapy education, and gain insights into how technology can be used across health professions programs to build a community of inquiry, enhance clinical reasoning and decision-making skills, and address the needs of diverse populations. The workshop provides attendees with job aids to facilitate program design and planning, aligning with the need for health professions education programs to remain sustainable, relevant, and credible by being flexible and adaptive to future trends.

Sharing experiences in organising an ENOTHE Student Summer School responsive to society

Thursday, 26th October - 14:30: Workshop 3 - Workshop

***Prof. Ursula Costa*¹, *Dr. Jennifer Grau*², *Ms. Zuzana Rodova*³, *Dr. Loreto González-Román*⁴, *Ms. Magdalena Schlögl*⁵, *Ms. Angela Palacios*⁶**

1. Health University of Applied Sciences Tyrol, 2. University of Terrassa, 3. Charles University, First Faculty of Medicine, 4. EUIT, 5. Health University of Applied Science Tyrol, 6. SPOTeurope

Living in current society, digitalisation impacts everybody's daily lives including health care, and asks for the development of new teaching methods. Three European partner Universities have developed an online course together with ENOTHE and SPOTeurope. In this workshop, we share our experiences in organising an international summer course, considering students' perspectives in the course development, faced challenges in the past years, and future perspectives.

Using a virtual platform, we have, up to now, delivered three editions of a 4-day summer course for occupational therapy students across Europe, focusing on digital and community perspectives to bring innovative and sustainable 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 can enhance 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 and it includes students' perspectives and international collaboration. These aspects have been fundamental to facilitate invaluable intercultural dialogue sharing occupational therapy approaches and experience in diverse community contexts.

Community-Engaged-Scholarship: Approaching the future by exploring pedagogical experiences

Thursday, 26th October - 14:30: Workshop 4 - Workshop

**Ms. Nadine Blankvoort¹, Dr. Margarita Mondaca², Ms. Marina Georgiadou³, Mr. Theo Bogeas⁴,
Dr. Claire Hart⁵, Dr. Sandra Schiller⁶**

1. Amsterdam University of Applied Sciences, 2. Karolinska Institute, 3. European University Cyprus, 4. SolidarityNow, 5. North Umbria University, 6. HAWK

Community Engaged Scholarship (CES) aims to develop mutually beneficial relationships between educational and research institutions and communities. In this project, we understand CES as a commitment to engaging in projects which acknowledge power imbalances and give space to discuss aspects of diversity, decolonization and inclusion with students engaged within them. With many projects being organized in the community as part of Occupational Therapy education, it is important to reflect on the ethics within working with communities, and the role of educators in facilitating them.

This workshop is hosted by a group which aims to develop a resource toolkit for occupational therapy educators engaging with communities in education. The toolkit aims to facilitate critical reflection *prior to and during* community projects on aspects related to organizational issues and theoretical perspectives, as well as critically examining the curriculum, including the hidden curriculum. The workshop will present the findings of a pedagogical project which examined current experiences of students and teachers who have been involved in community projects as part of occupational therapy education grounded in multiple international settings. Participants will engage with the findings, discussing them in a fishbowl format and their relation to potential future guidelines for an educators' tool-kit.

Enhancing School-Based Occupational Therapy: Collaboration of Students and Educators to Optimize Curricular Content

Thursday, 26th October - 14:30: Workshop 5 - Workshop

***Ms. Javiera Salazar*¹, *Mrs. Sophie Ulbrich-Ford*², *Mrs. Michelle Bergin*³, *Mrs. Debbie Kramer-Roy*⁴,
*Mrs. Nathalie Buhagiar*⁵**

1. Universidad del Desarrollo, Chile, 2. University of Applied Health Sciences, Occupational therapy department Wiener Neustadt, 3. Lulea University of Technology, 4. University of Applied Sciences Hanzehoogeschool Groningen, 5. L-Università ta' Malta

The workshop is intended for educators and students in bachelor's degree programs in occupational therapy and is aligned with the theme of "Empowering Students and Teachers". The results of a survey of occupational therapy students regarding their preparation for working in school-based settings will be presented. Participants of the workshop will have the opportunity to discuss the survey findings and explore potential ways to improve the curricular content and preparation for SBOT. Through interactive activities and group discussions, participants will explore the unique challenges and opportunities of working in a school-based setting. Participants will identify the learning activities that will contribute to gaining the competences for these challenges. Additionally, the workshop will feature an exploration of a website designed to support teachers in finding appropriate learning activities related to SBOT. As this website can also be used by students, participants will have the opportunity to discuss and explore the website together and provide feedback on its usability and effectiveness for both, students and educators.

Adults' dysphagia workshop. Learning by doing, from a Spanish perspective.

Thursday, 26th October - 14:30: Workshop 6 - Workshop

Ms. M^a Isabel Fernández Méndez ¹

1. Terapeuta ocupacional. Facultad Padre Ossó

Swallowing is considered as an integral part of occupational performance in eating and drinking activities in a natural context. This requires coordinated cognitive and sensorimotor activity. Occupational therapists provide skilled care to clients of all ages with dysphagia, working together with clients and caregivers to determine mutual goals and optimal outcomes for swallowing skills. They provide focused interventions addressing a range of swallowing components.

This workshop will focus on showing the assistants how students from the Facultad Padre Ossó develop skills related to manage people with dysphagia. We can also use typical meals adapted to the Spanish context and dysphagia problems as well, using textured modified food and thickened drinks as well as positioning techniques. Participants of this workshop will learn by doing, providing the participants the strong feeling of having problems with swallowing, by changing their neck posture, losing visual control, or even not closing properly their mouth.

Interprofessional skills: it's showtime for interprofessional bachelor thesis

Thursday, 26th October - 16:30: Meet-Up 1 - Meet-Up

Dr. Steffy Stans¹, Dr. Anita Stevens¹, Mrs. Milou Dupuits², Dr. Albine Moser¹

1. Zuyd University of Applied Sciences, 2. Zuyd Hogeschool

Future Occupational therapists need interprofessional education (IPE) to provide patient-centred care. Interprofessional bachelor thesis is an innovation which has not often been implemented. However, at Zuyd University of Applied Sciences, healthcare institutions submit many thesis assignments that are grounded in interprofessional problems or require an interprofessional solution. However, the bachelor thesis are mainly carried out monodisciplinary. Few educational programmes dare to step outside their comfort zone to supervise student groups from different educational programmes and assess their IP bachelor thesis (IP-BT). Examination- and curriculum boards voice concerns about shared examination rules and a shared education programme. At Zuyd University four educational programmes: Occupational therapy, Speech and language therapy, Physical therapy and Nursing, designed an IP-BT programme. The program has been developed and piloted with several IP student groups.

In this workshop the IP-BT project will be introduced and there will be reflected on content, organisational and structural challenges. The workshop starts with an interactive 'brainwave' about the pros and contras, and the added value. Then, we will introduce the Zuyd IP-BT programme: the examination and educational programme including organisational processes as well as sustainability activities. Subsequently, participants will reflect on threats to failure, opportunities for success and on stakeholder engagement.

Teaching innovation experiences for the active participation and awareness of students

Thursday, 26th October - 16:30: Meet-Up 2 - Meet-Up

Dr. Thais Pousada ¹, Dr. Betania Groba ¹, Prof. Nereida Canosa ¹, Dr. Laura Nieto-Riveiro ¹

1. University of A Coruña, Research Group TALIONIS. CITIC

Teaching innovation actions are fundamental components to improve teaching-learning processes and achieve motivation and involvement of occupational therapy(OT) students. The use of digital resources and tools or the implementation of active methodologies must be present in the teaching experience. This meet-up aims to reflect on practices of educational innovation in OT.

Gamification, with online surveys, allows students to be activated and motivated during master classes. The service-learning is an educational proposal in which the participants are trained by working on the real needs of the environment to improve it. It combines service to the community with content learning and the acquisition of skills from reflective practice, placing OT students in an optimal position to complete their training process. STEMbach is a modality of baccalaureate of excellence in science and technology that promotes the vocation of students towards research and allows a direct connection with university education. From the University of A Coruña, a StemBach proposal on research in OT was raised, related to innovation with 3D printers to create assistive technology(AT) for people with disabilities. Students of high school could participate in this research, promoting their specific training in this aspect and contributing to society by generating innovative solutions.

The Need for Early Intervention in Uganda: A Cross-Case Analysis

Thursday, 26th October - 16:30: Oral Presentation Session 9 and Q&A - Oral Presentation

Dr. Michael Bermudez ¹

1. The University of Scranton

There is an urgent need for early intervention occupational therapy (OT) services in Uganda. For one, there is a lack of occupational therapists in Uganda. Also, government policies regarding rehabilitation services are not implemented effectively in Uganda. Additionally, many families have minimal access to rehabilitative services. The author conducted OT assessments for children with disabilities in Kanungu, Uganda, and encountered two cases of children with spastic quadriplegic cerebral palsy; one was 15-months old and the other, 7-years old. The cases demonstrate two points on a continuum of the lack of early intervention care for children with cerebral palsy in Uganda. The author compares and contrasts OT treatments and the family and community's attitude regarding the rehabilitative management children with cerebral palsy. From this cross-case analysis, the author will discuss recommendations as to how occupational therapists can start community habilitative programs for preventing and managing pediatric secondary impairments, such as joint contractures, and improving children's engagement in occupations such as play to improve quality of life. The author will discuss the challenges and opportunities in establishing rehabilitative services in rural communities, as well as ways to address the biases of families and community members toward children with physical impairments.

Building occupational therapists' capacities to collaboratively create an inclusive school environment

Thursday, 26th October - 16:45: Oral Presentation Session 9 and Q&A - Oral Presentation

Ms. Sarah Meuser¹, Dr. Barbara Piskur¹, Ms. Eeffe Kern¹, Dr. Paul Hennissen¹, Prof. Diana Dolmans²

1. Zuyd University of Applied Sciences, 2. Maastricht University

Literature has demonstrated positive effects of adapting the school environment to enable inclusion of all children in schools (Anaby, et al., 2013). Still, teachers and schools lack knowledge, skills and time to identify environmental barriers for participation and to adapt the current school environment to a more inclusive one. Previous studies have indicated the innovative 'Partnering for Change' (P4C) approach as an effective approach to support teachers and schools due to context-based collaboration with an occupational therapist (OT). The application of approaches, like P4C, asks for a paradigm shift from traditional, individual services to a collaborative approach on whole class and school level. To support OTs in this paradigm shift and to build OTs' capacities, a continuous P4C training module has been implemented using various ways of assistance. During our presentation, we share insights of our lessons learned to enable life-long learning of OTs. Furthermore we describe how different phases during the collaboration with teachers have influenced the role and capacities of OTs in the school context. Finally, we discuss how our insights can be used in current occupational therapy curricula to prepare students for their future collaboration with schools.

Survey to Spanish occupational therapists using sensory integration reveals lifelong learning necessities

Thursday, 26th October - 17:00: Oral Presentation Session 9 and Q&A - Oral Presentation

Dr. Ekaine Rodríguez-Armendariz¹, Ms. Cristina García Arauz², Dr. María Consuelo Sancho Sánchez³

1. Universidad Europea Miguel de Cervantes (UEMC), Universidad del País Vasco (UPV/EHU), 2. Universidad de Salamanca, Fundació Privada Nostra Senyora de Meritxell, 3. Universidad de Salamanca

Remaining updated for occupational therapists is crucial to offer high-quality treatment. Ayres' Sensory Integration® (ASI®) has evidence to attend difficulties in sensory processing. Ayres' early publications on sensory integration theory date back to the 1960s. The Fidelity Measure was introduced in 2011 to ensure fidelity of intervention as a critical aspect of effectiveness. The present work aimed to assess how the occupational therapists in Spain followed the fidelity principles of the theory in their interventions. A survey was conducted of 138 occupational therapists with experience in sensory integration. The results showed that the fidelity measure is still not well known among professionals, and that less than half of the participants comply with the principles of the theory described in it. Supervision is one of the structural elements of the fidelity measure that is least fulfilled. Lifelong learning, whether through post-training supervision programs or work networks, would facilitate access to quality supervision for professionals and increase the rigor of sensory integration practice across working lifespan.

Accesibilidad, usabilidad y diseño universal en los juguetes. (EN: Accessibility, usability and universal design in toys.)

Thursday, 26th October - 17:15: Oral Presentation Session 9 and Q&A - Oral Presentation

Ms. Paula de Santos Dorrego¹, Dr. Thais Pousada², Ms. Sara González Iglesias³

1. University of A Coruña, 2. University of A Coruña, Research Group TALIONIS, 3. Fundación Abrente, Proyecto ENKI

Accessibility, usability and universal design of toys are key factors for the participation of children with disabilities. They are fundamental to offer them opportunities for equal performance in recreational and play activities, having a positive impact on development of motor, cognitive and emotional skills.

Objectives: 1) To promote inclusion and participation of children with disabilities in play with availability of adapted toys; 2) To evaluate perception and knowledge of general population about accessibility, usability and universal design in children's toys; 3) To raise awareness about importance of their design and accessibility for inclusion.

Methodology: Descriptive and transversal study currently under development, with two phases: 1) Determination of elements for the analysis of toys, with standardized scales; 2) Development of interactive workshops for exhibition and testing of adapted or accessible toys. These allow experimentation and evaluation of available toys, simulating different conditions of disability. It is intended that participants can better understand the needs and challenges when using conventional toys. After the workshop, participants are invited to take a survey to obtain their opinion on different characteristics of toys and the important factors in their design to be accessible and usable. The main results will be announced at the Enothe2023 congress.

Building the bridge: planning and implementing the action across students and educators for participatory learning community

Thursday, 26th October - 16:30: Meet-Up 3 - Meet-Up

Ms. Ana Revazishvili¹, Ms. Tamta Tchagalidze¹, Ms. Salome Barbakadze¹, Ms. Ana Landia¹, Mrs. Tamari Rekhviashvili¹

1. Ivane Javakhishvili Tbilisi State University

This is the continuation (2nd stage) of the critical participatory action research led by a student in her MS studies together with the local core research team within a professional occupation therapy education program context in Georgia, exploring how the occupational therapy education program prepares professionals for local community needs.

CPAR showed that collaboration between current and former students and educators could be the reflective process that leads to a fruitful discussion on important and relevant topics for all parties involved.

The research describes former and current students' perceptions of their preparedness for the local context facilitated by the education program. Analysis and discussion of these themes motivated the members of academia to establish the action group to continue further work in bringing more awareness to the importance of the educational program becoming more proactive, context-specific, and supportive.

Actions (in progress): four main directions were identified after the second twice-yearly OT teacher meeting:

- Effective communication between students and teachers – student assistants.
- Cultivating critical self-reflection skills in students at every stage of the program.
- More Georgian literature resources – document already prepared material in Georgian
- More fieldwork possibilities for students – seeking partnership/memorandums with organizations.

Teaching and Learning Methods for Social Change: “How do we do that”?

Thursday, 26th October - 16:30: Meet-Up 4 - Meet-Up

Dr. Hanneke van Bruggen¹, Dr. Sandra Schiller², Dr. Sarah Kantartzis³, Dr. Debbie Laliberte Rudman⁴, Dr. Ryan Lavalley⁵, Dr. Nicholas Pollard⁶

1. Fapadag, 2. HAWK, 3. Queen Margaret University, 4. The University of Western Ontario, 5. University of North Carolina at Chapel Hill, 6. Sheffield Hallam University

The European Year of Skills 2023 will give a fresh impetus to lifelong learning and empowering people to contribute to the green and digital transitions as well as to social fairness and resilience. (European pillar of Social Rights).

At EU level, the vision for quality in education (COM/2020/625) states transversal skills like : “ critical thinking, entrepreneurship, creativity and civic engagement through transdisciplinary, learner-centred and challenge-based approaches”.

According to the human rights agenda in occupational therapy (WFOT 2006) and the ideas developed within the International Social Transformation through Occupation Network(ISTTON) occupational therapists can, and should, drive social change . Hocking & Townsend (2015) consider occupational therapy education that includes human rights and social change perspectives as fundamental to achieving this agenda.

In this meet-up, we like to exchange ideas, topics, teaching methods, challenge based approaches for developing relevant and empowering skills for the occupational therapists of the future. We will start with an inventory of what we consider (potential)good practice and what is frustrating us. In the next round we will reflect on concepts and theories guiding our practice and education. Finally we will focus on learning and teaching methods that develop skills for social change.

COPILLOT is evolving: the Blended Intensive Programme VULCANO 2023

Thursday, 26th October - 16:30: Meet-Up 5 - Meet-Up

Mrs. Katrin Pechstädt ¹, Mrs. Elisabeth Schwab ²

1. FH JOANNEUM, University of Applied Sciences, Bad Gleichenberg, 2. FH JOANNEUM, University of Applied Sciences

The ERASMUS+ funding guideline of 2021 provides for the implementation of Blended Intensive Programmes (BIP), which contain topics that are not included in the curriculum and which should be carried out in cooperation with at least 2 partner universities.

The extensive experience of developing and implementing Interdisciplinary Case Comparisons (ICC) and Collaborative Online Learning in Occupational Therapy (COPILLOT) was used to develop an interdisciplinary BIP. The interdisciplinary project team (OT, dietetics and health promotion) used existing knowledge about online learning and transferred it to the blended learning design of a BIP.

This BIP called VULCANO (VULnerable group's Critical Appraised Needs and Opportunities) explored health promotion of vulnerable groups in an interdisciplinary way. Unlikely for a BIP it started with an attendance week, which was perceived as positive by participating students. In summary, it can be said that BIPs are genererally suitable to empower students for self-study and to facilitate successful teamwork.

