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FACILITATING SOCIAL INTERACTION SKILLS THROUGH OCCUPATION: A GROUP INTERVENTION FOR INDIVIDUALS WITH NEUROLOGICAL PROBLEMS

Thursday, 16th June - 14:20 - OS - 1A.02 - Interventions Following Stroke - McMunn Theatre -
Abstract ID: 630 - Oral

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Background:

Difficulty with social interaction skills can negatively impact on the daily life of individuals by hindering participation in meaningful occupations. This pilot study of a group intervention program aims to improve the social skills of individuals with neurological problems living in the community. The program is offered at a long term rehabilitation centre.

Theoretical underpinning (eg PEOP / MOHO/ CMOP-E):

The group intervention is guided by the Occupational Therapy Intervention Process Model (OTIPM) using a model for education and teaching as well as occupational skills training (acquisitional model) with a client-centred approach.

Assessment / Intervention/ Technique:

The aim of the group intervention is to enhance participants' social interaction skills through occupations of their choice. Participants are assessed using the Evaluation of Social Interaction (ESI) and set individual goals prior to commencing the intervention. The client group consists of seven individuals meeting for ten group sessions and two individual sessions over a period of six weeks. All participants had reported having problems with social interaction skills.

Evaluation of outcome:

The effectiveness of the group intervention will be evaluated using the ESI and a non-standardized self-evaluation of participants' goals. The results will be presented.

Application to practice:

Information on the effectiveness of group intervention to improve social interaction skills is essential for therapists to improve their practice. Results can be used to change intervention methods and develop clinical practice.

OCCUPATIONAL THERAPY INTERVENTIONS AND THE FUNCTIONAL OUTCOMES OF STROKE PATIENTS IN AN IRISH IN-PATIENT REHABILITATION UNIT

Thursday, 16th June - 14:40 - OS - 1A.03 - Interventions Following Stroke - McMunn Theatre -
Abstract ID: 743 - Oral

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Background: Stroke is the leading cause of acquired disability in Ireland (Irish Heart Foundation, 2010). Occupational Therapists (OTs) aim to improve the functional independence of their patients. There is currently a paucity of Irish research investigating the duration and range of occupational therapy (OT) interventions in stroke rehabilitation, and possible correlation with functional outcomes.

Method: A prospective, non-experimental study design was utilised. All patients had a Functional Independence Measure (FIM) completed within 5 days of admission and on discharge. Data from consecutive patients admitted to the unit, who meet the inclusion and exclusion criteria was recorded using a proforma designed by the researchers. Therapy times were extrapolated from Electronic Patient Records.

Results: Data collection commenced in June 2015. Data correlates with international findings, moderately affected patients (Initial FIM score 40-80) were most likely to make clinically significant gains, return home and were less likely to require extensive supports. OTs utilise a wide range of interventions; in this setting posture and pressure care, personal care retraining and discharge planning appear to be prioritised. Those requiring specialised seating or home visits received the most direct hours of OT.

Conclusion: Findings have highlighted that the FIM score upon admission to rehabilitation is highly predictive of functional outcomes and discharge destination for our clinical population. Patients with moderate levels of dependency on admission have been shown to benefit greatest from rehabilitation.

Application to Practice: This research demonstrates that in our setting the FIM is a predictive tool for rehabilitation outcomes and OT resources required.

IMPLEMENTING STROKE GUIDELINES: A SELF-EVALUATION TOOL TO SUPPORT OCCUPATIONAL THERAPISTS

Thursday, 16th June - 15:00 - OS - 1A.04 - Interventions Following Stroke - McMunn Theatre -
Abstract ID: 1228 - Oral

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Background:

To support occupational therapists (OTs) a self-evaluation tool for implementing the OT stroke guideline (Steultjens, E. et al, 2013) has been developed.

Method:

The online tool has been developed in a step-wise process. 1) Clinical guidelines were transferred into statements regarding the use of specific measures, goal setting principles, and interventions. Statements reflected the level of application of the guidelines. 30 OTs involved in the initial OT-guideline development tested these statements. This concept self-evaluation tool was sent out to 210 OTs that had attended the Dutch stroke guideline conference. The final version, is tested among a second group of OTs aiming 1) to know the level of implementation of the OT stroke guideline in OT practice, 2) to know if the self-evaluation tool is effective in implementing guidelines.

Results:

The statements and feedback were clear, usable and supportive and reflected the guidelines well. OTs with high implementation skills did not experience this support and asked for new evidence not yet described in the guidelines. Generally, the online self-evaluation tool was easy to administer but the possibility to archive the feedback was missed.