The authors would therefore like to share their challenges and positive experiences and engage into a discussion with others who have already successfully conducted BIPs or want to do so to promote the further development of BIPs in the education of occupational therapy and other health care professions.

Let's start your Blended Intensive Program (BIP) together!

Thursday, 26th October - 16:30: Meet-Up 6 - Meet-Up

Ms. Linda Jungwirth¹, Ms. Katharina Radak-Scherer¹, Ms. Inge Seebauer¹

1. University of Applied Sciences Salzburg

The University of Applied Sciences in Salzburg (Austria) is part of a Collaborative Online International Learning Program (COIL) since 2018 and now opens up the opportunity to work, teach and learn interculturally and face two face by developing a Blended Intensive Program (BIP).

This meet-up session focuses on teachers who are interested in Erasmus+ BIP programs and aims to empower them to develop and organize one themselves.

In relation on this year's topic of the ENOTHE annual meeting "European Year of Skills 2023" we focus on questions as: 'Which new skills are important for teachers and as well for students to create and be part of a BIP?', 'How can we support intercultural thinking and behavior, give students an idea of intercultural occupational therapy and point out the meaning for their occupational therapy practice?' and 'What are necessary steps to develop and organize a BIP?'.

In this meet-up we share our experience in developing a BIP, considering students perspectives as well as challenges we faced. Furthermore, we would like to open up space for exchange and development of international and intercultural projects, learning from each other and share educational experiences about intercultural occupational therapy topics.

Green Care Hackathon

Friday, 27th October - 09:30: Posters Day 2 - Poster

Ms. Barbara Prinz-Buchberger¹, Dr. Gerhard Tucek¹, Ms. Doris Weinberger¹

1. IMC FH Krems

At the inaugural Green Care Hackathon in Austria, students from three esteemed educational institutions came together to develop innovative design solutions for Austria's first healing forest. The interdisciplinary teams, comprising of individuals from diverse fields, worked relentlessly for 24 hours to ideate and create four different health station concepts for the healing forest.

Using the design-thinking approach, the participants engaged with the area, problem, and stakeholders associated with the healing forest. The teams utilized only natural materials, ensuring that the materials can be easily returned to the forest or ecological recycling process after the conclusion of the project and exhibition.

This event proved to be an excellent opportunity to deepen the understanding of interprofessionalism, a concept that has been well established at IMC Krems, through the Department of Health Sciences' related courses, for many years. The event brought together previously unknown professional groups and allowed for an exchange of perspectives on the topic. Furthermore, the hackathon facilitated a broader view of SDGs (Sustainable Development Goals).

Of note, the event was characterized by a remarkable sense of collaboration and appreciation among representatives. Notably, group discussions were not limited to individual projects, members provided ideas and support to other projects as well.

Self-regulation program in rural schools in Asturias

Friday, 27th October - 09:30: Posters Day 2 - Poster

Mr. Víctor Sanz Fernández¹

1. Facultad Padre Ossó

This project consists of a self-regulation program for children between 3 and 6 years old in the classrooms of rural schools in Asturias.

The program lasts for one school year (September - June).

It would begin with an evaluation of all the children in each school who are in this age group.

The evaluations are carried out using standardized scales like sensory profile or DP3 to obtain the necessary data in relation to their sensory modulation in order to help them in the intervention to regulate their alertness to improve performance in the classroom.

There are several intervention sessions in which different strategies will be taught to regulate their state of alertness in class. In addition, sessions will be held with parents and teachers to discuss the improvement of children in terms of their behavior in the classroom and train them in the strategies that children need and how to apply them outside of the school environment.

Finally, the standardized reassessment will be carried out at the beginning of the following course because the sensory profile needs a minimum of one year to have results

Neurodiversity-Affirming Sensory Interventions: Creating an Educational Resource for Occupational Therapists and Caregivers

Friday, 27th October - 09:30: Posters Day 2 - Poster

Ms. Deanna Bourgeois, OTD(s)¹, Dr. Mary Smith, PhD, OTR/L¹, Dr. Gina Benavente, DHSc, MPH, OTR/L

²

1. University of St. Augustine for Health Sciences, 2. Arkansas Colleges of Health Education

Background: Neurodivergent children often experience differences in sensory processing and self-regulation. Traditional sensory interventions are frequently used by occupational therapy practitioners (OTP) and caregivers are frequently used to address dysregulation. Sensory-based interventions are strengths-based but not always neurodiversity-affirming. OTP require educational resources in order to create neurodiversity-affirming sensory interventions.

Methods: The student investigator created self-paced educational modules to teach neurodiversity-affirming sensory interventions promoting children's self-regulation. A mixed-methods study utilized pre- and post-surveys. The effectiveness of the educational modules were evaluated through quantitative and qualitative analysis of survey data.

Results: Pre-survey (n=29) to post-survey (n=15) data noted an increase in confidence in understanding (46.4% increase), belief in importance (3.6% increase), and knowledge of additional resources (34.2% increase). Thematic analysis revealed caregivers' primary concerns: safety and self-advocacy, independence, and social skills.

Conclusions: This preliminary study revealed how empowering and meaningful educational resources on neurodiversity-affirming sensory interventions can be for caregivers and OTP. Further funded studies are necessary.

TeraVRi -Strengthen therapeutic and interprofessional competence through VR technology and digital learning

Friday, 27th October - 09:30: Posters Day 2 - Poster

Prof. Rita Jentoft¹, Dr. Var Mathisen¹

1. UiT the Arctic university of Norway

Introduction: The objectives of the TeraVRi-project are to learn and strengthen students' therapeutic and inter-professional competence through digital/Virtual-Reality (VR) technology. The purpose is to give the students a sense of presence in challenging collaborative meetings within an interactive three-dimensional environment.

Methodology: Framed within an action research perspective, several digital learning resources are developed and established within an interprofessional learning context. Four groups of N-24 students representing occupational therapy, odontology, and psychology explored if and how learning integrating VR technology enhanced their therapeutic competence. Focused ethnography with field notes, students reflection and audio-recorded focus group interviews gave data through the process for further analysis and refinement of the learning resources and activities.

Results: Preliminary analysis shows that the learning resources enhance the student's ability to be present in different situations and set focus towards their acting, values, knowledge, skills, and collaboration. In a realistic context emotions are activated and learning is experienced as time effective and motivating. Valuable feedback and adjustment towards therapeutic, interprofessional, technological, and pedagogical improvements enhanced learning for further students.

Conclusion: VR technology integrated into learning resources when meeting people in different challenging situations is experienced as valuable learning to enhance interprofessional and therapeutic competence among health students.

Client stories to work on - a digital course for theory-practice transfer

Friday, 27th October - 09:30: Posters Day 2 - Poster

***Mrs. Annette Schueller*¹**

1. Hochschule fuer Gesundheit Bochum

During the Corona pandemic, digital learning formats were particularly encouraged. We started a project to create realistic client stories that students could work on in quarantine as a 'substitute performance' for practice in the field. This initial idea evolved into a digital course with occupational therapy cases of varying complexity. The aim of the course was to create tasks within the occupational therapy process. In order to solve a complex problem, students have to access and combine their knowledge from different areas when working on the client stories. In doing so, they strengthen their professional reasoning skills by reflecting on and justifying their therapeutic decisions.

The cases have been designed in e-learning form. A major advantage of the digital format is the use of multiple learning opportunities. Each client case combines verbal, visual, interactive and reflective aspects. Videos and expert interviews bring the cases to life. An example shows the possible structure and media design of a client story.

The evaluation shows that students benefit from the practical relevance of the offer and that it is worthwhile to create new digital learning opportunities.

CREATION OF AN OT TEACHING AND CARE UNIT. UNIVERSITY OF SALAMANCA

Friday, 27th October - 09:30: Posters Day 2 - Poster

Dr. Eduardo Fernandez¹, Dr. Maria Luisa Monroy¹, Dr. Celia Sanchez¹, Dr. Ana Belen Calvo¹, Dr. Patricia Zamarreño Calvo¹, Ms. Rosa Maria Sanchez¹, Ms. Maria Eugenia Iglesias¹, Ms. Amparo Luengo¹, Ms. Maria Eugenia Calvente¹

1. University of Salamanca

The Occupational Therapy Teaching and Care Unit (UDATO) was created with the aim of providing an internship programme for students of the Degree in Occupational Therapy at the University of Salamanca.

The UDATO provides a clinical assessment and treatment service for people, at any stage of their life cycle, with ineffective occupational performance. This care service has meant an advance for the degree, as it enables students to generalise the theoretical contents and connect them with professional practice in an educational environment.

This new academic context means an improvement in teaching through the use of methodologies that are imminently practical and adjusted to the reality of dealing with patients, allowing the development and learning of attitudinal, conceptual and procedural skills necessary for future occupational therapists.

Since its creation, various competitive and innovative teaching projects have been funded (ID2021/045, ID2021/132, ID2015/0129), related to the satisfaction of students with the implementation of the unit and the satisfaction of users who come to the teaching-care service, as well as other controlled clinical trials (GRS 2181/A/2020, USAL/18L1FD).

Speed-dating as a method of enabling romantic participation for people with autism

Friday, 27th October - 09:30: Posters Day 2 - Poster

Mx. Tanja Dringenberg¹, Ms. Lea Leisner¹, Mx. Sophie Voelkel¹, Prof. Renée Oltman¹

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

15 % of people with ASD (autism-spectrum-disorder) wish for a long-term relationship, a greater percentage even more for a romantic relationship at all, often finding it hard to initiate (Yew et al, 2021). Furthermore, people with ASD prefer engaging with mutually diagnosed persons (Strunz et al, 2016). Yet through a long history of exclusion, autistic people experience less opportunity for social participation, thus fewer opportunities for meeting new people (Yew et al, 2021). Online dating doesn't offer an alternative, since autistic people face safety risks and feel difficulties to transfer from digital to personal communication (Roth et al, 2015).

Lifelong learning means to pay attention to the ever-developing Zeitgeist as well as changing needs of clients whilst transforming this into therapy. The increasingly important neurodiversity movement shows that safe spaces must be created around autistic needs and preferences. As a German pilot project, the speed-dating event "Atypisch Liebe" brought together people with ASD looking for romantic relationships, providing them with tailored aid, support, and information. The outcome was overall positive gaining the insight, that speed dating can be a suitable means for people with ASD enabling social participations and clients' needs.

EVOLUTION OF THE PERSPECTIVE OF OCCUPATIONAL THERAPY AMONG THE FIRST GRADE STUDENTS

Friday, 27th October - 09:30: Posters Day 2 - Poster

Mr. Mario Rodríguez¹, Mr. Jorge Espeso¹, Mr. Mario Cobián¹, Mr. Dario González¹, Ms. Natalia García¹, Ms. Andrea Fernández¹, Mr. Manel Martínez¹, Ms. Tania Díaz¹, Ms. Daniela Riccitelli¹, Ms. Alba Sánchez¹, Mr. Stefan Cotozana¹, Ms. Ylenia Martínez¹, Mr. Cristian Fernández¹, Ms. Jimena Álvarez¹, Ms. Ana Cuesta¹, Ms. Eva Vigón¹, Ms. Carmen Vicario¹, Mr. Alejandro Rodríguez¹, Ms. Anabel Pérez¹, Ms. Henar Sánchez¹, Ms. Noelia Vázquez¹, Ms. Irene Méndez¹, Ms. Ana Pastur¹, Ms. Carlota Prieto¹, Ms. Jessica Sánchez¹, Ms. Bibiana Fernández¹, Ms. Lúa González¹, Ms. Ana Gudín¹, Ms. María Valles¹, Ms. Marina Ruiz¹, Ms. Patricia Sánchez¹, Ms. Nuria Menéndez²

1. Student, 2. Terapeuta ocupacional. Facultad Padre Ossó

EVOLUTION OF THE PERSPECTIVE OF OCCUPATIONAL THERAPY AMONG THE FIRST GRADE STUDENTS

A study has been made among the first grade Occupational Therapy students at the Facultad Padre Ossó (Spain) with the goal of knowing their knowledges about Occupational Therapy and how they have changed along the year. The study, that was spread through e-mail, had the participation of 78% of the class. Within the students, the 43,33% had this grade as their first option, the rest of them preferred other grades such as Nursery (43%), Physiotherapy (24%) and Psychology (14%). Furthermore, 60% of the students knew what Occupational Therapy was, and chose these studies because the suggestion of others (23%), or because their subjects can be validated at other universities (33%). With there being just a few weeks left until the academic year finishes, 90% of the students have decided to continue their degree in occupational therapy, and have been surprised with all the career opportunities this degree offers (36,66%) and all the repercussion their interventions will have on their patients (30%).

The impact of lifelong learning on occupational therapy to influence for individual and global change

Friday, 27th October - 09:30: Posters Day 2 - Poster

Ms. Justine Cadiou¹, Ms. Maëlle Boucher¹, Ms. Marine Gralewski¹, Ms. Chloé Grandjacquet¹,
Ms. Laure Humbert¹

1. IFPEK

Society is in a state of constant change (for example: occupations, employment, communication, technology, migration, culture...). Occupational Therapists (O.T.'s) need therefore to adapt and evolve accordingly. In constant adaptation of their practice, they must analyse and adapt activities so that clients can achieve them satisfactorily. Adaptation is an essential competency for O.T.'s in their work. Moreover, in countries such as Canada or UK, Continuous Professional Development is an obligatory element for ongoing registration as an O.T. However, in France this is not the case. Thus, how can French O.T. promote and maintain this specific adaptation competency throughout lifelong practice?

The purpose of this research is to explore ways to be an agent of change throughout one's career and to identify and communicate about the ways and utility of lifelong learning in French OT practice.

This research will use interviews, based on a current extensive literature review's results.

The researchers hope to discover how it is possible to promote and maintain this skill in lifelong Occupational therapy practice.

OT practice and society's changes are closely linked. The occupational therapy competency framework encourages continuous professional development, however it is not necessarily truly present in everyone's practice.

Mental Health Assessment Protocol based on the ICF (International Classification of Functioning, Disability and Health))

Friday, 27th October - 09:30: Posters Day 2 - Poster

Mr. Francisco Javier Barrio Álvarez ¹

1. Terapeuta ocupacional

Introduction: mental illness is directly relationated with wellness and quality of life, concepts that are closely related with occupations and the O.T framework and also with the ICF constructs and their forms to abbreviate the evaluation, the core-sets.

Methodology: The design of this work it´s a qualitative documentary type,through the collection of data in articles, books and various bibliographies,creating a protocol for the evaluation by means of basic sets via PRISMA method

Results: a evaluation protocol with 3 process, referral, screening (using the Canadian measure of occupational performance and the WHO-DAS II) and comprehensive assessment using the ICF core-sets.

Conclusions: Although the figure of the occupational therapist is not fully represented in the field of mental health, this work supports the idea that in the evaluation process and, in their future assessment process and intervention, the therapist can play a key role in the individual's future performance,

Identifying the occupational therapy diagnosis and keypoints for home modifications

Friday, 27th October - 09:30: Posters Day 2 - Poster

Mrs. Lisa Spriet¹, Mrs. Camille Van Goethem¹

1. student in master of science in occupational therapy at KU Leuven

Background

Identifying obstructions and suggesting home modifications are two core tasks of an occupational therapist. But there are no recent clinical guidelines related to this topic. For an assignment related to evidence-based practice, we developed an accelerated occupational therapy guideline regarding the home modification in primary healthcare.

Objective

The guideline focuses on the question 'How can occupational therapists identify the accessibility of the home in the context of self-reliance in wheelchair-dependent adults?'.

Method

A de novo method for guideline development based on the WOREL manual for guideline development is followed. The steps consisted of defining the clinical questions, a systematic literature review, literature synthesis and critical appraisal, translating literature to recommendations and adding a value to each recommendation. A method expert in guideline development periodically provided feedback on the work.

Results

An occupational therapy accelerate clinical guideline on home modifications is developed. The authors identified six recommendations for clinical practice related to home modifications for wheelchair-dependent adults. These recommendations are divided into three categories, in particular client-centeredness, assessment, and environment.

Conclusion

Occupational therapy evidence-based recommendations are now available on how to identify accessibility of the home. The junior method experts developed skills on how producing evidence-based tools for clinical practice.

Contribution Of Occupational Therapy To The Workplace And Investigation Of Productivity

Friday, 27th October - 09:30: Posters Day 2 - Poster

**Mrs. Beyza Senit¹, Mrs. Fatma Nur Özden¹, Mr. hamidettin akkaya², Mrs. Senanur Akyıldız¹,
Ms. Hilal Bostancı²**

1. Istanbul Medipol Üniversitesi, 2. Istanbul Medipol University

In this study, the effects of ergonomic arrangements made in a cafe on the annual added value of the cafe, the change in turnover and the work performance of the employees were examined.

Ergonomics is the technical sciences that involve the research and development of human adaptation to the environment in terms of physical, cognitive and psychological aspects.

The effects of regulations for the use of appropriate equipment, exercises to reduce physical stress, ergonomic regulations, psychological well-being and increasing activity efficiency on cafe performance were examined. Among the regulations made are increasing work efficiency and supporting the correct use of time and energy. As a result of the regulations, the Lifetime Value (LTV) values of the workplace and the performance increase were calculated and the data obtained were examined. According to the data, the return period of the investment to be made for ergonomic regulations has been examined. The effects of increased work efficiency on people's performance and its reflections on workplace turnover were compared.