Conclusion:

The self-evaluation tool is usable in practice. Results and conclusions on the support it provides for occupational therapists with low implementation skills will be presented in June 2016.

Application to Practice:

Guideline implementation can be supported with online tools for self-evaluation and will be discussed with respect to the results of the large survey currently executed.

DEVELOPING CULTURAL COMPETENCE BASED ON REFLECTIONS IN INTERNATIONAL FIELDWORK EDUCATION – STUDENT AND TEACHER PERSPECTIVES

Thursday, 16th June - 14:00 - OS - 1B.01 - Developments in Education - O' Flaherty Theatre -
Abstract ID: 396 - Oral

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Background:

Cultural competence plays an important role in client-centered occupational therapy. A culturally competent provision of care can contribute in providing relevant and sensitive assessment and intervention services for diverse client population. Development of cultural competence is an ongoing and continuous process, and it is thus necessary to start with this in the education of occupational therapy. Literature indicates that international partnerships and exchange studies can be a strategy to promote its development among occupational therapy students.

Educational Philosophy:

In occupational therapy, reflective practice is essential in developing professional reasoning. In occupational therapy education, reflective learning is important in integrating knowledge and experiences into meaningful perspectives.

Pedagogy:

Exchange students from Manila, Philippines engaged in learning activities in clinical and role-emerging settings in Umeå, Sweden, such as supervised client care provision, collaborative development of project proposal for fieldwork placement, and interdisciplinary case management. These activities provided them with opportunities to interact and communicate with colleagues and clients with Swedish and other ethnic backgrounds. Discussions between the students and teachers involved were intended to stimulate reflection on students' experiences.

Evaluation:

The reflective discussions have been helpful in integrating students' experiences into meaningful perspectives and have contributed to degrees of cultural competence in both students and teacher. Reflecting on students' experiences together with the teacher has increased awareness and sensitivity on cultural differences in daily living as well as occupational therapy practice and education.

Application to Education:

International exchange programs may contribute into enhancing students' and teachers' cultural competence and improving clinical education.

OCCUPATIONAL THERAPY STUDENT'S EXPERIENCES DURING ROLE EMERGING PLACEMENTS

Thursday, 16th June - 14:20 - OS - 1B.02 - Developments in Education - O' Flaherty Theatre -
Abstract ID: 1035 - Oral

Ms. Christine Schaefer¹, Ms. Jolien Van Den Houten¹, Mr. Frans Schoonbrood¹

¹Zuyd University of Applied Sciences

Background:

Due to societal development role emerging placements are necessary. As it is shown in other countries they provide opportunities and challenges for the development in a changing health-care system (Overton 2009).

Educational Philosophy or theory:

In the United Kingdom and Canada the first evaluations of role emerging placements are ongoing (Gregory 2011, Thomas 2011). However, little is known about student's experiences regarding their preknowledge to fit the requirements of a role emerging placement in the Netherlands. Having started the first periods of role emerging placements at Zuyd Hogeschool in the Netherlands the first evaluation is going on considering the efficiency of the preparation for and the development of competencies during the placement.

Pedagogy/educational approaches used:

The aim of this study is to show how Dutch students experience preparation on a role emerging placement. A qualitative study with semi-structured interviews using focus groups from different role emerging fields is carried out at the moment.

Evaluation:

A presentation will show the results of the analysis about student's experiences during their role emerging placement. It will focus on the preparation for a role emerging placement at Zuyd Hogeschool and the development of role emerging skills.

Application to Education and/or practice:

The results of this first study will show whether preparation and support during role emerging placements needs adaptation in teaching and coaching.

AN E-LEARNING COURSE IN COUNSELLING FOR CLINICAL SUPERVISORS

Thursday, 16th June - 14:40 - OS - 1B.03 - Developments in Education - O' Flaherty Theatre -
Abstract ID: 749 - Oral

Prof. Sidsel Kaland¹

¹Department of Occupational therapy, Physiotherapy and Radiography, Faculty of Health and
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Fieldwork is a central learning arena for students under supervising of occupational therapists. The supervisors shall provide challenges; verify students' academic behavior and their direct patient care (Paschal 2002). Supervisors should also "interpret" the complex and often frustrating and overwhelming reality in which the students find themselves. Experience shows that supervisors often lack formal qualifications in guidance/counselling.

Haukeland University Hospital (HUH) is an important partner for Bergen University College (BUC). In collaboration with one of the occupational therapists at HUH, I have designed a simple interactive e-learning course of 2 hours duration in counselling. The course is divided into 5 parts, and the practitioners can finish the course partly.

Part 1: Preparation before the student arrive.

Part 2: How to solve a specific guidance situation.

Part 3: Meeting a challenging student, one example from each of the Three
years.

Part 4: collaborative/cooperative learning. We wish that students should
cooperate in fieldwork. This is useful for students, but also a Resource
for the practice field (Vågstøl, Skøien and Raaheim 2007).

Part 5: Evidence based practice in counselling.

The course was completed and published September 2015. Evaluating data will be a part of the presentation.

Litterature:

Paschal, K.A. (2002) Techniques for Teaching Students in Clinical Settings. In: Shepart, K.F & Jensen, G.M. red. Handbook of teaching Physical Therapists. 2. Edt. Boston, Butterworth-Heinemann, s. 255-285.

Vågstøl, U. & Skøien, A.k. (2011) «A learning climate for discovery and awareness». Physiotherapy students'perspective on learning and supervision in practice. Advances in Physiotherapy, 13 (2) s. 71-78.

MAKING YOUR ACADEMIC SELF COUNT: PERFORMANCE METRICS OCCUPATIONAL THERAPY EDUCATORS AND RESEARCHERS SHOULD BE AWARE OF

Thursday, 16th June - 15:00 - OS - 1B.04 - Developments in Education - O' Flaherty Theatre -
Abstract ID: 33 - Oral

Dr. Ted Brown¹

¹Department of Occupational Therapy, Monash University - Peninsula Campus

Introduction: There has been a move in university environments towards the quantification of research outputs and academic performance. Examples of this include how much research funding a researcher been awarded and the mean or cumulative impact factor of the journals that university staff have published in. In addition, there has also been a move towards the quantification of performance metrics for individual educators and researchers. These performance metrics are often important in relation to promotion, tenure, performance appraisal, quality assurance, and research funding success.

Objectives: There has been a move in university environments towards the quantification of research outputs and academic performance. This presentation will review and critique several types of performance metrics that occupational therapy educators and researchers can access and utilise.

Methods: Currently there are several performance metrics that academic staff can access and apply including: the SCOPUS H-index, the Google Scholar H-Index, the Research Gate Score (RGS), and the citation metrics generated by the Publish or Perish software program. Examples of these quantitative performance metrics will be presented and critiqued for audience members.

Application to Education & Conclusion: If occupational therapy educators and researchers are going to be competitive in the higher education tertiary environment, they need to be aware of these metrics and how to apply them strategically. Key points will be illustrated for audience members using Power Point slides.

INCREASE THE MOTIVATION FOR THERAPY FOR CHILDREN WITH DEVELOPMENTAL COORDINATION DISORDER (DCD) BY TAKING THE PHOTO-INTERVIEW ASSESSMENT.

Thursday, 16th June - 14:00 - OS - 1C.01 - Children and Young People - Anderson Theatre -
Abstract ID: 651 - Oral

Mrs. siska Vandemaele¹, Mrs. Kim Dujardin¹, Ms. Haike Vanwelsenaere¹, Mrs. Nathalie Vanassche²

¹Howest, ²Ter Kouter

Background:

Scientific research indicates that children with DCD show long-term lower self-esteem, limited social skills and reduced motivation for physical activities.

Method:

A qualitative study is conducted into the intrinsic motivation for therapy of five boys with DCD, between the age of 8 and 12. Pre and post measuring with the photo interview assessment is done, establishing an increased or decreased motivation. Each child takes the photo interview, followed by a few sessions in which the concrete requests for help are handled.

The alternative hypothesis (H1) is the motivation for therapy does increase with all five children with DCD, who had the photo interview assessment taken.

Results:

One child was eliminated from the study as therapy was stopped unexpectedly.

An intrinsic motivation questionnaire, based on scientific articles and the IMI (Intrinsic Motivation Inventory), is filled out by occupational therapists and the parents before the photo-interview assessment and at the end of all the occupational therapy sessions focussing on the obtained request for help from the child. The results generally show a positive increase in intrinsic motivation for therapy of the children with DCD.

Conclusion:

by taking the photo interview and by dealing with the concrete demand for help by task oriented treatment methods, there is a successful improvement of the intrinsic motivation for therapy of children with DCD.

‘WE’RE NOT ONLY HERE FOR YOUR CHILD’: EARLY INTERVENTION IN THE CONTEXT OF INDIGENOUS FAMILIES IN CANADA

Thursday, 16th June - 14:20 - OS - 1C.02 - Children and Young People - Anderson Theatre -
Abstract ID: 576 - Oral

Dr. Alison Gerlach¹, Dr. Annette Browne¹, Dr. Melinda Suto¹, Dr. Margo Greenwood²

¹University of British Columbia, ²University of Northern British Columbia

Background:

Despite some improvements in recent years, many Indigenous children in Canada continue to experience health inequities as a result of structural factors that are unjust and potentially remediable. Currently there is a lack of knowledge on how early intervention programs promote Indigenous children's health and address health inequities that are rooted in structural factors. This is of serious concern given growing evidence on the effects of early adversity across the life course.