According to the results obtained:

The occupational therapist's contribution to the functioning of the workplace, the employer's perspective and lifelong learning in the workplace can improve the working conditions of future generations.

Project BANISTER: Baltic-Nordic collaboration regarding the alignment of standard knowledge within the field of Sensory Integration at the bachelor and postgraduate level

Friday, 27th October - 09:30: Posters Day 2 - Poster

Mrs. Hanna-Maria Põldma¹, Mrs. Helena Tigerstedt¹, Mrs. Kristiina Didrik¹, Mrs. Grete Eiche¹, Mrs. Betina Ada Rasmussen¹, Mrs. Julie Broge¹, Mrs. Marie Holmlund¹

1. Author

Background Sensory Integration has multiple meanings, it is a theory and a term used to describe the way in which sensation is detected, transduced, and transmitted through the nervous system. The Erasmus+ Strategic Partnership project BANISTER was developed to increase the knowledge of SI. The project was implemented in collaboration between Estonia, Denmark and Sweden during the years 2019 to 2022. **Objective** The project aimed to develop Baltic-Nordic Higher Education curriculum to promote professional skills within the field of SI, in order to strengthen the ability of practitioners to conduct a systematic assessment and provide SI intervention within their own countries. And to lay the foundations for future Baltic-Nordic cooperation in the field of SI. **Methods** Develop a SI Basic Courses in Estonia and Sweden, prepare study materials, conduct the first Baltic-Nordic Sensory Integration Congress. **Results** The study materials were created for SI Basic Course consisting of three modules. Introduction material to EASI was prepared. There were 74 therapists certified in SI (9 ECTS). The final of the project was the first Baltic-Nordic SI Congress, which was attended by more than 200 international participants on-site and virtually. **Future direction** Implementation of this course in other Baltic-Nordic countries is in process.

TESTIMONIES OF PROFESSIONALS AS A TEACHING IMPROVEMENT STRATEGY IN OCCUPATIONAL THERAPY DEGREE

Friday, 27th October - 09:30: Posters Day 2 - Poster

Dr. Patricia Zamarreño Calvo¹, Ms. Rosa Maria Sanchez¹, Ms. Maria Eugenia Iglesias¹, Ms. Amparo Luengo¹, Ms. Maria Eugenia Calvente¹, Dr. Ana Belen Calvo¹, Dr. Eduardo Fernandez¹, Dr. Maria Luisa Monroy¹, Dr. Celia Sanchez¹

1. University of Salamanca

INTRODUCTION: The objective of the external academic practices of university students is to allow them to apply and complement the knowledge acquired in their academic training, favoring the acquisition of skills that prepare them for the exercise of professional activities, facilitate their employability and foster their entrepreneurship.

OBJECTIVES: Provide students of 3rd and 4th course of occupational therapy degree testimonies of active occupational therapists who guide and facilitate the knowledge of the different professional outputs for the subsequent insertion of students in the work world.

MATERIAL AND METHOD: face-to-face clinical sessions carried out by active occupational therapists, satisfaction survey with the clinical sessions carried out through the STUDIUM platform.

RESULTS: Last year attendance at seminars ranges between 85.5% and 94.5% for 3rd course students, and between 64.6 and 87.5% for students of 4th course degree. Regarding the degree of importance that students give to this type of activities, 42.1% of the students give it a quite importance score, and 52.6% give them the maximum score.

CONCLUSION/DISCUSSION: Students expresses the importance of this type of activities from the University. The fact that different intervention approaches are presented before entering the world of work “opens our perspective towards a future specialization”.

Let's talk about sex

Friday, 27th October - 09:30: Posters Day 2 - Poster

Ms. Manique Oostveen¹, Mr. Ivar De Moor¹, Mr. Jorrit Hoekjen¹, Ms. Sara van Boldrik¹, Mrs. Eline van der Scheer-van Westing¹

1. University of Applied Sciences of Rotterdam

Sexuality and intimacy are important necessities of life for everyone. Within occupational therapy, support in performing daily meaningful actions and maintaining good health is central (Josefsson, K. A., & Fristedt, S. 2019). It appears that occupational therapy does not pay enough attention to sexuality and intimacy (Rose, N. , & Hughes, C., 2018). As part of an educational project in year 2, we conducted a survey among 100 Dutch occupational therapists working in various fields. This shows that 69% of this group does not discuss the subject of sexuality and intimacy during occupational therapy treatment. The survey indicates that occupational therapists feel that they have too little knowledge and experience or that they feel uncomfortable with the subject.

During our workshop we would like to address the perspective from the occupational therapist, the teacher and the student: What do you think about sexuality and intimacy as a subject in working with clients? Our goal is to share knowledge on sexuality and intimacy and implement this topic in education.

Emerging repository: Articles about and written by occupational therapists in Spain

Friday, 27th October - 09:30: Posters Day 2 - Poster

Dr. Ekaine Rodríguez-Armendariz¹, Dr. Estíbaliz Jiménez Arberas², Dr. Rosa María Martínez Piédrola³, Dr. Adriana Ivette Ávila Álvarez⁴

1. Sociedad Científica de Terapia Ocupacional (SOCINTO), Universidad Europea Miguel de Cervantes (UEMC), Universidad del País Vasco (EHU/UPV), 2. Sociedad Científica Nacional de Terapia Ocupacional (SOCINTO), Facultad Padre Ossó, 3. Sociedad Científica Nacional de Terapia Ocupacional (SOCINTO), Universidad Rey Juan Carlos (URJC), 4. Sociedad Científica Nacional de Terapia Ocupacional (SOCINTO), Universidad de A Coruña (UDC)

The National Scientific Society of Occupational Therapy (SOCINTO) is a scientific entity constituted in 2015 by the universities that provide education and the professional institutes of occupational therapy in Spain. It integrates the theoretical-experimental, clinical-care and socio-community components. It offers a scientific forum for researchers to collaborate and synergize by sharing experiences, resources, and infrastructures. A free access repository has been provided aiming to enable students, professors, and professionals to access scientific articles related to the Spanish population. Professionals introduce their publications to the directory based on the published and member entities approved criteria. Currently, SOCINTO has a total of 135 published articles included. A discipline-specific repository, relevant to the field of occupational therapy, is available for students, professors, and professionals. Its use aims to enhance outcome measures related to social, clinical and academia settings in Spain.

Let's play! Play performance, characteristics and opportunities in children with and without neurodevelopmental disorders

Friday, 27th October - 09:30: Posters Day 2 - Poster

***Mr. Raúl Vigil-Dopico*¹, *Dr. Laura Delgado-Lobete*², *Dr. Rebeca Montes-Montes*³**

1. Facultad Padre Ossó, 2. Universidad de Murcia, 3. Universidad Rey Juan Carlos

Introduction: Play contributes to the development of motor, processing, and social interaction skills. Thus, activity limitations and participation restrictions in play should be quickly identified and assessed. However, children with neurodevelopmental disorders (NDD) are at risk of diminished functioning due to personal and environmental factors. This study aimed to comprehensively analyze the personal, environmental, and play-related aspects of play in children with and without NDD.

Methods: We included fourteen children with a clinical diagnosis of NDD and forty-two randomly selected age- and sex-matched typically developing children, all enrolled in mainstream education (girls=21.4%; age range=6-9 years). The My Child's Play Questionnaire was used to measure play preferences and interpersonal relationships, executive functions during play, play characteristics, environmental context of play, and overall play performance. Differences across groups were examined using Mann-Whitney U tests and Cohen's d.

Results: Significant and large differences were found for overall play performance and play aspects except for environmental context (Cohen's d=0.823-1.321; p<0.01).

Conclusion: Children with NDD face greater activity limitations and participation restrictions in play due to personal and external aspects. Interventions should be designed to promote play functioning and empowerment in these children, as well as to involve teachers to enhance play opportunities at school.

ValTO, an app for developing countries: Neurological assessment.

Friday, 27th October - 09:30: Posters Day 2 - Poster

Mr. Julián López Varela¹

1. Terapeuta ocupacional. Facultad Padre Ossó

ValTO is a mobile app that allows for teletherapy interventions to be established with countries all over the world (Faculty Padre Ossó, 2021). This application is currently in development, founded by Professor Luisa Ruiz, carried out thanks to the work of different professors and students from different classes, together with the NGO Medicus Mundi.

As the application has different routes, this project focuses on developing the neurological route with the aim of helping individuals with special needs in Mali (Jiménez, et al. 2021). Approximately 70% of stroke deaths and 87% of stroke-related disabilities occur in low- and middle-income countries, with a 3-year mortality rate over 80% (Akinyemi, et al., 2021).

Some factors that increase the risk of stroke include hypertension, HIV, childhood malnutrition, sickle cell disease, poor eating habits, hypertension, or diabetes mellitus (Owolabi, et al, 2018).

Different studies show us that even with good functioning after having a stroke, the quality of life of individuals is moderately affected (Abubakar, 2012). This route aims to establish an early intervention.

Tutor: Isabel Fernández Méndez

Enabling educational quality through process guidance and support

Friday, 27th October - 09:30: Posters Day 2 - Poster

Mrs. Nadine Scholz-Schwärzler¹, Mrs. Julia Schirmer²

1. Ausbildungsausschuss Deutscher Verband Ergotherapie (DVE), 2. Boardmember Education and Science (Deutscher Verband Ergotherapie DVE)

There are almost 200 training programs for occupational therapy in Germany. Although the German Occupational Therapy Association has been committed to university-based training for many years, most of it takes place at vocational schools. Training is based on a professional law and a training and examination regulation and is also subject to guidelines under state law, for example in the form of framework curricula. There are no uniform requirements for the quality of training. The professional association is not involved here.

For the implementation of the WFOT process, this results in unusual challenges, which are encountered by a committee specifically responsible for this, the Ausbildungsausschuss of the DVE. Every year, the eight-member committee handles about 20-30 applications, which are submitted in writing and evaluate them. In recent years, the procedure has developed in the direction of process support and guidance. Schools are accompanied by the committee and receive feedback on their potential and aspects that could be improved. The procedure, the support services and the evaluation are clearly presented on the poster.

Georgian occupational therapy students' empowering network

Friday, 27th October - 09:30: Posters Day 2 - Poster

**Ms. tatuli tutashvili¹, Ms. Natia Robakidze¹, Ms. Tamar Janjghava¹, Ms. Mariam Amisulashvili¹,
Ms. Nino Bogveradze¹, Mr. Achiko Buadze¹**

1. student of Tbilisi State University (Georgia)

The current COVID-19 pandemic is having profound impact, not only on people's health, but also on how they work and study. The most important challenges during COVID-19 is how to adapt a system of education and students exchanging their information and experiences. Having an expectation of receiving another person's praise and criticism about an idea or work is valuable for student's professional development.

Our network's main goal is to empower undergraduate students for their work based on community development and give them support. We coordinate meetings where students share ideas to the OT's with bachelor degrees as well as OT students. Network helps the process of feedback and learning development (partnership, volunteering, strengthening their future fieldwork). We already had two meetings where participated freshman, sophomore, junior and senior year students. Thus we shared information and agreed about volunteering which is main purpose of our initiation. Future target is to continue empowering next generation students with the cooperation of MinispotGEO vice president, annually. Benefits of meeting will be sheared on the ENOTHE conference.

In conclusion, sharing bachelor thesis with an authentic audience is powerful, furthermore working with their peers is a great place to start building confidence, courage and knowledge.

Schizophrenia and Occupational Therapy

Friday, 27th October - 09:30: Posters Day 2 - Poster

Ms. Angie Alonso ¹

1. Facultad Padre Ossó

In Spain, at least 10.76% of people over 15 years of age indicated having obtained a diagnosis of some mental health problem. As a result of different social conflicts such as the COVID-19 pandemic or the war between Russia and Ukraine, these diagnoses have increased exponentially. In this way, the importance of mental health is currently highlighted, as well as the way in which it is affected by the different social determinants.

Specifically, speaking of schizophrenia, this is a pathology that includes symptoms such as delusions, hallucinations, disorganized speech, or diminished emotional expression. In the same way, schizophrenia has great influences on occupation, affecting activities of daily living, instrumental activities of daily living, and leisure, among others. This is why the figure of the occupational therapist is considered crucial in the treatment of schizophrenia.

The aim of this work is to collect information about the different interventions from occupational therapy in this pathology.

How the teacher waters his students plants: A photovoice research into talent-driven growth

Friday, 27th October - 09:30: Posters Day 2 - Poster

Mrs. Myrthe Logist¹

1. student in master of science in occupational therapy at KU Leuven

Current education is performance-based, which creates uncertainty and the experience of failure among students. Talent-oriented education involves challenging each student from a diversity of activity to discover and activate his/her talents during the school career. These talents can then be used by the student to improve work points. When teachers encourage talent-based growth, they can offer the student more success experiences, increase well-being and create a positive self-image. Photovoice research was conducted by the researcher, in collaboration with the UCLL research team. Within this qualitative form of research, a literature review is combined with an interview. It was conducted in five stages: preparation, opening, active engagement, decoding and presentation. The information gathered was used to provide an answer to the research question: How can teachers within UCLL University of Applied Sciences encourage talent-based growth in students? The research revealed that teachers need to become more aware of the benefits of talent-oriented education and how this can be shaped in practice. To create this awareness, several poster and bookmarks were created to distribute within the school corridors.

The Creation of Low-Cost Assistive Devices Using Coding and Circuit Boards

Friday, 27th October - 14:30: Workshop 8 - Workshop

Dr. Michael Bermudez ¹

1. The University of Scranton

There are now technologies available that are cost-effective and relatively easy to use for potentially creating assistive devices and equipment for people with disabilities. In this workshop, the presenter will introduce the use of open-source coding program (Scratch) and relatively low-cost circuit boards (Makey Makey) to create assistive devices to increase the participation of people with disabilities in everyday occupations (participants are encouraged to bring laptops in which one can connect USB-based devices with). The presenter will then discuss how participants from the US and Uganda in his previous studies and workshops perceived the efficacy of using the coding-circuit board system in creating practical assistive devices. He will then show how to make simple Scratch coding programs to control animations in the screen interface. Next, the presenter will demonstrate how to use the Makey Makey device to externally control animations in the screen interface. Additionally, the he will show various example of various products, from wheelchair alarms to communication boards, created using both Scratch and Makey Makey. The participants will then break into groups and collaboratively create their own assistive devices using the technologies presented in this workshop.

Exploring the Potential of Clinical Case-Based Educational Video Games

Friday, 27th October - 14:30: Workshop 9 - Workshop

Ms. Julia Dugnol¹, Dr. Estibaliz Jimenez-Arberas², Mr. David Fernández-Valera³, Dr. Luisa Ruiz-Fernández⁴, Dr. Jesus Merayo-Llodes⁵

1. Professor of human anatomy practicals for the occupational therapy degree at Padre Ossó Faculty and student of the PhD program of Health Sciences (University of Oviedo), 2. Terapeuta ocupacional. Facultad Padre Ossó, 3. Medical student at the University of Oviedo and higher technician of computer systems, 4. Professor of human anatomy and geriatrics and osteoarticular pathologies, occupational therapy degree, Padre Ossó Faculty (University of Oviedo) and medical specialist in physical education and sports medicine, 5. Professor of Ophthalmology, Faculty of Medicine and Health Sciences (University of Oviedo), medical specialist in ophthalmology and director of research of the University Institute Fernández-Vega

This workshop provides an opportunity to play a prototype of an educational video game focused on clinical case resolution. The game is designed to engage and educate students on the realities of their profession in a fun and interactive way. Using gamification techniques, the game presents various case scenarios that require players to apply critical thinking, problem-solving, and clinical reasoning skills to make decisions and progress through the levels.

The game is an innovative way to enhance learning in occupational therapy, providing a practical, hands-on approach to reinforce key concepts and skills. The use of technology and gaming elements helps to create an immersive and enjoyable learning experience, and the realistic case scenarios ensure that players are challenged and engaged throughout.

The workshop will provide an opportunity for participants to experience the game firsthand and gain insights into how gamification can be used to enhance education and training in healthcare. By incorporating gamification into their teaching practices, educators can make learning more engaging, motivating, and effective, ultimately leading to better outcomes for their students and patients.

Overall, this workshop offers an opportunity to explore the potential of clinical case-based educational video games in healthcare education and training.

Living Labs: a powerful co-creation to innovate in healthcare and education.

Friday, 27th October - 14:30: Workshop 10 - Workshop

Ms. Inge Heus¹, Mrs. Milou Dupuits², Dr. Barbara Piskur¹, Mrs. Karin van Soest³, Mrs. Petra Panis³,
Mrs. Marlou Driessen³, Dr. Renee van den Heuvel³, Mrs. Manon de Bruin³, Prof. Ramon Daniels³, Dr.
Sarah Willard³

1. Zuyd University of Applied Sciences, 2. Zuyd Hogeschool, 3. Zuyd university of Applied Sciences

Living labs can be characterized by five key components: active user involvement, co-creation, real-life context, multi-stakeholder-participation and multi-method approach. Recent literature has described the development of useful and usable innovative products and/or services as a primary goal of living labs in healthcare. Collaboration and engagement with multiple stakeholders, such as patients, health organizations and educational institutions, is seen as essential in the development-, research- and implementation-process. Zuyd University of Applied Sciences has recognized the added value of living labs to enable students learning in an interprofessional, real-life context to contribute to the development and implementation of innovative healthcare. Therefore, students could participate in 5 living labs, with different theme's: rehabilitation, sustainable employability, inclusiveness of vulnerable groups in society.

However, embedding higher education into Living Labs can be challenging, e.g. to match student's competence with required expertise in the field or to facilitate interdisciplinary collaboration between all stakeholders. In this interactive workshop we would like to share experiences, lessons learned and discuss key points in successfully developing and running Living Labs with student participation.

Lifelong Learning Skills for Social Transformation: Another world Is Possible

Friday, 27th October - 14:30: Workshop 11 - Workshop

***Dr. Sandra Schiller*¹, *Dr. Hanneke van Bruggen*², *Dr. Ryan Lavalley*³, *Dr. Nicholas Pollard*⁴, *Dr. Debbie Laliberte Rudman*⁵, *Dr. Sarah Kantartzis*⁶**

1. HAWK, 2. Fapadag, Apeldoorn, 3. University of North Carolina at Chapel Hill, 4. Sheffield Hallam University, 5. The University of Western Ontario, 6. Queen Margaret University

“Occupation has been framed as a means to facilitate social change, with a growing body of work addressing the development of forms of practice that aim to challenge and transform power relations“ (Laliberte-Rudman et al., 2022, 19).

What kind of social change would you like to see and what kind of knowledge and skills would you need to work towards this? Starting from the participants’ vision for social change in the next twenty years, a participatory method will be used in this workshop to map out the kind of life-long learning skills and their relations to concepts of social transformation that people need in order to achieve health equity, social justice and occupational possibilities across diverse contexts. For example, skills such as systems analysis, community-relationship building, story telling etc. could be useful in educational processes aiming to support work with communities or third-sector organisations.

The workshop will be informed by perspectives developed within the International Social Transformation through Occupation Network (ISTTON). This network was formed in 2016 and aims to draw together practitioners and students, educators and researchers to promote critical reflection from an occupation based perspective across borders (Laliberte Rudman et al. 2019).

Exploring Positionality: The role of the teacher in guiding students' critical reflexivity

Friday, 27th October - 14:30: Workshop 12 - Workshop

**Ms. Nadine Blankvoort¹, Ms. Rieke Hengelaar¹, Ms. Claudia Galli², Dr. Natalia Rivas Quarneti³,
Ms. Ines Viana-Moldes⁴, Mrs. Debbie Kramer-Roy⁵**

1. Amsterdam University of Applied Sciences, 2. Zurich University of Applied Sciences, 3. University of A Coruna, 4. University A Coruna, 5. University of Applied Sciences Hanzehoogeschool Groningen

Positionality is the process of reflecting on and acknowledging your self-identifications, experiences, and potential privileges which influence your teaching, occupational therapy practice role and research. A reflexive approach acknowledges this positionality. This awareness feeds back into how knowledge is produced, acknowledging one's own positioning in the field of research in occupational therapy and occupational science and how this field is bounded by, and at times reproducing, systems of power.

Focusing on research, throughout Occupational Therapy education students receive education on research methodologies and evidence-based practice in which they learn the theory and skills which enable them to conduct small-scale research during their studies and prepare them for possible roles as a researcher in future. The process of learning critical reflexivity regarding one's own positionality is a critical part of any research training.

This workshop will provide three examples, from three Modules within the European Master of Occupational Therapy, on how positionality is used in pedagogical activities. Following the presentation of these examples, groups will be led in a discussion on the participants' own experiences with positionality in research education, and what educators need to be able to engage in this critical reflexive exercise with students.

Equipping future professionals in supporting Pregnancy and Childbirth with a Physical Disability

Friday, 27th October - 14:30: Workshop 13 - Workshop

Mrs. Vera van Heijningen¹, Mrs. Heidi van Heijningen-Tousain², Mrs. Marloes Schildmeijer-Reusink¹, Mrs. Tjitske Folkertsma MSc³, Mrs. Hanneke Torij MSc², Dr. Ageeth Rosman², Dr. Sander Hilberink²

1. School of Health Care Studies, Occupational Therapy, Rotterdam University of Applied Science, Rotterdam, 2. Research Centre Innovations in Care, Rotterdam University of Applied Science, Rotterdam, 3. School of Health Care Studies, Midwifery, Rotterdam University of Applied Science, Rotterdam

Women with physical disabilities who want to be or are pregnant often experience negative health-care provider attitudes, this limits their autonomy. A lack of knowledge about preparing women with physical disabilities for pregnancy, childbirth and parenthood, possible complications and the needs of these women and their partners is the rationale behind this.

The main question is how to adequately equip future professionals, such as occupational therapists, through education to ensure appropriate care for pregnant women with physical disabilities.

A multidisciplinary module was developed to sensitise future professionals about becoming pregnant, being pregnant, giving birth and ageing with physical disabilities. Students will achieve an understanding of the needs of women with physical disabilities and their partners as well as their future professional role in supporting these women and their partner's needs. In this module, a substantial part of the time is scheduled for experts by experience and the professionals.

During the Meet-Up, we want to share our experiences with this newly developed multidisciplinary module, we'll share experiences from the student's point of view as well as from the teacher's point of view. We are also curious to hear others' experiences, but above all, we hope to inspire others for their curriculum.

The Use of Creativity and Occupational Therapy

Friday, 27th October - 14:30: Workshop 14 - Workshop

Mr. Filip Dejonckheere¹, Mrs. Joke Standaert¹

1. Artevelde University of Applied Sciences

While interest and promotion of education in the curriculum of Occupational Therapy focusses very much on digital developments, there is still a strong need in developing personal and professional creative skills and to be more acquainted with the use of creativity in activities with clients and the community.

Since 25 years, a consortium of Occupational Therapy trainings within Europe are organizing a specialized course on the 'Use of Creativity and Occupational Therapy'. Yearly 15 staff members and 65 international students work intensively together in this 7-day programme.

The programme consists out of workshops; self-experience exercises, creative play, improvisation, discussion and supervision. A recent focus is the creative use of technology such as Virtual Reality with clients. Several workshops are inclusive with clients.

The workshops are facilitated by experienced occupational therapists from all over Europe. The course reflects on a professional view on the development and current practices using creativity within Occupational Therapy in Europe.

The hands-on workshop will focus on the experience and exploration of the different creative thinking skills and will take participants through a tour of different media and the impact of activities on clients. In the discussion we focus on the impact on teaching and professional development.

Empowering Students by Bringing Yourself into the Classroom: Feminism as an Exemplar

Friday, 27th October - 14:30: Workshop 15 - Workshop

Dr. Heather Baglee ¹

1. Leeds Beckett University

Building on research in occupational therapy and authenticity in the classroom, regarding assessment (Colthorpe et al., 2020), threshold concepts (Springfield et al., 2017), and sense of self as an educator (Cabatan et al., 2020), this workshop will explore the process of bringing yourself to the occupational therapy classroom – the challenges and benefits and the ways in which this can empower your students.

Part One

- My journey - applying Feminism within the occupational therapy curriculum, the personal journey involved and the impact on students.
- Personal accounts from academics - the experience of bridging the gap between themselves and the content they teach - examples of OT philosophy and personal beliefs, occupational justice and personal experience.
- The challenges of authenticity.
- The dynamics of empowerment through passion and integrity.

Part Two

- Delegates will use activities to explore positionality in relation to the values and beliefs taught on their programmes.
- Delegates will consider aspects of themselves, their interests and identity which are not utilised in teaching, and how inclusion of these might impact their students.

Part Three

- Using personal reflection, group discussion and group reflection delegates will construct an action plan to explore authenticity into their own teaching and learning environment.

Re-designing an existing face to face Summer-school into a Collaborative Online International Learning

Friday, 27th October - 16:30: Oral presentations Session 10 and Q&A - Oral Presentation

Mrs. Anne-Mie Engelen¹, Mr. Marco Lombardi¹

1. HOGENT University of Applied Sciences and Arts

Since 2017, on the African Great Lakes Region, in Fort Portal (Uganda) a collaboration between HOGENT, Mountains of the Moon University, VLIR-UOS and the International Association for the Scientific Study of Intellectual and Developmental Disabilities brings together students from different countries and disciplines. An interdisciplinary and intercultural course takes place to provide competences to students from Europe and Africa: “Improving the Quality of Life through the Quality of Care”.

The pandemic placed the program on hold. To overcome the barrier of distance and participation a Collaborative Online International Learning (COIL) was developed. The program is an optional course and aims at 3rd year bachelor students. It is set to foster interdisciplinary and intercultural learning for students within the broad study fields of health promotion and sustainability. Interprofessional teams of students work together to improve the Quality of Life of persons living in socially vulnerable situations by defining and designing sustainable and contextually valuable Quality of Care. The program consists of on-line interdisciplinary lectures, group activities, debates and coaching moments designed to give students opportunities to learn how to deliver sustainable interprofessional interventions to reach Quality of Life outcomes for target populations and local communities.

Creating a Virtual Educational Resource to Promote Neurodiversity-Affirming Sensory Intervention

Friday, 27th October - 16:45: Oral presentations Session 10 and Q&A - Oral Presentation

Ms. Deanna Bourgeois, OTD(s)¹, Dr. Gina Benavente, DHSc, MPH, OTR/L², Dr. Mary Smith, PhD, OTR/L

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1. University of St. Augustine for Health Sciences, 2. Arkansas Colleges of Health Education

Objective: To share innovative methods of teaching neurodiversity-affirming sensory intervention approaches through web-based educational modules.

Background: Neurodivergent children often experience differences in sensory processing and self-regulation. Traditional sensory-based interventions are frequently used by occupational therapy practitioners (OTP) and caregivers are frequently used to address dysregulation. Sensory-based interventions are strengths-based but not always neurodiversity-affirming. There are few educational resources available that promote neurodiversity-affirming sensory interventions. This workshop is a result of the development of an innovative, self-paced, virtual resource that was piloted in the United States with OTP, caregivers, and OT students. Research participants increased confidence in their knowledge of neurodiversity principles, sensory processing, self-regulation, and neurodivergent experiences.

Learning Outcomes:

1. Participants will become knowledgeable about evidence-based updates regarding the neurodiversity model for pediatric OT intervention.
2. Participants will apply neurodiversity-affirming principles through documentation practice.
3. Participants will explore the creation and use of web-based educational modules as a tool for intervention.

The workshop will consist of active learning activities, group discussions, and Q&A.

Development of Therapeutic Competences through VR-technology. Is that possible?

Friday, 27th October - 17:00: Oral presentations Session 10 and Q&A - Oral Presentation

Dr. Var Mathisen¹, Prof. Rita Jentoft¹

1. UiT the Arctic university of Norway

Introduction: A good collaborative relationship between patient and therapist is an important prerequisite, also for occupational therapists. At the same time, students evaluate that they do not get enough training in therapeutic competence at Campus before they stand in real situations they must handle on their own.

The objective of our research project, TeraVRi, are to develop a student active learning form for strengthen student's therapeutic competence. Our tool is use of Virtual-Reality (VR) Technology. We have made VR-rooms with avatars where students can practice specific therapeutic skills, such as relationship building and exploring the patient's life world before entering clinical practice.

Methodology: The project is framed within an action research perspective in a interprofessional learning context. Four groups of N-24 students representing occupational therapy, odontology, and psychology explore if VR technology can enhance their therapeutic competence. Students' reflection and audio-recorded focus group interviews togehter with fieldnotes are going to give us data for further analysis and refinement.

The results: The focus group interviews will be conducted in April 2023. We will use qualitative content analysis to define the findings. The results from this groundbreaking work will be presented at the conference seen in the light of the research question.

Experiencing interprofessional collaboration in academic health education

Friday, 27th October - 16:30: Oral presentations Session 11 and Q&A - Oral Presentation

Mrs. Larisa Baci¹, ***Mr. Christian Paumann***¹, ***Mr. Patrick Simon***¹, ***Ms. Vera Wokurek-Biebel***¹

1. IMC University of Applied Sciences Krems

Interprofessional collaboration in health care is imperative to ensure a holistic understanding when treating patients. Through professional collaboration, patients benefit from high quality therapy services and the health care system profits from greater efficiency. Therefore, physiotherapy, occupational therapy, midwifery, and music therapy Bachelors'- and Master' degree programs at the IMC University of Applied Sciences Krems provide an interprofessional course. By simulating real world settings, the course aims to increase awareness of the importance of interprofessional collaboration.

In eight online teaching lessons multiple digital tools are used. Students from all four programs are mixed into interprofessional groups with approximately seven participants per group. Within several group discussions, the students are guided by four lecturers representing each professional group to discuss, solve, and present case studies on therapy and rehabilitation from an interprofessional perspective.

In April 2023, the course will involve a total number of 123 students. The course evaluations will be analysed qualitatively.

For a better reflection of interprofessional collaboration in practice, it is recommended to adapt the teaching concept to integrate suggestions from the evaluations and to include more students of other health care professions in future courses.

Internationalisation post covid. Curriculum implementation: Occupational Therapists as responsible global citizens

Friday, 27th October - 16:45: Oral presentations Session 11 and Q&A - Oral Presentation

Dr. Skarpaas Lisebet¹, Dr. Björg Thordardottir¹, Prof. Anne Lund¹

1. Oslo Metropolitan University

Background: In the new curriculum in Norway (RETHOS) for healthcare professionals' implemented autumn 2020, the Occupational Therapy program at Oslo Metropolitan University has new learning outcomes for international perspectives with increased flexible opportunities for exchange in theoretical courses, internships, virtual and mobility exchange activities.

Aim: To integrate international activities as a new sustainable culture throughout the bachelor program in Occupational Therapy, to educate global citizens to address issues of global health, diversity, innovation, technology, and occupational justice.

Main activities: Internationalization will be offered as virtual and mobility exchange activities to increase the number of outgoing and incoming students through four work packages (WP).

WP1: From Collaborative Online International Learning (COIL) to Blended Intensive Program (BIP) One topic is 'Aging Globally'; **WP2:** Exchange of students between Universities in Norway, Iceland, Sweden and Canada and others for long-term mobility; **WP3:** Accessibility through Universal design (COIL) and exchange through developing a BIP. Students participate in online learning join the BIP with a short-term mobility each year; and **WP4:** Enabling students to gain a Certificate of International Learning.

Findings that will be presented are related to the experiences of implementation of the project OT Globals from 2022 and first part of 2023.

A systematic literature review informing the development of a simulation-based assessment in occupational therapy

Friday, 27th October - 17:00: Oral presentations Session 11 and Q&A - Oral Presentation

Ms. Julia Unger¹, Mrs. Katrin Pechstädt¹, Ms. Greet Schrauwen²

1. FH JOANNEUM, University of Applied Sciences, Bad Gleichenberg, 2. Artesis Plantijn Hogeschool Antwerpen

There is a growing acceptance and usage of simulation as an educational approach in health education. Simulation-based learning (SBL) is also expanding within occupational therapy (OT), however, there is a need for further research (Ryall et al., 2016; Grant et al., 2021).

As part of the Erasmus+ project SIMBA (Simulation-based learning in occupational therapy) to develop and embed SBL and assessment in all stages of OT programs in different countries, we aim to review the literature on simulation-based assessments (SBA) in allied health education in order to identify approaches and methods that can be used in OT education.

By performing a systematic literature review (SLR) in the field of allied health professions (OT, physical therapy, speech language pathology) and a post-hoc comparative analysis with key literature on SBA from other health disciplines, we aim to identify checklists, scores and questionnaires which are used before, during or after the SBL in order to assess the students' attitudes, skills and knowledge. Specifically, we want to develop an understanding of existing SBA with their psychometric properties and their utility for OT education. Thus, we intend to inform the development of a reliable, valid SBA for all stages of OT programs in different countries.

Understanding the complexity of developing, evaluating and implementing occupation-based occupational therapy interventions

Friday, 27th October - 16:30: Oral presentations Session 13 and Q&A - Oral Presentation

Prof. Eva Ejlersen Wæhrens¹, Dr. Vita Hagelskjær¹, Mrs. Maria Aagesen¹, Prof. Karen la Cour¹

1. University of Southern Denmark

Introduction

Demands for evidence-based practice have augmented research involving development of occupational therapy interventions. Moving from experience-based to evidence-based practice calls for clinicians to understand processes behind developing, evaluating, and implementing such interventions, including knowledge about theories, existing research and methodologies expected to be used.

Methodology

The advanced master's program in Occupational Therapy at University of Southern Denmark offers a 10 ECTS course building on the United Kingdom's Medical Research Council's framework for developing and evaluating complex interventions (1-4). The students are introduced to intervention development, feasibility/piloting, evaluation, and implementation by combining lectures, workshops, study activities and journal clubs focused on learning through doing. Throughout the course, the students work in groups to identify and argue the need for new, or adaptation of existing, occupation-based interventions. As students are introduced to the phases in the framework, they work together to plan and describe how to develop, feasibility/pilot test, evaluate and implement their intervention. This plan forms the basis for an individual oral examination.

Results/perspectives

The course is evaluated stimulating, but intense. Students report high degrees of coherence, relevance, and professional development. By learning through active involvement in intervention development this approach potentially strengthens students' competencies for implementing intervention research.

Shared wisdom - volunteering in elderly houses, Tbilisi/Georgia

Friday, 27th October - 16:45: Oral presentations Session 13 and Q&A - Oral Presentation

Ms. Nini Arganashvili¹, Ms. Mariam Chukhua¹, Ms. Nino Maghradze¹, Ms. Tamuna Tsulukidze¹

1. Ivane Javakhishvili Tbilisi State University

Introduction

In developing countries, such as Georgia, the residents of elderly houses are the most vulnerable groups of society (Mohammadinia, et al., 2017; Mondal, et al., 2021). They get excluded from the normal rhythm of life, social gatherings and struggle to engage in their favorite activities, because of their physical, mental and social conditions (Howell & Peterson, 2020).