Method:

This qualitative inquiry was informed by critical theoretical perspectives and employed decolonizing methodologies to undertake research in partnership with an Indigenous early intervention program in British Columbia, Canada. Data collection included semi-structured interviews with Indigenous caregivers, Elders, early intervention workers, and their managers.

Results:

Critical analyses revealed how Indigenous early intervention policies and practices are: (1) grounded in a relational onto-epistemology; (2) are highly responsive to the diversity, complexity and specificities of families' lived realities, and (3) affirm and strengthen women's agency and resistance, particularly in the context of their experiences of socio-economic marginalization, and racialization in the healthcare and child welfare systems.

Conclusion:

This research begins to address a gap in the literature on how a relational approach to early intervention, as part of a network of social supports, can play an important role in fostering health equity for Indigenous children and non-Indigenous children living in conditions of social disadvantage.

Application to Practice:

Findings are applicable to occupational therapy for all families and children who experience social marginalization and structural violence.

MEASURING FUNCTIONAL PERFORMANCE: THE TRANSLATION AND ADAPTATION OF THE PEDIATRIC EVALUATION OF DISABILITY INVENTORY- COMPUTER ADAPTIVE TEST (PEDI-CAT) FOR IT'S USE IN GERMAN SPEAKING COUNTRIES

Thursday, 16th June - 14:40 - OS - 1C.03 - Children and Young People - Anderson Theatre -
Abstract ID: 660 - Oral

Ms. Cornelia Kocher Stalder¹, Dr. Christina Schulze¹

¹Zurich University of Applied Sciences (ZHAW) Winterthur, Switzerland

Background:

The Pediatric Evaluation of Disability Inventory (PEDI) is a useful clinical and research assessment to measure functional performance in children but has limitations in content and age range. A computer adaptive testing version, of the PEDI (PEDI-CAT) has recently been developed. The addition of new items extends the functional performance content assessing the domains of daily activities, mobility and social/cognitive functioning of children and youth through age 20 years. While the PEDI has been translated, adapted and validated for the use in many countries, the PEDI-CAT cross-cultural use has just started throughout Europe.

Method:

Translation and back translation procedures, discussions among German speaking experts (health professionals, translator and parents) on a translated and adapted PEDI-CAT were analyzed.

Results:

Findings regarding the translation and adaptation process of the PEDI-CAT for its use in German speaking countries provide an overview of challenging steps of the translation and adaptation process. Furthermore ideas to overcome those challenges will be illustrated.

Conclusion:

More attention should be paid to the reasoning process when translating and adapting an assessment. Different groups such as parents, children, health professionals who will be using the assessment should be considered in the translation and adaption process.

Application to Practice:

Health professionals who are aiming to evaluate activity and participation in life tasks in children and youth with various disabilities will be introduced into the content and construct of the PEDI-CAT. Recommendations regarding translation and adaptation procedures will be given.

CROSS-CULTURAL VALIDITY OF THE GERMAN VERSION OF THE PEDIATRIC EVALUATION OF DISABILITY INVENTORY (PEDI-G) - A RASCH MODEL APPLICATION

Thursday, 16th June - 15:00 - OS - 1C.04 - Children and Young People - Anderson Theatre -
Abstract ID: 664 - Oral

Dr. Christina Schulze¹, Dr. Julie Page¹, Prof. Margareta Lilja², Prof. Anders Kottorp³

¹Zurich University of Applied Science, ²Division of Health and Rehabilitation, Department of
Health Sciences, Luleå University of Technology, ³University of Illinois at Chicago

Background:

Health professionals in paediatrics constantly work to optimize activity, participation and quality of life of children with disabilities. The PEDI measures key functional Activities of daily living and demonstrates evidence of strong psychometric properties.

Method:

A total of 118 girls and 144 boys participated in this study; 198 of the children (75.6%) had a developmental disability and 64 (24.4%) were without a known disability. The mean age was four years (range 11 months to 10 years and six months, SD 1.91). Item goodness of fit, differential item functioning (DIF) and differential test functioning (DTF) were evaluated by use of a Rasch model.