The nongovernmental organization “MAC Georgia” initiated the project “Mestumre” (in translation from Georgian: „be my guest”), which aims to create the opportunity for the residents of elderly homes to integrate in regular social interactions and enjoyable activities with volunteers (MAC Georgia, 2023).

We, the second year OT students would like to share gained experience based on our participation in this extracurricular project.

Methodology

The cycles of critical reflections were conducted in group on gathered: individual experiences, our written reports and the reports provided by the organization.

Results

What can we learn from informal approach – the process guided by the residents or vice versa.

Conclusion

How can we use gained perspectives for our future work as occupational therapists.

Justice focused practices as situated lifelong processes of inquiry

Friday, 27th October - 17:00: Oral presentations Session 13 and Q&A - Oral Presentation

***Mrs. Michelle Bergin*¹, *Prof. Maria Prellwitz*¹, *Prof. Margareta Lilja*¹, *Dr. Bryan Boyle*²**

1. Lulea University of Technology, 2. University College Cork

Occupational Therapy has been conceptualized as praxis, where reflexive practices are interrelated with occupational science theorizing and translated in diverse ways in different contexts (Farias & Lopez, 2020; Kinsella & Durocher, 2016; Mondaca, 2021). However, there is a need for further interrogation of the increased adoption of occupational justice concepts by Occupational Therapists, given critiques of a lack of clarity on how occupational science theoretical concepts are understood and translated within practices (Hocking et al, 2022; Cordoba, 2020).

Approach

This presentation will draw from a focus group study that explores with 6 Occupational Therapists occupational justice practice possibilities, within play in Irish schoolyards. Occupational Therapists will engage in a series of four group interviews to dialogue on existing assumptions, the relevance of and shared understandings of concepts of justice and inclusion, and possibilities for justice focused practices in an Irish context.

Implications

Generating knowledges on justice focused practice possibilities in specific contexts can contribute to advancing praxis focused on creating more inclusive and healthier school communities. Furthermore, for educators, students and practitioners, understanding knowledges and practices as constitutive, situated and relational supports consideration of Occupational Therapy as lifelong processes of inquiry.

Preventive Occupational Therapy on Student Well-being Utilizing the Occupational Balance Questionnaire

Friday, 27th October - 16:30: Oral presentations Session 14 and Q&A - Oral Presentation

Ms. Jasu Forss¹, Ms. Rita Häkkinen¹

1. Metropolia UAS

Metropolia UAS occupational therapy students offer well-being meetings for other students/their peers as part of the occupational therapy services provided at the student-run clinic 'HyMy Village' on the Metropolia campus. The purpose of the meetings is to provide low-threshold preventive support for students struggling with their everyday, expanding on the already existing student health services. Theoretical background for the meetings rises from the concept of occupational balance, and the method used is the Occupational Balance Questionnaire by Wagman et al. (2020). The goal of the meetings is to help students understand their own occupational balance and find ways to support and improve it, whilst occupational therapy students gain important experience on client work and e.g., interviewing/Occupational Balance Questionnaire as a method of collecting information. Following the current trends in the field of health and well-being, this kind of practice is a great example of preventive healthcare, which will be seen as an important part of occupational therapy in the future.

The potential role of an educational institution to improve study engagement

Friday, 27th October - 16:45: Oral presentations Session 14 and Q&A - Oral Presentation

Ms. Chloé Dreessen¹

1. Zuyd university of Applied Sciences

In contemporary society, the mental health of students has reached a concerning low point. Almost half of these students experience psychological complaints and almost all students are experiencing stress. To prevent and/or decrease the negative long-term outcomes (both individual and societal), the potential role of an educational institution should be established. This study introduces the potential role of an institution to improve the stress experience of students i.e., enhance study engagement. This study provides understanding of the stress experience of students, the stressors that are underlying and the needs of these students to decrease and/or prevent these stressors. The Study Demands-Resources framework was used as a theoretical basis. By conducting a mixed-method, between method study using qualitative data from semi structured interviews and quantitative data using the University stress scale, the aforementioned role was established. This presentation will shed light on the potential role an educational institution can play in the enhancement of study engagement of their students and therefor empowering them to fulfill their study.

The „StudiCoach-Project” - Empowering students to support each other as Peer-Coaches

Friday, 27th October - 17:00: Oral presentations Session 14 and Q&A - Oral Presentation

Ms. Aileen Späth¹

1. Hochschule fuer Gesundheit Bochum

Stress and psychological strain are common among students worldwide (WMH-ICS, 2015). Cross-national studies by the WMH-Initiative found that one third of students had a mental disorder (Auerbach, et al., 2018). Study results indicate that students prefer to seek help from friends and family rather than professional counseling services (Ebert et. al. 2019).

The participatory peer project “StudiCoach” was developed in 2021 at the university HS-Gesundheit Bochum to enable students to support each other throughout study-related challenges. For this purpose, the needs and issues for peer-coaching were identified at the beginning of the project using the radical peer-approach with a volunteer group of 15 occupational therapy students (Rohr, D. & Strauß, S. 2010). Based on their needs, for example dealing with multiple burdens, feelings and uncertainties about the future, a workshop was developed by a professional coach. In the workshop students learned coaching skills in order to be able to offer peer-coaching as a “StudiCoach”. The results of the peer-coaching were collected through a focus group. The trained StudiCoach- students agree that peer support through coaching skills makes an important contribution to improving the mental health of the students and creating an enabling learning atmosphere at university (Späth, 2022).

Empowering students and teachers by Moral Case Deliberation

Friday, 27th October - 17:15: Oral presentations Session 14 and Q&A - Oral Presentation

Mrs. Adrie kanis¹

1. Hanze University of Applied Sciences

In this presentation, the need for a Moral Deliberation approach to fostering ethical practice in Occupational Therapy education will be argued.

In Occupational Therapy, as in other healthcare professions, small and large ethical dilemmas often arise: 'What is good care for this person in this particular situation?', 'Is it possible for this person to decide by himself?', 'What is a fair distribution of time and resources?'

Occupational therapists often solve these questions pragmatically, but sometimes an uncomfortable feeling remains. In ethics this is called moral distress. Scientific research shows that ethical reasoning like Moral Case Deliberation helps to reduce moral distress. That is why ethics and Moral Case Deliberation is part of the Occupational Therapy curriculum at the Hanze University of Applied Sciences (HUAS) in Groningen. Students learn to recognize moral dilemmas in increasingly complex situations. By discussing their presuppositions in dialogue, they enlarge their perspectives and get to know themselves better. They become more resilient and develop their personal and professional identity, which will help them to work in an interprofessional team as a starting professional.

To ensure that teachers also remain sensitive to moral themes in education, teachers of the HUAS also participate in moral deliberations regularly.

Occupational therapy practice education in the UK - Developing skills for practice

Friday, 27th October - 16:30: Oral presentations Session 15 and Q&A - Oral Presentation

Mrs. Lisa Brown¹, Ms. Kate Brady¹, Mrs. Nicola Drake¹, Dr. Bethan Collins¹

1. University of Salford

Practice based learning provides learners with opportunities to develop skills in different contexts and empowers them to put theory into practice.

Transition to practice can be difficult (Hodgetts et al., 2007). Placement experiences throughout the learning journey should aim to prepare students for this transition by providing transferable knowledge and skills (CSP & RCOT, 2022). Universities are responsible for ensuring learners receive a variety of experiences to support this (RCOT, 2019; WFOT, 2016)

To understand placement experiences undertaken by UK occupational therapy learners, two online surveys collected information from universities and learners about the nature of placements received. This was the first survey of this kind in the UK. Results were analysed descriptively and open-ended questions thematically analysed.

Findings highlighted that universities offer a variety of practice-based learning opportunities, although this was challenging for 86% of respondents. Most placements are still undertaken in traditional National Health Service (NHS) settings meaning students lack exposure to social care and public health, areas of workforce need identified in the NHS long term plan (NHS, 2019).

These findings will be discussed in relation to universities, educators and researchers and consider how these stakeholders can empower learners to develop the skills required for practice.

Engaging students throughout the academic feedback cycle

Friday, 27th October - 16:45: Oral presentations Session 15 and Q&A - Oral Presentation

Ms. Edwina Rushe¹

1. University of Liverpool

The aim of this study was to engage students throughout the academic feedback cycle within a BSc occupational therapy research module. Students in professional programmes are required to ensure high quality care, to be reflective practitioners and to give and receive feedback to members of multidisciplinary teams, families, carers and service users and as such this is a central part of the professional practice of occupational therapists (RCOT, 2015).

A peer review process was embedded into the academic teaching in order to enriches the feedback cycle, allowing students into the assessment process as assessors, while development of familiarity and understanding with marking.

This research assessed student's engagement and attituded towards peer review and opened a platform to explore how they wish to receive feedback including strengths and limitations of peer review. Evidence from peer review literature suggests that students tended to find the peer reviewing process the most beneficial (Gaynor, 2020) while further evidence suggests the process as a whole supports' communication, self-reflection and enhancing metacognitive skill development.

Preparing students for end-of-life conversations and care

Friday, 27th October - 17:00: Oral presentations Session 15 and Q&A - Oral Presentation

Ms. Edwina Rushe¹, Ms. Anna Rees¹

1. University of Liverpool

Newly qualified healthcare practitioners do not feel prepared to provide care for someone who is dying (MacKay, 2020). Research recommends that healthcare curricula include education on death and dying, however frequently this topic is under represented. Brown, Scott and Ginesi (2022) recommend that healthcare students caring for patients would benefit from clear, calm and honest explanations of what is happening and what might be expected when death is imminent. This recommendation is concordant with the Lancet Commission (2022) on the Value of Death, which recommends that all people should become more familiar with death, dying and grieving as part of the life cycle.

Healthcare graduates need to be able to support people through all life stages, education on death and dying therefore aims to prepare students for this stage of life, supports their engagement with practice placement and also future employability.

The Lancet (2022) recommend that pre-registration education needs to include education on death and dying, including teaching skills such as having conversations and communicating effectively with patients and families experiencing end of life issues.

To this end teaching and learning resources to address this need has been introduced into Occupational Therapy and Physiotherapy curricula at the University of Liverpool.

Using client-centred approach for Romanian occupational therapy students: a challenge in a conservative society

Friday, 27th October - 17:15: Oral presentations Session 15 and Q&A - Oral Presentation

Prof. Gabriela Raveica¹, Prof. Marinela Rață¹

1. "Vasile Alecsandri" University of Bacău

- The presentation aim is to emphasize how Romanian occupational therapy students manage to understand, use and appreciate the principles of client-oriented therapy in conservationist, post-communist society, following the principles of the medical model. The analysis follows a period of 10 years (2012-2022), 4 generations, 100 students, who became graduates. Its goal was to identify the best teaching methods that lead to the formation of student praxeological competences, in correlation with social, professional, political and cultural realities of the society in which they will practice and work. During the years of study, the students from the Eastern part of Romania carried out practical activities in environments such as: residential centers for people with various disabilities belonging to the social assistance network, palliative care centers for children, adults and elderly persons subscribed to health-care networks and penitentiary inmates. Using a client-oriented approach was the rule for all case studies. The students were invited to go through cycles of self-reflection to facilitate cognitive understanding of their own strengths and weaknesses during the client-oriented approach in different professional environments following the paradigm of medical approach. A solid reflection may lead to developing their own professional identity and their practical competencies in a realistic way

STUDY OF THE SITUATION OF OCCUPATIONAL APARTHEID AND OCCUPATIONAL DEPRIVATION OF OCCUPATIONAL THERAPISTS AND OCCUPATIONAL THERAPY STUDENTS IN THE FACE OF THE CORONAVIRUS CRISIS.

Friday, 27th October - 16:30: Oral presentations Session 16 and Q&A - Oral Presentation

Ms. Nuria Menéndez ¹, Dr. Estibaliz Jimenez-Arberas ¹

1. Terapeuta ocupacional. Facultad Padre Ossó

As Werner (1999) indicates, Occupational Therapy deals with how people function in their environment and therefore, the study of how it affects the situation of occupational apartheid and occupational deprivation derived from the global crisis caused by COVID-19 is special interest in occupational therapists, professionals used to working to alleviate the repercussions that these concepts have on the well-being and health of their users and/or patients.

The information related to this study has been obtained through a questionnaire carried out through the Google Forms and was sent to the participants via email. The survey is made up of two parts: a part related to the elaboration of a sociodemographic profile of the participants, as well as their knowledge and/or intervention in situations of apartheid and occupational deprivation. another part is made up of the ICF WHODAS 2.0 questionnaire. The use of this questionnaire has been chosen because it has been developed to assess the activity limitations and participation restrictions experienced by each person, regardless of their medical diagnosis, taking the last 30 days as the reference period.

The Study shows that 100% of those surveyed have limitations in their occupational participation and their relationship with the social determinants of health.

Mutual learning regarding needs and requirements for accessible environment

Friday, 27th October - 16:45: Oral presentations Session 16 and Q&A - Oral Presentation

Prof. Naomi Schreuer¹

1. Occupational Therapy Department, University of Haifa, Israel

“Nothing about us without us” has become the motto of disability rights movements reflecting the idea that services and policies should involve their participation since they are affected by the social and environmental barriers and inequality. Disability community participants urged strengthening health professional training to address the prevalent inadequacies of health systems in responding to disabled people’s needs. They call for educational approaches incorporating disabled peoples’ diverse lived realities as critical to improving communication, and promoting empathic provider–patient partnerships in removing the barriers.

The presentation will describe an inclusive participatory approach conducted in “accessibility course” for third year occupational therapy students, engaged with together with 21 young volunteering adults with diverse disabilities (e.g. with cerebral palsy, autism, hearing and vision disabilities). Through many activities in small groups, all participants benefited from learning together regarding personal needs, interests and solutions. The course included two main topics: (a) “personal accessibility” where we learned with the volunteers in class and when they hosted the students and discussed their home modifications and assistive devices; (b) “accessibility of public places and services” training for accessibility survey terminated by on campus services conducted in small heterogenic groups. Course’s principals, benefits and challenges will be presented.

Play as a therapeutic means or as an end? The relationship between play and mental health

Friday, 27th October - 17:00: Oral presentations Session 16 and Q&A - Oral Presentation

Dr. Rebeca Montes-Montes¹, Mr. Raúl Vigil-Dopico², Dr. Laura Delgado-Lobete³

1. Universidad Rey Juan Carlos, 2. Facultad Padre Ossó, 3. Universidad de Murcia

Introduction: Play functioning is one of the most relevant aspects of childhood development and it is usually used as a therapeutic approach in children with neurodevelopmental disorders (NDD). However, its potential effect on executive functioning and mental health has been overlooked. Thus, this study aims to analyze this relationship in children with and without NDD.

Methods: Parents of 156 children aged 5 to 9 years with and without NDD filled the My Child's Play and the Strengths and Difficulties questionnaires. Direct, indirect, and mediating effects of the play and psychosocial symptoms subscales were tested using a partial least squares-based structural equation modelling approach.

Results: The model explained over 47.5% of the variance of externalizing and internalizing problems. Peer play showed a significant and direct effect over executive functioning during play and internalizing problems ($f^2=0.223-0.475$; $p<0.001$), but not over externalizing problems ($f^2=0.042$; $p>0.05$). However, peer play did show a significant indirect effect over both internalizing and externalizing problems through executive functioning during play.

Conclusions: Peer play and executive functioning during play are key factors that influence and mediate mental health in children with and without NDD. These findings will allow to empower teachers and students to achieve their optimal occupational performance.

Environmental and personal predictors of mental health in occupational therapy students

Friday, 27th October - 17:15: Oral presentations Session 16 and Q&A - Oral Presentation

Dr. Rebeca Montes-Montes¹, Dr. Laura Delgado-Lobete²

1. Universidad Rey Juan Carlos, 2. Universidad de Murcia

Background: Healthcare students are at higher risk of developing mental health problems, and both environmental and personal factors have been found to be associated with anxiety, depression and stress in higher education. As occupational therapy (OT) education programs have distinct features that can influence well-being in students, this study aimed to identify the direct and indirect predictors of mental health distress in OT students.

Methods: Depression, anxiety and stress symptoms of 45 OT bachelor and master students were assessed with the DASS-21 (women=75.6%; mean age=22.3, SD=2.6). Perceived social support, general self-efficacy and ability to recover from stress were measured using the MSPSS, GSE and BRS scales. A partial least squares-based structural equation modelling approach was used to test the direct, indirect and mediating effects.

Results: The model explained over 55% of the variance of mental distress. Both resilience and social support showed a direct effect over mental health, and general efficacy indirectly influenced mental health through resilience.

Conclusions: Social support and resilience are direct predictors of mental health in OT students, although general self-efficacy should not be overlooked. OT higher education programs should incorporate strategies to approach these factors in order to empower OT students and to promote their well-being.

How common are participatory research methods in occupational therapy programs?

Friday, 27th October - 16:30: Oral presentations Session 17 and Q&A - Oral Presentation

Mrs. Tanja Klein¹, Mrs. Helen Strebel¹, Mrs. Paula Miralles Dessloch¹, Mrs. Pia Wigger¹,
Mr. Vincent van Hoek¹

1. Zuyd University of Applied Sciences

Participatory health research implies research on equal level with direct participation in research processes by the people whose conditions are the subject of being researched (ICPHR, 2013, 2020) and is experiencing growing international acceptance (Wallerstein et al., 2017, Wright & Kongats, 2018). Regarding basic occupational therapy assumptions, clear overlaps between the participatory and the person-centred perspective can be identified. In both, it is necessary for the 'expert' to share power and information so that people can have a voice, make decisions and experience empowerment (ICPHR, 2021).