Results:

Twenty-four (11.6%) out of 206 items of the Functional Skills Scale and one (5%) out of 20 items of the Caregiver Assistance Scale demonstrated misfit according to the Rasch model. Thirty-four (16.5%) out of 206 items of the Functional Skills Scale and no item from the Caregiver Assistance Scale demonstrated DIF. Almost half (46%) of the items demonstrating misfit also demonstrated DIF, indicating an association between them. The DIF by country only demonstrated a minimal impact on the person measures of the PEDI-G.

Conclusion:

Even though some items did not meet the statistical and clinical criteria set, the PEDI-G can be used, on a preliminary basis as a valid tool to measure activities of daily living of children with and without a disability in these countries. Further larger studies are needed to evaluate more psychometric item properties of the PEDI-G in relation to context.

THE ENERGETIC STUDY: EFFECTIVENESS OF A SELF-MANAGEMENT GROUP PROGRAMME TO IMPROVE SOCIAL PARTICIPATION IN PATIENTS WITH NEUROMUSCULAR DISEASE AND CHRONIC FATIGUE

Thursday, 16th June - 14:00 - OS - 1D.01 - Working with people with Chronic Illness - D'Arcy Thompson Theatre - Abstract ID: 644 - Oral

Mrs. Yvonne Veenhuizen¹, Dr. Edith Cup¹, Dr. Jan Groothuis¹, Dr. Jan Hendriks², Prof. Baziél Van Engelen³, Mrs. Bianca Van Keulen⁴, Prof. Sander Geurts¹

¹Radboud University Medical Centre, Donders Centre for Neuroscience, Department of Rehabilitation, Nijmegen, ²Department of Health Evidence, Radboud Institute for Health Sciences, Radboud University Medical Centre, Nijmegen, ³Radboud University Medical Centre, Donders Centre for Neuroscience, Department of Neurology, Nijmegen, ⁴Rehabilitation Centre Groot Klimmendaal, Arnhem

Background:

Chronic fatigue is present in more than 60% of the patients with a neuromuscular disease and can be their most disabling symptom which often results in low levels of physical activity and decreased social participation. 'Energetic' is a self-management group programme for patients with a neuromuscular disease and fatigue that aims to improve social participation and physical endurance and to alleviate fatigue. The aim of this study is to evaluate the effectiveness of the Energetic programme.

Method:

A multicentred, assessor-blinded, two-armed randomised controlled trial is conducted with evaluations at inclusion and four, seven and fifteen months later. The study includes patients with a neuromuscular disease and chronic fatigue, and their caregivers. The participants are randomised (ratio 1:1) to either an intervention group or a control group (usual care). The Energetic programme covers four months and includes four modules: 1) individually tailored aerobic exercise training; 2) education about aerobic exercise; 3) self-management training in applying energy conservation strategies; and 4) implementation and relapse prevention in daily life. The primary outcome is the perceived performance score of the Canadian Occupational Performance Measure (COPM). Secondary outcomes include the COPM-satisfaction score, and measures of fatigue, physical endurance, activity engagement, mood, self-efficacy and caregiver burden.

Results/Conclusion:

Until January 2016 the data are collected. In June 2016 we will present the outcomes of the primary and secondary outcome measures.

Application to Practice:

If this study provides evidence for the effectiveness of the Energetic programme, further implementation of this intervention is warranted.

ELECTRONIC VERSUS PAPER ACTIVITY AND FATIGUE DIARY USE IN PEOPLE WITH MULTIPLE SCLEROSIS: A PILOT STUDY

Thursday, 16th June - 14:20 - OS - 1D.02 - Working with people with Chronic Illness - D'Arcy
Thompson Theatre - Abstract ID: 498 - Oral

Dr. Daphne Kos¹, Mrs. Ann Huybrechts², Mr. Tom Peeters³, Mr. Tim Dams³, Mrs. Kaat
Simons³, Mrs. Joyca Van Malleghem⁴

¹KU Leuven; AP University College Antwerp, ²National Multiple Sclerosis Center Melsbroek, ³AP
University College Antwerp, ⁴KU Leuven; University of Ghent

Background:

This pilot study evaluates whether an electronic activity diary (e-diary) (smartphone application) differs from the paper version (p-diary) in terms of number of entries, frequency of diary entries, preference for use, satisfaction and usability, in people with multiple sclerosis (MS).

Method:

Fifteen people with MS (age 56,7 +/- 6.67 years) were randomized to e-diary first (group A, n=9) or p-diary first group (group B, n=6). Both paper and electronic diaries were used for three consecutive days within two weeks. Satisfaction and usability were assessed with D-QUEST (Demers et al. 2002; Wessels & De Witte 2003).

Results:

All participants registered more activities in the p-diary than in the e-diary (14.72 vs 8.65; $p < 0.001$). Subjects who started recording using the paper version registered more activities in the e-diary than those who used the e-diary first (12.89 vs 5.93; $p < 0.001$). Groups did not differ in the frequency of registration.

Satisfaction with the ease of use is significantly lower in the e-diary (33.3% vs 66.6%), as well as the effectiveness (41.6% vs 83.3%) and general satisfaction (41.7% vs 83.3%) compared to the p-diary. Yet, 58.3% of the participants prefer the smartphone application to complete the diary.

Conclusion:

People with MS registered less activities when using the e-diary compared to the paper version. Despite lower satisfaction scores, the majority preferred e-diaries.

Application to Practice:

Activity registration using e-diaries is not similar to p-diaries. Depending on upper limb capabilities and daily occupations, e-diaries may be preferred. Further research is necessary to optimize e-diaries.

TRANSLATION AND PILOT VALIDATION OF THE DANISH VERSION OF THE EVERYDAY TECHNOLOGY USE QUESTIONNAIRE (ETUQ) – APPLIED WITH OLDER ADULTS AND ADULTS LIVING WITH CHRONIC OBSTRUCTIVE PULMONARY DISEASE (COPD)

Thursday, 16th June - 14:40 - OS - 1D.03 - Working with people with Chronic Illness - D'Arcy
Thompson Theatre - Abstract ID: 253 - Oral

Prof. Anders Kottorp¹, Dr. Tina Helle², Ms. Rina Juel Kaptain², Dr. Lena Rosenberg³, Prof.
Louise Nygård⁴

¹University of Illinois at Chicago, ²University College of Northern Denmark, ³Karolinska Institutet,
⁴Karolinska Institutet

Introduction: The use of everyday technologies has grown rapidly during the last decades and has become an increasing part of people's everyday life, and also now include the use of e-health technologies used on a daily basis for persons living with chronic health conditions, e.g., chronic obstructive pulmonary disease (COPD). There are however no validated assessments targeting the ability to use everyday- and e-health technologies for these people. The aim of this pilot study was to investigate the validity of the Danish version of the Everyday Technology Use Questionnaire (ETUQ) in a sample of older adults and adults with COPD.

Methods: The ETUQ was initially systematically translated according to a dual panel approach. 47 persons with and without COPD were then interviewed using the tool. A Rasch model was used to evaluate aspects of validity evidence in relation to response processes, internal scale validity and precision in measures.

Findings: After collapsing some scale step categories used in the ETUQ, a reduced number of items (n=40) demonstrated acceptable goodness-of-fit to the Rasch model. This reduced number of items demonstrated overall high unidimensionality, person response validity and precision in measures.

Conclusion: The findings from this pilot study support the use of ETUQ as a validated functional outcomes assessment in older adults and adults with COPD in Denmark.

Application to Practice: Everyday e-health items in the ETUQ support use of the tool to evaluate and predict the potential use of such health care approaches in praxis.

OCCUPATIONAL THERAPY IN REDUCING SICK LEAVE FOR EMPLOYEES WITH PSYCHOLOGICAL OR MUSCULOSKELETAL PROBLEMS: A RANDOMIZED CONTROLLED TRIAL.

Thursday, 16th June - 15:00 - OS - 1D.04 - Working with people with Chronic Illness - D'Arcy Thompson Theatre - Abstract ID: 738 - Oral

Mr. Rik Loenders¹, Dr. Dirk Dhollander¹, Ms. Elke Smeers², Ms. Florence Wolfs³, Dr. Daphne Kos⁴

¹Landsbond der Christelijke Mutualiteiten, ²KU Leuven Department of Environment and Health & MSc in Occupational Therapy, KU Leuven & Ghent University, Belgium, ³Landsbond der Christelijke Mutualiteiten & MSc in Occupational Therapy, KU Leuven & Ghent University, Belgium, ⁴KU Leuven Department of Rehabilitation Sciences, Belgium

Background:

Within Flanders' social security system, a new intervention has been introduced: InWorkCoaching. An occupational therapist (OT) coaches employees who are on sick-leave, under supervision of an insurance physician. The OT-coaching starts soon after the start of sick leave, and far in advance of the "normal" medical control consultation by the insurance physician. The aim of this study was to evaluate the effectiveness of OT-coaching in reducing sick leave for employees with psychological or musculoskeletal problems.

Method:

A single-blind randomized controlled trial was performed in people on sick-leave due to psychological or musculoskeletal problems (aged < 60 years). Subjects were randomly divided into two groups: A) Usual care (normal medical control consultation) and B) Usual Care + OT-intervention.