There exists no systematic overview where and how participatory research is carried out in occupational therapy study programs in Germany or in the Netherlands. This small scaled bilingual project provides a first step in inventory taking. From a student's point of view, related teaching content is evaluated through literature search and interviews.

Research methodology, which aims for a high degree of decision-making competence and power of the study participants, seems to be still underrepresented in occupational therapy teaching. A lack of clarity in the use of the term participation and the diversity of research approaches become apparent.

From the findings, lessons can be learned for the further implementation of the topic into OT curricula.

Development of Profile areas in a new Occupational Therapy Curricula

Friday, 27th October - 16:45: Oral presentations Session 17 and Q&A - Oral Presentation

Dr. Therese Hellman¹, Dr. Moa Yngve², Dr. Maria Borgestig²

1. Department of medical sciences, Uppsala University, Uppsala, Sweden, 2. Department of Women's and Children's Health, Uppsala University, Uppsala, Sweden

Introduction

An occupational therapy (OT) program at Uppsala University, Sweden, will start in 2024. In order to empower and prepare the students to face new challenges in the rapidly changing society and in professional practice, the program will highlight how OTs can contribute to health promotion and prevention, and how innovative working methods can be a tool for meeting the needs of new client groups and new arenas. This presentation will address how the two profile areas "Health Promotion and Preventive OT" and "Innovations in OT" have been developed and incorporated in the new Curricula.

Methods

Development of the profile areas followed an innovation process, Design Thinking, in order to define needs, identify knowledge and solutions matching the needs and to prototype new content in the Curricula. Three groups of OT professionals participated in three ideation workshops each.

Results and conclusion

The workshops identified societal needs for health promoting, preventive and innovative OT, resources and related educational content. Furthermore, the educational content was processed and related to national degree objectives, learning activities and intended learning outcomes at the OT programme. A prototype of how to integrate the profile areas into the programme was produced and incorporated in the Curricula.

Feedback literacy in occupational therapy education.

Friday, 27th October - 17:00: Oral presentations Session 17 and Q&A - Oral Presentation

Prof. Nina Hamre¹, Prof. Nina Linn Kringen¹

1. Western Norway University of Applied Sciences

Feedback literacy within higher education is a field in development, and it outlines a variety of challenges regarding feedback (1, 2, 3, 4). Scholars at the occupational therapy program in Bergen, Norway, have experienced challenges when it comes to the feedback given, and how students utilize and improve their written assignments accordingly. The aim of this study is to reveal how scholars give feedback on written papers and how students make sense of and process the feedback they receive. During spring of 2023, staff will answer a questionnaire regarding how they give feedback, and students are invited to participate in group interviews with topics such as the writing process, study technique, feedback process, and actions made for further development as a student. In addition, students will answer a questionnaire about how they receive, evaluate and make plans for further progress. EAT framework (5) will be used for information collection and guiding further work regarding possible solutions. Preliminary results will be ready summer of 2023, pedagogical changes for feedback practice in the education will be addressed and possible solutions will be tested autumn 2023. The results from the first data collection will be presented at ENOTHE.

Developing a digital book on Occupational Therapy Assessments

Friday, 27th October - 17:15: Oral presentations Session 17 and Q&A - Oral Presentation

Dr. Loreto González-Román¹, Dr. Jennifer Grau¹, Dr. Inmaculada Zango Martín¹

1. Research group on Complex Health Diagnoses and Interventions from Occupation and Care (OCCARE); University School of Nursing and Occupational Therapy of Terrassa, Autonomous University of Barcelona

Assessment tools in Occupational Therapy practice have been developed considerably in recent decades. This increase represents a challenge for their correct integration, application, or usability for occupational therapists. Likewise, within higher education in occupational therapy, there is a need to provide students with resources to guide them towards using appropriate tools in their academic assignments during their learning process.

We aimed to identify and describe the assessment tools taught in the occupational therapy degree at EUIT-UAB and to identify which relevant instruments were missing.

A questionnaire was sent to professors involved in the program to determine which tools were presented to students. Other relevant instruments were identified through a literature review.

This work results in a free-to-access e-book compiling, describing and classifying 111 assessment tools for Occupational Therapy practice. Assessments were classified into those assessing occupational performance, the ones belonging to occupational therapy models, and assessments addressing different functionality levels and factors according to the World Health Organisation's International Classification of Functioning, Disability and Health.

This e-book serves as a guide for occupational therapists, students, professors and researchers on assessment tools used in our discipline. The process of developing this document leads to reflecting on different matters concerning these tools.

“THE SCIENTIFIC METHOD IN PRACTICE OF OCCUPATIONAL THERAPY IN PHYSICAL DYSFUNCTION” (ID2018/015)

Saturday, 28th October - 09:30: Posters Day 3 - Poster

Dr. Ana Belen Calvo ¹, Dr. Eduardo Fernandez ¹, Ms. Rosa Maria Sanchez ¹, Dr. Patricia Zamarreño Calvo ¹, Dr. Celia Sanchez ¹, Dr. Maria Luisa Monroy ¹, Ms. Maria Eugenia Iglesias ¹, Ms. Amparo Luengo ¹, Ms. Maria Eugenia Calvente ¹

1. University of Salamanca

This project seeks collaboration of students at process of teaching and acquiring of transversal competences of the scientific methodology applied to evaluation and intervention in the field of physical dysfunction.

Targets:

- Motivate students for critical thinking and scientific skills.
- Induce reasoning and solving a problem on their own.

Methodology:

Systematic observation from the job of students and the process of acquiring concepts with seminars and an individual exercise, assessing the relationship between results and aptitudes with a “post control” of the training process through a questionnaire.

Results:

50 questionnaires were obtained. Students correctly identify the PICO question of a trial, improvement in comprehension of concept and different methods of randomization (54%-72%), about blinding and importance of controlling placebo effect with a control group (38 %-70%). Results on the concept of applicability of the results to our population have not been as expected.

Conclusions:

The methodology used has made it possible to create an environment for more motivating and active collaboration of student in the classroom, which has stimulated their critical reasoning on tasks like analysis of different problematical that affect function of people.

Online skills training in health care education: a literature review

Saturday, 28th October - 09:30: Posters Day 3 - Poster

Mrs. Lieve Debackere¹, Mrs. Lies Goemaere²

1. University of Applied Sciences Vives, 2. University of Applied Science Vives

Introduction

This literature review seeks to answer the questions: is online or blended education an option for teaching skills? What online tools, didactic components and forms of evaluation can support this?

Method

This literature review followed the principles of a 'rapid review'.

Results

Blended education can add value within the curriculum and even increase its effectiveness. It is appropriate for both technical and cognitive skills.

Virtual simulation and serious gaming can prepare students for the critical thinking process required in numerous clinical situations. The added value of a specific tool for a specific skill is often not the focus of research.

The conversion of classical learning materials to online materials deserves due attention. An overview of the important didactic components for an online learning path is provided.

For evaluation, several studies refer to the Kirkpatrick levels of outcomes. It is recommended to pursue level 3 (observed changes in application of knowledge and skills).

Conclusion

There is no evidence demonstrating the effectiveness of only online education for skills training. Blended education is suitable for teaching both technical and cognitive skills and may even make a more effective learning process.

“OT-CARE”: MINDFUL THROUGH THE DAILY ROUTINE OF OCCUPTIONAL THERAPISTS – SCOPING REVIEW

Saturday, 28th October - 09:30: Posters Day 3 - Poster

Ms. Marlene Muckenhuber¹, Ms. Johanna Holzheu¹, Prof. Rita Weber-Stallecker¹

1. IMC University of Applied Sciences Krems

Objective: Most occupational therapists work in demanding settings that require coping with stress and challenges. To prevent adverse health outcomes, self-care strategies are necessary. Sometimes it is a lifelong learning process to find appropriate techniques to calm oneself. As the literature does not describe which specific interventions are most suitable for occupational therapists, this thesis aims to obtain a collection of exercises integrable into their daily work life.

Methods: A scoping review was conducted from January until March 2023 using databases such as PubMed, CINAHL and Cochrane Library. All studies written in English and German were included regardless of the publication date and presented according to the PRISMA-ScR.

Results: The eligible literature describes various meditation, breathing exercises and mindful interventions based on everyday activities that should be performed several times a week. Almost a third of the programmes are based on the concept of mindfulness-based stress reduction. The delivery of the content varies from face-to-face, auditory, visual to written instructions.

Discussion: From the collected measures and didactic considerations, the “OT-Care” Guide was created, which can be integrated into the everyday work-life of occupational therapists. To verify its actual effectiveness, further scientific studies must be conducted.

ACTIVITY ANALYSIS OF HAIRDRESSER AND DETERMINATION OF RISK FACTORS IN ACTIVITY

Saturday, 28th October - 09:30: Posters Day 3 - Poster

Ms. Edanur KILINÇ¹, Ms. Aslı Sultan Demir¹, Ms. Hilal Bostancı¹

1. Istanbul Medipol University

In ergonomics, OT is the harmonization of the human body with activities in the living and work environment. The aim of this study is to examine the relationship between the activities of a healthy person, who is a male hairdresser, and the environment, and to determine the ergonomic risk factors.

The case's work environment was examined. The most frequently repeated activities during the day were evaluated with observational and video recording methods. The person was evaluated with the PEO and COPM models, anthropometric measurements were determined, and the REBA method was used for the evaluation of posture in the workplace. Environmental and psychosocial risk factors were determined. The FSS (fatigue severity scale) and pain scale were used.

In the REBA evaluation, the risk value was determined to be 6 on the right and left sides. He was found to be moderately tired, scoring 4.6 on the Fatigue Severity Scale.

It has been seen that training should be given to the case in order to eliminate the risk factors, and environmental arrangements at the workplace should be made.

Preventive Occupational Therapy Approaches, Applications, and Lifelong Awareness in Individuals with Ergonomic Analysis

Saturday, 28th October - 09:30: Posters Day 3 - Poster

Mr. Hasan DEMİR¹, Ms. Havvanur Yazıcı¹, Ms. Rana Ayan¹, Ms. Sude Dilek¹, Ms. Hilal Bostancı²

1. Istanbul Medipol Üniversitesi, 2. Istanbul Medipol University

An analysis was performed to prevent deformities that have occurred or may occur in work and productive activity functions in the healthy participant. Person-centered protective and ergonomic arrangements were designed.

The case study included a 24-year-old woman who has been actively working in a stationery shop for 2 years. The PEO model was used to assess the individual's work and measure the impact of the environment. COPM was applied for the importance, performance and satisfaction of the activity. REBA was scored while performing the case activity. The participant underwent preventive occupational therapy approaches (protection techniques, joint and energy conservation techniques, lumbar neck school, ergonomic adjustments, encouragement to exercise and physical activity,)

As a result of the REBA application, the score of the case was 12 in the very high risk group. After preventive occupational therapy approaches, the REBA scale was applied again and the participant's score was 9 in the high risk group.

After the preventive occupational therapy approaches applied to the person, a decrease in the person's pain was observed. The case reported that work efficiency and quality of life increased as a result of the ergonomic setting.

EXAMINATION OF WORK ERGONOMICS OF A DISABLED INDIVIDUAL WITH MUSCLE DISEASE

Saturday, 28th October - 09:30: Posters Day 3 - Poster

Mrs. Ayşenur Özdeğirmenci¹, Mrs. Büşra Kibar¹, Mrs. İLAYDA İSİK¹, Mrs. Müberra Kalender¹, Ms. Hilal Bostancı¹

1. Istanbul Medipol University

Ergonomics is a branch of science that studies the anatomical, anthropometric, physiological, psychological and sociological aspects of the human body. It also examines how work can be adapted to people or people (Yapıcı, F. & Bas, H., 2015). This particular study aims to evaluate the disabled person who is doing the sound montage and giving the person the best possible advice.

The study evaluated the ergonomics of right-handed person with muscle disease during a voice-montage task. Anthropometric measurements are the evaluation of the positions of the person on the videos taken with REBA. The patient's pain status was evaluated with the Visual Analogue Scale (VAS).

During the anthropometric measurements, it was observed that the sitting height and angle did not comply with the standards and caused incorrect sitting posture. REBA assessment showed high risk (8-10 points); His VAS score was 7.

Personalized joint and energy conservation techniques are designed to be applied to the ADL. In this plan, a table that can be used more comfortably with a wheelchair, the height of the table and the computer distance and height can be adjusted according to the position of the person. An adaptive assistive device is designed to absorb one's limitations.

Key role of university programs in Occupational Therapy in disseminating WRITIC-assessment tool

Saturday, 28th October - 09:30: Posters Day 3 - Poster

Dr. Margo van Hartingsveldt¹, Ms. Liesbeth de Vries¹, Dr. Melissa Prunty², Dr. Ana Rita Matias³, Ms. Ana Isabel Xavier Ferreira⁴, Dr. Katja Groleger⁵, Dr. Erna Schoenthaler⁶, Ms. Connie Zillhardt⁷, Mr. Micheal Amacher⁸, Ms. Margarita Asparuhova-Kandilarova⁹, Mr. Petros Meladakis¹⁰

1. Amsterdam University of Applied Sciences, 2. Brunel University London, 3. University of Évora, 4. Instituto Politécnico de Beja, 5. University rehabilitation institute of Republic Slovenia, 6. FH Campus Wien University of Applied Sciences, 7. Zuyd University of Applied Sciences, 8. Zurich University of Applied Sciences, 9. University of Ruse, 10. Metropolitan College Athens

Practicing handwriting is important for learning to read. The Writing Readiness Inventory Tool In Context (WRITIC) is an occupation-based assessment tool administered in the kindergarten classroom to evaluate children's handwriting readiness. The Dutch WRITIC- assessment has proven to be valid, reliable, feasible and predictive¹ and has Dutch reference data². Broad international interest resulted in an English, Portuguese and Slovenian translation, validation studies in Flanders, UK, Portugal³ and Slovenia and translation projects in Germany, Austria, Switzerland, Greece and Bulgaria. University Programs in Occupational Therapy (OT) play a key role in dissemination.

Workshop learning objectives are to 1) describe the rationale for occupation-based and context-based assessment; 2) demonstrate WRITIC-assessment; 3) describe the translation, cultural adaptation, validation, and implementation process of WRITIC assessment from different countries' perspectives; 4) discuss challenges, needs, student participation and strategies on lifelong learning dissemination.

Working methods are presentations and open discussion to share reflections, thoughts, and comments on how WRITIC-assessment can be translated and implemented in one's own country.

This workshop supports the cross-national collaboration of Universities for OT and Psychomotor Therapy in broadening the view of assessment and contributes to occupation-based and context-based OT, resulting in enabling school participation of all children and contributing to inclusive education.

“School-based occupational therapy - Pedagogy of Occupation” An online lifelong learning training

Saturday, 28th October - 09:30: Posters Day 3 - Poster

Prof. Aikaterini Katsiana¹

1. Occupational Therapy Department, University of Western Macedonia, Greece

Online education is a very important method of teaching in the field of health and education. Lifelong learning (LLL) is considered important and encompasses all phases of learning, from pre-school age to retirement. The Occupational Therapy (OT) Department of the University of Western Macedonia (UoWM) created an online LLL training on school-based OT and pedagogy of Occupation. **Purpose:** Continuing professional development as vital to the OT profession and to facilitate the development and availability of evidence-based, relevant and best practice in traditional and emerging practice areas to achieve the goals of high quality and safe occupational therapy services. **Method:** Twelve courses of nine months duration were created using the digital platform of the LLL Centre of the UoWM based on the current literature and the legal framework of the country. The teaching is synchronous and asynchronous with multimedia, videos, projects and multiple-choice examination etc. This LLL training was designed focused on Occupational Science and therefore can be attended by all professionals from the interdisciplinary team in school settings, including occupational therapists and provides a bonus for trainees on school settings. **Conclusion:** The results of this LLL training seems very good and the trainees evaluate it very positively.

Street Children in School: Addressing Bullying in Public School Setting Together With Community

Saturday, 28th October - 09:30: Posters Day 3 - Poster

Mrs. Anna Danelyan¹

1. Ivane Javakhishvili Tbilisi State University

Street Children are one of the most vulnerable groups in Georgia, because of the lack of community-based, inclusive and accessible services. During my bachelor studies, within Occupation-Based Community Development module I approached one of the community organization that gives shelter to street children. The goal was to make contact with children, organization, staff and to plan the project together that would first identify occupational needs of these children and plan the action to address them together as a community. During the assessment stage one of the prominent problems that was mentioned by children was bullying they have experienced at public school. Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. Bullying directly affects mental health, daily life of children and overall well-being. Research done by Unicef (2022) results show that level of both physical and psychological bullying in Georgian schools is high and requires appropriate attention. Currently, there are no active bullying prevention programs in Georgian schools. Our goal is to make meaningful partnerships with school and other governmental and nongovernmental organizations who can work collaboratively on the issue, while also involving students and teachers at all levels.

The Use of Telepractice in Early Childhood Services: A Systematic Review

Saturday, 28th October - 09:30: Posters Day 3 - Poster

Mrs. Yara Casáis Suárez¹, Mrs. Alba Fernández-Méndez¹, Dr. Sara Menéndez-Espina¹, Dr. Jose Antonio Llosa¹, Dr. Estibaliz Jimenez-Arberas¹

1. Facultad Padre Ossó

ABSTRACT

Purpose

This review aimed to (1) explore the Family-Centred Model in Early Childhood Services; and (2) identify evidence on the use of telepractice as a tool for the development of an intervention plan in this field.