Outcome measures: return to work (sick-leave days), relapse, quality of life (SF-36) and self-efficacy.

Results:

N=334 (group A: n=165 group B: n=169). Interim results (6 months follow-up) showed a decrease of 12% in sick-leave days and a significant increase in QoL (p=0.006) (psychological problems) and self-efficacy (p=0.001) (psychological and musculoskeletal problems). The results of 12 months follow-up will be analyzed at the end of 2015.

Conclusion:

Preliminary results indicate a beneficial effect of the OT-coaching sessions in reducing sick-leave days, as well as improving quality of life and self-efficacy. Long-term results will be available at time of the conference.

Application to Practice:

This study showed a sustainable model of an OT-based return to work intervention in every day practice. OT's can contribute to the reduction of work absenteeism in the community.

A PHILOSOPHICAL PERSPECTIVE ON HUMAN ACTIVITY

Thursday, 16th June - 14:00 - OS - 1E.01 - Occupation-Centred Practice - Kirwan Theatre -
Abstract ID: 410 - Oral

Dr. Inger Jansson¹

¹Jönköping

Introduction: Hannah Arendt, a German - Jewish philosopher, has in her work, *The Human Condition*, developed ideas about human activity (*vita activa*) which are closely related to occupational science.

Description: Arendt describes three modalities of *vita activa*: labour, work and action. Labour is the recurring repetitive activities that must be constantly made to maintain our biological existence. Work means activities that give rise to an artificial world of things, that is, products and phenomena created by people. Action is the activity that takes place between people. Action means to take the initiative and to start something. Action is characterized by unpredictability. According to Arendt it is in the modality action that humans attain freedom. However, modern Western society is designed after the modality of labour even though we have the technical prerequisites to devote ourselves to the modality of action.

Application: The objective of this presentation is to describe similarities and differences between *vita activa* and occupational science and also to describe modern activity problems from the perspective of *vita activa*. In today's society it is required to perform duties, organized in a repetitive manner, both at home and at work. High demands on production following the labour modality, combined with lack of the action modality can be draining and lead to ill-health and increased alienation in both work and home situations.

Vita activa can develop occupational science and the idea of modalities can contribute to a better understanding of activity problems.

BEYOND STIGMA: CONSIDERING 'SANISM' IN OCCUPATIONAL THERAPY

Thursday, 16th June - 14:20 - OS - 1E.02 - Occupation-Centred Practice - Kirwan Theatre -
Abstract ID: 574 - Oral

Ms. Stephanie Le Blanc¹, Dr. Elizabeth Anne Kinsella¹

¹Western University

Background: The issue of stigma surrounding mental illness has received increasing attention within occupational therapy in the last decade. However, focus has been primarily limited to the individual(s) being stigmatized, rather than on the underlying processes that give rise to stigma. This paper explores 'sanism', described by Perlin (2003) as a deeply embedded and prevailing system of thought that provides a foundation upon which stigma and an irrational prejudice thrives - much like racism, sexism, or homophobia - against persons with mental health diagnoses.

Method: This presentation engages critical reflexivity (Kinsella & Whiteford, 2009) to examine discourses of 'sanism' that have begun to emerge in mental healthcare literature. Accounts drawn from this literature will be used to illustrate how sanism may be seen to operate both materially and conceptually within healthcare contexts, and to consider the implications for the occupational therapy profession.

Results: We propose that a critically reflexive examination of sanism has the potential to reduce oppressive and stigmatizing practices in occupational therapy, and to advance social justice for persons experiencing mental illness.

Conclusion: This presentation will critically examine the concept of 'sanism' and its possibilities for making visible dimensions important to occupational therapy education, practice, and research.

Application to Practice: Occupational therapists are well positioned to take leadership roles in addressing sanism, given the profession's expressed commitment to the support of anti-stigma agendas and initiatives. Raising awareness and reflexively examining how the concept of sanism operates has generative possibilities for professional practice in mental health.

DISCOURSES OF RISK: CRITICALLY DECONSTRUCTING IMPLICATIONS FOR OCCUPATIONAL THERAPY

Thursday, 16th June - 14:40 - OS - 1E.03 - Occupation-Centred Practice - Kirwan Theatre -
Abstract ID: 198 - Oral

Dr. Mandy Stanley¹, Dr. Debbie Rudman²

¹University of South Australia, ²University of Western Ontario

Background:

In the Western world there is a growing aversion to risk and a concurrent increase in policies and procedures to manage exposure to risk (Ceci, 2009). Provision of occupational therapy to older people living in a rural and remote community context has not escaped the increased attention to risk aversion however the intensification of focus on risk for occupational therapy practice in this context has not been critically examined.