Method

A systematic review was carried out in three different databases: Web Of Science, PubMed and Scopus; including only those studies aimed at children aged 0-6 years that also took into account specific aspects from the family.

Results

The synthesised data reflected the importance of the inclusion of parents during the intervention process and their empowerment, obtaining a better achievement of objectives in therapies. Furthermore, the engagement of the family and the child in the intervention process could be increased in the context of telepractice provided that the different challenges for its implementation were assessed.

Conclusions

Telepractice in the field of early intervention is presented as an intervention tool which the family-centred model is inherent. Parents are understood as an active figure within the intervention plan, being able to contribute to the improvement of the child in different environments he/she frequents, outside the clinical setting.

Anorexia from the occupational therapy perspective

Saturday, 28th October - 09:30: Posters Day 3 - Poster

Ms. Marina Sánchez Tadeo¹, Ms. María Blanca Sierra Salmón¹, Ms. Paola Martínez González¹, Ms. Covadonga Natalia Revelo Sánchez¹, Ms. Ángela Lavilla Pérez¹

1. Facultad Padre Ossó

Anorexia is a twisting and alteration of the body image of the person in which body dystrophy occurs, this leads to psychological distress and psychosocial deterioration. Due to the high suicide rates along the pandemic caused by some type of eating behavior disorder (TCA), it is important to take part from occupational therapy in this area. As a consequence of the fact that this TCA affects more women than men, the program will be aimed at this group of people. Users participating in the program must not have been diagnosed with this disorder for more than three years.

The main objective of occupational therapy is to enable the client to achieve a balance in occupations and improve their quality of life. The program will be focused on an intervention through meaningful activities aimed at promoting the independence of users, such as meal preparation, hygiene and grooming, health management. These occupations are essential to provide the necessary tools to encourage participation in the community and not lead to situations of “occupational apartheid”.

EVOLUTION OF SOCIAL PARTICIPATION IN CHILD AND ADOLESCENT PSYCHIATRY PATIENTS IN ASTURIAS.

Saturday, 28th October - 09:30: Posters Day 3 - Poster

Mrs. Beatriz Fernández-Filloo¹, Mrs. María Cano-Menéndez¹

1. Facultad Padre Ossó

Introduction: social participation is an area of great importance in adolescence, so it is important to know how it is found, especially in vulnerable populations such as child and adolescent psychiatry patients. From the point of view of occupational therapy and since it is an occupation, it is important to carry out studies from this discipline in order to increase knowledge.

Main objective: to know the level of social participation in child and adolescent psychiatry patients in the Principality of Asturias.

Material and methods: a descriptive, longitudinal, observational follow-up study of a cohort is proposed.

Inclusion criteria: patient of the child and adolescent psychiatry service of the Principality of Asturias, age between fourteen and seventeen (both included).

Social participation will be measured with the Leisure Participation Index (PAO). Secondary variables such as sociodemographic variables will be measured.

Two measurements will be taken, the first consultation and the second two months later.

The corresponding ethical-legal regulations will be followed.

This research project attempts to find out the level of impairment in a significant area during adolescence, limiting role performance, so this will improve student role training.

ValTO: Occupational Therapy Assessment

Saturday, 28th October - 09:30: Posters Day 3 - Poster

***Mr. Facultad Padre Ossó ¹, Mr. Pablo González Fernández ¹, Ms. Irene González Solares ¹,
Ms. Carmen Haro Fernández ¹, Ms. Ana Isla Real ¹, Ms. Triana Gardey García ¹***

1. Facultad Padre Ossó

ValTO is a tool created by the Padre Ossó Faculty and Medicusmundi Norte within the “Tendiendo Puentes” Project. This application allows for the establishment of new avenues of international cooperation and the assessment and intervention in people with different disabilities, especially in French-speaking African countries or in more disadvantage areas that do not have access to Occupational Therapy services.

The application has different routes: common illness, malnutrition, early stimulation, neurology, mental health, and traumatology. Within these routes, there are several items organized by key questions for the responsible healthcare professional to answer. There is also the option to attach photographs and videos in case there are any doubts when explaining the clinical case through the established questions. With all the available information, both, professors and students advise and intervene in each case. The application is being translated from Spanish to English and French to reach more healthcare centers.

To date, it has collaborated with 7 dispensaries and has served to assist up to 60 people.

RESEARCH PROJECT: SUSPECTED OF DEVELOPMENTAL COORDINATION DISORDER IN ASTURIAS

Saturday, 28th October - 09:30: Posters Day 3 - Poster

Mrs. Beatriz Fernández-Fillooy¹, Mrs. María Cano-Menéndez¹

1. Facultad Padre Ossó

Introduction: because of the high prevalence of Developmental Coordination Disorder (DCD) reflected in studies at both national and international level, it is important to conduct research on its prevalence, from the occupational therapy approach, in different regions such as the Principality of Asturias in order to increase both its knowledge and the improvement of its diagnosis.

Main objective: to determine the risk of DCD in students from the Principality of Asturias.

Material and methods: the study is a descriptive, cross-sectional prevalence study.

Inclusion criteria: school enrollment in the Principality of Asturias, ages between six and twelve years.

The main variable will be the risk of DCD and it will be assessed with the Developmental Coordination Disorder Questionnaire (DCDQ-ES) scale, according to the inclusion criteria, to screen the sample and determine the number of children at risk.

Secondary variables such as the sociodemographic ones will be taken into account and will be assessed by means of a registration form.

The sample size will be 163, precision of 5%, 95% confidence and a 10% proportion.

This research project is related to the training of students, trying to know their limitations in order to favor them within the classroom.

Malnutrition and famine in Mali. The miracle tree.

Saturday, 28th October - 09:30: Posters Day 3 - Poster

***Mr. Facultad Padre Ossó¹, Ms. Triana Gardey García¹, Mr. Pablo González Fernández¹,
Ms. Irene González Solares¹, Ms. Carmen Haro Fernández¹, Ms. Ana Isla Real¹***

1. Facultad Padre Ossó

Mali is a región in sub-Saharan Africa with issues that worsen the health of its inhabitants. The infant mortality rate due to malnutrition in Mali is 115 per 1000 inhabitants, and the neonatal mortality rate is 40 per 1000 inhabitants. It is estimated that 35% of infant deaths are associated with malnutrition.

In this sense, the “Tendiendo Puentes” Project aims to intervene through occupational therapy to solve some of these problems and create a significant North-South and South-North impact.

The Moringa tree is native to areas with dry climates and scarce farmland, coinciding with areas where malnutrition is particularly prevalent. That is why this project aims to implement strategies in the use and benefits of the so-called “miracle tree” on the general population. Through the use of occupation, our proposal aims to establish new sources of cultivation, empowering the population of Mali and positively impacting their health.

Effects of Ankle-Foot Orthoses in the gait of children with Cerebral Palsy

Saturday, 28th October - 09:30: Posters Day 3 - Poster

Mr. VICTOR TOMAS GARCIA RUBIO ¹

1. Student of occupational therapy at Padre Osso's faculty

Walking is an important part of many occupations, a key point for the development of children, which could be hindered in this particular case by cerebral palsy. Occupational therapists have many ways to intervene in these youngsters, including orthoprosthetics.

The main objective of the present study is to show what effects the use of ankle-foot orthoses has on the gait of children with cerebral palsy. To achieve this, a qualitative systematic review of the existing literature in the last 10 years was carried out, using different databases and search tools in order to analyze and compare the studies that meet the inclusion criteria.

Another objective which might be interesting to assess is the need for occupational therapy research in orthoprosthetics, more specifically in the use of ankle-foot orthoses and their benefits, since if the gait is affected, all occupations involving movement and carrying objects are affected.

Ethical conflicts in university professors of Occupational Therapy in Spain

Saturday, 28th October - 09:30: Posters Day 3 - Poster

Dr. Pablo A. Cantero Garlito¹, Mr. Daniel Emeric Meaulle², Dr. Ana Alejandra Laborda Soriano³

1. University Castilla La Mancha, 2. University Rey Juan Carlos, 3. University Zaragoza

Introduction:

Changes in social, economic, political, and legal contexts have made it necessary for occupational therapists (OTs) to become aware of the different challenges they face in practice following ethical principles that make constant ethical reflection essential.

The main aim of this study is to explore and describe situations that pose an ethical problem for occupational therapists working at the University.

Methods:

This is a descriptive observational study. It was carried out among occupational therapists in Spain in the year 2022. An ad hoc questionnaire was administered.

Twenty responses were obtained.

Results:

80% of them have had some kind of ethical conflict in their professional work.

Sixty per cent said they were very interested in ethics in the development of their professional work. Among them 50% consider that they have a lot of information about ethics in Occupational Therapy.

Conclusions:

There are situations of ethical conflict in the professional practice of OT. The Code of Ethics is not being used to resolve the ethical conflicts that arise in professional practice.

It is important to reflect on the competences linked to the ethics of Occupational Therapy in the university context.

Translated with www.DeepL.com/Translator (free version)

The guided reflective diary as an evaluation tool for Occupational Therapy curricular practices.

Saturday, 28th October - 09:30: Posters Day 3 - Poster

***Dr. Vanesa Alcántara Porcuna¹, Dr. Pablo A. Cantero Garlito¹, Prof. Marta Rodríguez Hernández¹,
Dr. Ana Isabel Corregidor Sánchez¹, Dr. María Carmen Cipriano Crespo¹***

1. University Castilla La Mancha

The guided reflective diary is a useful tool in the evaluation of curricular practices in occupational therapy, as it promotes self-evaluation, critical analysis, integration of theory and practice, identification of ethical issues and dilemmas, and feedback and supervision. It helps students develop clinical reflection skills and promotes active and meaningful learning in their clinical training.

Objective: To know the perceptions of Occupational Therapy students about the usefulness of the guided reflective diary as a tool for evaluation of their curricular practices.

Methodology: A mixed methods study with qualitative content analysis of student diaries and quantitative analysis of questionnaire responses. 89 Occupational Therapy students undergoing their third clinical placement. The students were informed about the reflective learning method through readings of scientific articles and examples of reflective worksheets in the Perusall application. Subsequently and after the completion of the curricular practices and the elaboration of the reflective diary, an ad hoc questionnaire was administered, which facilitated the collection of data on the contribution of the realization of the reflective diary to their learning, satisfaction with the tool and the work done.

Results: Participants agreed that reflective journaling can be a useful tool to facilitate reflective thinking and practice.

Teaching Universal Design for Learning to Students and Teachers

Saturday, 28th October - 09:30: Posters Day 3 - Poster

Ms. Vanessa Quintanilla ¹

1. Universidad Nacional de Colombia

Universal Design for Learning (UDL) is a theoretical framework for learning processes, contemplating education, neuroscience, and technology. It seeks to ensure that most students can access and participate in the educational process. This is achieved by observing and removing barriers from the learning environment and not changing the student. In addition, the UDL helps teachers design and implement a curriculum that supports all learners from the beginning, including those with different abilities.

In the process of training Occupational Therapy students and teachers, it is essential to transmit the information of the UDL theory, as well as implement it in the OT teaching process, that is, about the three principles of the theory, initially in the “why” of learning (affective network), take into account increasing students’ motivation in different subjects, for example, by letting them pick and choose class activities. The “how” (strategic network) of learning explains that there are multiple ways to show information to students, for example, using videos, podcasts, performances, music, etc., in classes and using digital resources and technology. Finally, the “what” (recognition network) aims to provide multiple ways of representing student learning, that is, not only qualify verbally or in writing but also using other activities.

The practice of being a senior.

Saturday, 28th October - 09:30: Workshop 16 - Workshop

Ms. Lucía Noval Casielles¹

1. Terapeuta ocupacional. Facultad Padre Ossó

The use of aging simulation suits on teaching, enables the assimilation by the student of new concepts based on practical concepts. The main effects of the aging are being demonstrated through the actual simulation of such effects.

This technological advance, allows the student to gain a new perspective about the challenges of the elderly people who are in the active aging phase, and it helps them to better understand their needs and demands in relation to the world around them.

Students will experience on their own skins, the physical and sensorial constraints which might suffer an elderly person; such as the progressive limitation of certain movements, specially in relation to the spine and also shoulders and hips; reduction of the muscle strength; vision and audition deterioration; the capacity to perform any type of grip; or simply the ability of walking.

During the demonstration sessions with the aging simulation suits, several activities of the daily living will be developed with the aim of delivering the assessment of those skills which gets affected and how they influence directly on the occupation of the elderly person.

Playful Learning: Gamification in Occupational Therapy Education

Saturday, 28th October - 09:30: Meet-Up 7 - Meet-Up

Ms. Saskia Buschner¹, Ms. Judith Govers¹

1. Wannseeschulen

Gamification is a growing trend in higher education that has been shown to increase student engagement and motivation. This workshop aims to provide participants with the theoretical background and practical experience to implement effective gamification techniques in their own teaching.

Traditional games such as board and card games have long been used in educational settings and can be easily adapted for use in Occupational Therapy education.

Easy-to-use digital games, such as Kahoot!, can be quickly and easily created by educators and provide an interactive and engaging way for students to learn.

More complex games require more experience and preparation, but offer a wide range of opportunities for collaborative learning.

In this workshop we will discuss research findings and explore different types of games that can be used in OT education, including their strengths and limitations.

Participants will engage in group discussions and share their own experiences and ideas to explore how gamification can be implemented into Occupational Therapy education.

By the end of the workshop, participants will have a deeper understanding of the possibilities of gamification, an appreciation of the different types of games, and ideas for incorporating gamification into their own teaching practice.

Application of (interactive) video's in education of pediatric occupational therapy.

Saturday, 28th October - 09:30: Oral Presentation Session 18 and Q&A - Oral Presentation

Ms. Eefje Kern¹, Ms. Sarah Meuser², Ms. Inge Heus¹, Mr. David Wild¹

1. Zuyd University of Applied Sciences, 2. Zuyd university of Applied Sciences

Preparing occupational therapy (OT) students for their future work with the target group children can be challenging in a teaching environment. Students often only have peers from their age or adult simulation clients to practice hands-on skills, that were taught in the classroom-context. Therefore, OT students practice their hands-on skills with 'real' children for the first time during their fieldwork in a pediatric setting. Various evaluations have demonstrated that students experience the transition from a theoretical learning context to fieldwork as difficult. Consequently, alternative teaching methods are needed to facilitate OT students in this transition. Our presentation focuses on the integration of video's within OT curricula to reinforce learning materials, to develop student's critical thinking skills, and to enhance student's OT hands-on skills necessary for the treatment of children. We describe how self-recorded videos could be used as an effective method to enhance students learning and reflections in current OT curricula. Furthermore we share examples of the use of (interactive) videos to assess students hands-on skills with children. Potential benefits and limitations are discussed for the integration of (interactive) video in teaching pediatric occupational therapy for first year students in the Netherlands.

Rehabilitation Innovation Living Lab: practical examples of valuable participation of OT students

Saturday, 28th October - 09:45: Oral Presentation Session 18 and Q&A - Oral Presentation

Ms. Inge Heus¹, Mrs. Milou Dupuits², Dr. Renee van den Heuvel³

1. Zuyd University of Applied Sciences, 2. Zuyd Hogeschool, 3. Zuyd university of Applied Sciences

Living labs can be characterized by five key components: active user involvement, co-creation, real-life context, multi-stakeholder-participation and multi-method approach.

A recent scoping review (Heuvel, Braun, Bruin, & Daniëls, 2021) endorses the added value and opportunities for higher education to work closely with and in a real-life professional context in a living lab. Zuyd University of Applied Sciences strategic plan set Living labs as obligatory educational setting for all students. Several steps has been taken to develop and maintain 6 living labs. One of those is a Rehabilitation Innovation Lab, a collaborative network of Adelante Rehabilitation Centre and Zuyd University of Applied Sciences. Students, health care professionals, clients, teachers and researchers working together in innovations related to co-creation, research and implementation of technology in rehabilitation and patient participation. For example interprofessional internship projects, researchproject Virtual Reality in OT-interventions, implementing 3D printing of rehabilitation aids, translating and implementing a novel intervention program related to patient participation and more.

In this presentation we would like to share practical examples of projects in our living lab and the added value for OT-students.

Zuyd University students and teachers work, learn and innovate together in several authentic interprofessional Living Labs (LL): ALL4SE, WLC Meerssen and LL-ABCD-wijk.

Saturday, 28th October - 10:00: Oral Presentation Session 18 and Q&A - Oral Presentation

Mrs. Karin van Soest¹, Mrs. Marlou Driessen¹, Mrs. Petra Panis¹

1. Zuyd university of Applied Sciences

In Zuyd University of Applied Sciences' interprofessional apprenticeship company "Prevention Centre Health and Wellbeing", students and teachers from different health care disciplines have been working and learning together for more than 12 years on authentic issues around the themes of prevention, sustainable employability and vitality. This both within the Zuyd organization itself (e.g. working conditions, student welfare) and the region (e.g. vital and inclusive neighbourhoods). A hybrid learning environment as a unique concept within the college environment. In addition to working and learning together, there is a need from the practice of Zuyd and the region to innovate together on the prevention topics mentioned before.

This presentation addresses to the content and organisation of 3 specific LL-examples:

1. ALL4SE : "LL for Sustainable Employability", developing innovative solutions to issues of sustainable employability.
2. WLC Meerssen: "Community Learning Centre Meerssen", focused on developing innovations aimed at supporting elderly people living at home.
3. LL-ABCD-wijk: "LL situated in 4 neighbourhoods in Heerlen", aimed at innovating towards vital living environments.

This presentation is related to the workshop "*Living Labs: a powerful co-creation to innovate in healthcare and education*" AND the oral presentation "*Open innovation eco-systems where practice-education-research-business meet*" (Zuyd University of Applied Sciences).

Classcraft on what you have never been told and always wanted to know

Saturday, 28th October - 10:15: Oral Presentation Session 18 and Q&A - Oral Presentation

Prof. Montserrat Rincón Aguilera ¹, Mrs. Laura Álvarez Jurado ¹

1. CSEU La Salle Madrid

The objective of this workshop is to experience how a university teaching methodology based on the New Learning Contexts (NCA) approach, where the students are the protagonist, and with the use of Classcraft as a digital support tool, generates an increase in motivation, commitment and learning of the students, at the same time that it allows a continuous evaluation through Gamification.

The subject in which it is applied is Occupational Therapy Intervention Skills, with 3rd year students. Occupational Therapy Degree course, where these topics are addressed:

- Art, Science and Creative Process in TO.
- Teamwork.
- Therapeutic relationship.
- Emotional management in the therapeutic relationship.
- The use of group intervention in OT.
- Management of disruptive behaviors.
- Drafting of OT documents.

For all this, the workshop that is presented is aligned with the theme of the Digital Transitions/Innovations in Teaching conference.

Occupational Therapy Capstone Experience: A Student's Cognitive Shift to Self-Directed Learning

Saturday, 28th October - 09:30: Meet-Up 8 - Meet-Up

Dr. Megan Deiling¹, Dr. Adele Breen-Franklin²

1. Saint Joseph's University, 2. St. Joseph's University

This presentation discusses a doctoral student's cognitive shift from student-centered learning to self-directed learning, and transition to an entry-level practitioner through an occupational therapy capstone experience. This student had an immersive experience and developed an awareness of complex factors that influence a student's professional reasoning and development (Morris, 2019). During the beginning of the capstone experience, the student faced a major tragedy at a special services school and needed to protect the education and safety of a group of children with Autism. As this in-depth experience continued, the student developed professional autonomy as a leader, advocated for students, and participated in crucial conversations with teachers and staff. The capstone experience is an opportunity to translate evidence into practice, thus allowing students to integrate their learning into a culminating project that is applicable to professional practice in a broader sense than just clinical skills (AOTA, 2022). Ultimately the student learned to navigate fluid and complex social contextual changes, which involved taking responsibility for their own learning (Morris, 2019; Loeng, 2020). Adopting a self-directed learning style allows doctoral students to focus on leadership, advocacy, administration, research, education, clinical practice, and program development skills (AOTA, 2022).

Empowering Occupational Therapy Students through a Health Promotion and Occupational Health Internship in an Austrian Industrial Production Company.

Saturday, 28th October - 09:30: Oral Presentation Session 19 and Q&A - Oral Presentation

Ms. Marlene Stöger¹, Ms. Katja Mayer¹, Mrs. Sophie Ulbrich-Ford²

1. University of Applied Sciences, Wiener Neustadt Austria, 2. University of Applied Health Sciences, Occupational therapy department

This presentation will explore the experiences of occupational therapy students in the second year of their Bachelor's programme. At the University of Applied Sciences in Wr Neustadt Austria all the students have to complete an internship that focuses on Health Promotion at the workplace. The results of a small survey will be presented. It explores how the students generally experience this internship. Then they share their own experiences within this internship. The students had the opportunity to conduct ergonomic assessments, offered advice for office and production workstations. They designed informational materials and led training sessions for employees and apprentices. They also gained hands-on experience in different work settings, including the assembly line in order to then alter working processes or optimize ergonomic aspects. The internship provided an environment for the students to gain practical knowledge, and fostered a sense of empowerment and autonomy. The shared goal-setting and collaborative problem-solving with employees enabled students to take ownership of their work and to feel confident in their ability to make a positive impact in the workplace. The presentation will give students and lecturers an insight how internships can be designed in order to empower students early within the programme.

First steps in working with occupationally deprived communities

Saturday, 28th October - 09:45: Oral Presentation Session 19 and Q&A - Oral Presentation

*Ms. Nini Arganashvili ¹, Ms. Mariam Chukhua ¹, Ms. Barbare Gakharia ¹, Ms. Tinatin Gakheladze ¹,
Ms. Nino Maghradze ¹, Mrs. Tamari Rekhviashvili ¹, Ms. Tamuna Tsulukidze ¹*

1. Ivane Javakhishvili Tbilisi State University

Introduction

The curriculum of the undergraduate program of occupational therapy in Georgia envisages working with communities in the framework of the subject “Occupational therapy with deprived groups” in the first year of study (TSU, 2021). Along with acquiring theoretical knowledge, students build cooperative relationships with organizations and community representatives.

Methodology

In the process, students communicate with organizations independently, along with consultations with lecturer. Students present reports and reflections to professor and fellow students. New ideas and approaches are shared through brainstorming which is followed by discussion.

Results

Students have established partnerships in various ways with occupationally deprived communities and/or their representative organizations and promoted occupational therapy. Finally, they planned an activity that aimed raising awareness of the community's needs and opportunities.

Conclusion

The subject allows students to take the first steps in working with communities within the framework of ethics and safety, and to develop skills that will empower them in both undergraduate and field work (WFOT, 2016). Opportunities like that give students a chance to see what skills they need working with community, perceive individuals holistically, acknowledge the context and presume relationship with client-centered approach.

Empowering students' academic writing – a necessity in performing the Occupational Therapy profession

Saturday, 28th October - 10:00: Oral Presentation Session 19 and Q&A - Oral Presentation

Mrs. Maria Yilmaz¹, Mr. Martin Thorsson¹

1. Örebro university

Introduction

A registered occupational therapist is obligated to perform several forms of documentation such as case records, certificates, rapports. This demands an ability to express oneself correct and distinct in writing (1, 2). Research and experience from teachers imply that students' ability to write correct and distinct has decreased remarkably over the last years (3). It is therefore of interest to investigate what the students get and may need to empower their academic writing during their education.

The aim of this project was to map the actual learning activities and lectures that are presented for students in the occupational therapy program as well as assessment criteria for writing examinations.

Methodology

Scrutinize the curriculum and content of every course in the program to document learning activities, lectures, and assessment criteria for writing examinations.

Results

The result shows that there are many opportunities for students in the program to increase skills in academic writing. Instructions and assessment criteria for writing examinations are sometimes unclear.

Conclusion

Despite many learning activities and lecturers concerning academic writing in the program, further work needs to be done concerning instructions, course aims and assessment criteria for writing examinations.

Keywords: academic writing, education, curriculum

Serious Gaming as a novel approach to skills assessment

Saturday, 28th October - 09:30: Oral Presentation Session 20 and Q&A - Oral Presentation

Ms. Gerlinde Roorda¹, Ms. Manon Vos¹, Dr. Debbie Kramer-Roy¹

1. University of Applied Sciences Hanzehoogeschool Groningen

We will report on an innovative, immersive and interactive approach to occupational therapy skills assessment, which was implemented at Hanze University of Applied Sciences this year.

Introduction

Serious Gaming is a novel educational concept, based on constructivism. It provides a safe and rich learning context in a simulated, but realistic situation. The gaming format adds a competitive aspect, which connects with the interests of this age group, thus increasing motivation. Students are given feedback, feed forward and feed up (Hattie and Timperley, 2007). Through these, students develop autonomy, authenticity and collaborative skills, which are essential for their future professional practice.

Implementation

Students work in small groups to run a simulated clinic, i.e. organizing client contacts, completing interventions and other tasks, responding to questions from clients and ensuring quality control. The students are observed by remote camera's, which encourage the lecturer to develop a more hands-off approach to teaching and scaffolding learning.

Evaluation

At the time of writing, the Serious Gaming process is being evaluated through a student survey and a focus group consisting of students, simulation clients and lecturers. Initial findings are encouraging.

The winners of the game will join us in Spain.

Empowering occupational therapy students through service-learning: impact on performance analysis skills

Saturday, 28th October - 09:45: Oral Presentation Session 20 and Q&A - Oral Presentation

Dr. Laura Delgado-Lobete¹, Dr. Rebeca Montes-Montes²

1. Universidad de Murcia, 2. Universidad Rey Juan Carlos

Background: Occupational performance analysis (OPA) is one of the most important and differentiating features of occupational therapy (OT), which allows for specialized interventions such as activity adaptation and graduation. However, PA is one of the most difficult skills to learn and to master. This study aimed to determine the effectiveness of an innovative service-learning experience on the OPA skills of first grade OT students.

Methods: Ten first grade OT students participated in a service-learning experience in a local adult day care center, while clients engaged in the same structured activity. Students performed a OPA on at least one client. All students had been previously instructed on OPA development and implementation and had performed a prior supervised clinical case. Students' perceptions on their OPA skills before and after the experience were gathered using an ad-hoc questionnaire.

Results: Students' perceptions on their OPA skills were significantly higher after the service-learning experience ($p < 0.05$). All students considered that it contributed to improving their OPA skills, specially regarding their understanding of motor, process and social interaction skills, and their ability to take observational notes.

Conclusion: A service-learning experience involving local adult day care center clients significantly contributes to empowering students on a core OT skill.

“Empowering students to participate in research”. Good practices of the MA4A project

Saturday, 28th October - 10:00: Oral Presentation Session 20 and Q&A - Oral Presentation

Mr. Christophe Wille ¹

1. Artevelde University of Applied Sciences

Introduction

The term ‘research’ often evokes wrong assumptions by Occupational Therapy (OT) students. Conducting research seems boring and for the happy few. Nothing could be further from the truth as the Meaningful Activities 4 All (MA4A) project proved that research can be accessible, fun, and innovative. The MA4A-project strives to enable meaningful activities for people with intellectual disabilities (PID), by optimally supporting their Direct Support Professionals (DSPs). A project in which Flemish Bachelor and Master students in OT actively participate(d).

Method

By means of a unique human-centered-design protocol the support needs of DSPs in enabling meaningful activities for PID are mapped. In an inspiration phase insight on DSPs needs and wishes are gathered. In an ideation phase specific support will be developed and eventually tested in the final implementation phase.

Results

Since the start of the project in 2020, no less than 28 Bachelor students and 4 Master students participated. Students were empowered to participate in several different approaches, such as in depth-interviews, quantitative surveys, world-café, co-creation sessions, scoping reviews, and realist evaluations.

Implications for Occupational Therapy

By participating in practice-oriented research projects, OT students become more familiar with research, and discover that research can be fun and very rewarding.

Participation in inclusive education as experienced by youths with disabilities in Jordan.

Saturday, 28th October - 10:15: Oral Presentation Session 20 and Q&A - Oral Presentation

***Ms. Aya Elbaghdady*¹, *Mrs. Debbie Kramer-Roy*², *Ms. Nisrin Alqatarneh*³, *Ms. Mona Dür*⁴**

1. Amsterdam University of Applied Sciences, 2. University of Applied Sciences Hanzehoogeschool Groningen, 3. Hashemite University, 4. Duervation, Department of Neurobiology

Children with disabilities are at risk of restricted participation in school, which can have significant long-term consequences on their health and wellbeing. The purpose of this study was to gain an in-depth understanding of the experience of participation in inclusive education of children with disabilities in Jordan, using the Occupational Perspectives of Health (OPH) (Wilcock, 2007) as a framework. Ten children, aged 12-17, were interviewed about their experience in inclusive education. Findings suggest that considering children with disability as being 'just like' the other students can restrict their participation; the positive experience of children's belonging in the school community and ability to form good friendships; and that students are exhibiting stronger personalities and becoming more resilient to help them in overcoming stressful situations. The OPH framework added that external factors restricted them from experiencing their occupations, placing them at risk of occupational injustice.

This study was carried out for the OT EuroMaster and is relevant to ENOTHE in view of the fast developments in school-based OT, and the School-Based OT International network it supports. It adds to the growing international literature on disabled children's experiences of inclusion and the role of OT in supporting them.

From teachers who teach to students who learn - Redesigning an OT-curriculum

Saturday, 28th October - 09:30: Oral Presentation Session 21 and Q&A - Oral Presentation

Mrs. Eva Edström¹, Ms. Therese Jonson¹

1. School of Health and Welfare, Jönköping University

Background

In the past, the courses on the Occupational Therapy program have been more divided regarding Occupational Therapy and related knowledge.

The pedagogical methods were more traditional.

In course evaluations as well as in conversations with teachers and supervisors, it has emerged that the students find it difficult to apply and integrate Occupational Therapy with related knowledge.

Method

An extensive work to review the curriculum related to content and the pedagogy began. Researchers and teachers as well as professional Occupational Therapists were involved in the work.

The new curriculum was launched in 2018. In the redesigned courses, the focus is on integrating theory and practice as well as Occupational Therapy and related subjects. The courses are clearly based on activity and occupation instead of different diagnoses or disabilities.

The student-active learning is clear anchored. Flipped Classroom, Active Learning Classroom, Case methodology and Inter-professional learning are used.

Result

Results shows that the students have a higher level of Clinical Reasoning, application of theory and practice and integration of Occupational Therapy and related subjects.

Conclusion

Courses in the new curriculum has, through redesign regarding content and pedagogy, gone from difficult to understand to comprehensible regarding theoretical basis, practice models, related knowledge etc.

Open innovation eco-systems where practice-education-research-bussines meet

Saturday, 28th October - 09:45: Oral Presentation Session 21 and Q&A - Oral Presentation

Dr. Barbara Piskur¹, Dr. Sarah Willard², Dr. Renee van den Heuvel², Prof. Ramon Daniels², Mrs. Manon de Bruin², Mrs. Marlou Driessen², Ms. Inge Heus¹, Mrs. Milou Dupuits³, Mrs. Karin van Soest², Mrs. Petra Panis²

1. Zuyd University of Applied Sciences, 2. Zuyd university of Applied Sciences, 3. Zuyd Hogeschool

As society changes rapidly, there is a need for professionals that are able to contribute to innovation and complex adaptations in organizations. Living labs - open innovation eco-systems - are real-life environments where multi-stakeholder-participation with active user involvement, co-creation with multi-method approach takes place. Several scholarly studies into living labs (eco-systems) can be found over last two decades (Schoorman et al., 2015, van den Heuvel et al., 2021). The main aim is to take innovation question or an innovation need from the real context as a starting point. Zuyd University of Applied Sciences strategic plan set Living labs as obligatory educational setting for all students. Faculties of Care and Welfare felt the need to accelerate the realisation of Living labs in the region; Zuyd Department of occupational therapy took a leading role. Several steps has been taken; literature review, interviews, co-creation of joint vision statement, establishment of innovation teams. 8 Academies participated in forming their ambitions for integration of Living labs in curriculum. 6 Living labs are part of this explorations phase. This presentation will show insights in the approach we took, the added value for Occupational therapy curriculum, display results and challenges. Additionally, a workshop will share our experiences.

Using inclusive language to empower citizens to take action: Now I can understand you and participate!

Saturday, 28th October - 10:00: Oral Presentation Session 21 and Q&A - Oral Presentation

Dr. Steffy Stans¹, Dr. Ruth Dalemans¹, Mrs. Katrien Horions¹

1. Zuyd University of Applied Sciences

Background: To participate in society, language, numeracy and digital skills are essential. People who struggle with these basic skills live less healthy lives and have less control over their choices in life. As a result, they often cope with a variety of societal challenges. Professionals are used to using technical jargon, but are often unaware that their language is not understandable to all citizens. As a result, miscommunications occur, mistakes happen and people fail to engage in occupation. There is a lot of international attention for inclusive language. However, often the concept of how to use language to empower people to taking action, their occupational engagement, is neglected. For example, patients have troubles working on therapy goals because these are not in their own (basic) language.

The project “Now I understand you and participate!” addresses this problem. Research question: How can professionals use understandable textual and digital language with citizens in different social domains?

The research: We interviewed professionals and clients about language messages in three different contexts: a care organization for people with learning disabilities, a municipality and a housing organization. Thereafter we co-created new language messages to increase the recipients’ options for action.

Diversify Occupational Therapy - A students' critical reflection on privileges and empowerment

Saturday, 28th October - 10:15: Oral Presentation Session 21 and Q&A - Oral Presentation

Ms. Franziska Wurster¹, Ms. Susanna Zervas¹

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

Contemporary Occupational Therapy, including central values like independence or fundamental assumptions about norms and desirable goals, are deeply rooted in neoliberal, post-colonial, patriarchal and ableist structures of Western society (Hammell 2022). Therefore, the majority of the OT workforce is white, female, able-bodied and from a middleclass background (Kinébanian & Stomph 2010). As a profession that promotes inclusiveness and diversity for our clients, there is a lack of reflection about our own privileges when it comes to diversifying our own workforce (Bevan 2014). Barriers in OT education programs need to be discussed in order to archive equal access and build a workforce that represents the population in any dimension of diversity (Kinébanian & Stomph 2010; Jung et al 2008).

To empower current and future OT students, we need to reflect on privileges and barriers that might prevent them from becoming part of the profession. This contribution seeks to raise awareness of discriminating and oppressing structures in OT education and practice, to initiate an ongoing dialogue and promote participation of those disadvantaged by these structures. We may not all be responsible for the past, but we are responsible for a future built on empowerment, equal opportunities and access, diverse and safe spaces.

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