Method:

We conducted qualitative interviews with 4 Australian occupational therapists practicing within a rural context, and collected relevant institutional documents designed to guide their attention to risks to themselves and clients. A critical discourse analysis (Laliberte Rudman & Denhardt, 2015) approach was taken to analyse both sets of data in to elucidate how risk was conceptualised and how therapists variously negotiated the discourses.

Results:

Although organisational documents predominantly conveyed a technico-scientific focus on risk as objective, measurable, and able to be proactively managed, therapists discussed risk as complex, not always predictable, having subjective elements, contextualised and dynamic.

Conclusion:

These differing conceptualisations of risk created tensions in practice which could limit therapists' abilities to practice in client-centred and occupation-focussed ways, and decreased professional autonomy.

Application to Practice:

There is a need for occupational therapists at individual and collective levels to actively contribute to reformulating how risk is conceptualised and addressed to enable practice that acknowledges the rights of clients to engage in occupations that may be risky, and values the expertise that therapists have in negotiating risk to themselves.

DISCOURSES IN REHABILITATION AS THEY PRESENT THEMSELVES IN CURRENT PHYSIOTHERAPY AND OCCUPATIONAL THERAPY

Thursday, 16th June - 15:00 - OS - 1E.04 - Occupation-Centred Practice - Kirwan Theatre -
Abstract ID: 39 - Oral

Ms. Hanne Kaae Kristensen¹, Ms. Jeanette Prastegaard², Dr. Charlotte Ytterberg³

¹Health Sciences Research Center, Odense, Denmark University College Lillebaelt,, ²Department of Physiotherapy, University College Capital, Hille, ³Department of Neurobiology, Care Sciences and Society, Karolinska Institutet,

Background: Throughout recent decades, rehabilitation has been a concept gaining increasing political attention in Western countries. With regard to stroke rehabilitation in Denmark, a fundamental context for professional practice has been provided by the publishing of extensive political guidelines, textbook and research on how professionals working within stroke rehabilitation can provide consistent and coherent client-centred rehabilitation of high quality. This study aims to explore discourses expressed in central government publications and in written notes concerning rehabilitation practice, in order to discuss current perceptions of rehabilitation.

Method:The frame of reference is Fairclough's critical discourse analysis. The analysis comprised seven official documents relevant to stroke rehabilitation provided in Danish health services, along with notes written by occupational therapists and physiotherapists in medical records of 10 patients with a stroke diagnosis admitted to hospital in 2012. The documents included were read thoroughly. The texts were analysed deductively, focusing on discursive practice in relation to articulated understandings of rehabilitation, health practice approaches and social practice.

Results: The dominating discourses seem to be Western neoliberalism organisational, medical and ethical discourses. The macro level of discourses was constituted of political documents addressing rehabilitation at a national level. The meso level mainly concerned medical discourses within stroke rehabilitation whereas the micro level represented local medical and ethical discourses.

Conclusion: The neoliberal discourse underpins the medical discourse with strong emphasis on evidence-based interventions. In contrast to ethical discourses documentation of rehabilitation practice indicated more attention to facilitating the patient's independence than to enabling the patient regains meaningful activities and participation.

INTERNATIONAL SHORT TERM MOBILITY: ENHANCING PROFESSIONAL IDENTITY

Thursday, 16th June - 14:00 - OS - 1F.01 - Professional Identity - Larmor Theatre - Abstract ID:
886 - Oral

Mr. Soemitro Poerbodipoero¹, Mrs. Vera Kaelin², Dr. Susanne Guidetti³, Ms. Nadine
Blankvoort⁴, Mrs. Johanna Ellung⁵

¹Amsterdam University of Applied Sciences, ²Zurich University of Applied Sciences, ³Karolinska
Institutet,, ⁴Amsterdam School of Health Professions, ⁵Karolinska Institutet

The increasingly multi-cultural landscape in European healthcare calls for professionals in training to be exposed to different cultures, thereby developed cultural sensitivity and strengthening their professional identity. Addressing and training these competencies is therefore vital (WFOT, 2009). A partnership of three European universities offers short term mobility weeks to incoming students and students from the home university with a focus on professional identity. To gain deeper understanding of students' experiences a qualitative evaluation study was conducted (Kaelin, Poerbodipoero, Guidetti, Blankvoort, & Kubli, ongoing analysis). Focus group interviews were analysed content based. Findings revealed personal and professional development as an experienced outcome by the students. Experienced challenges were found in the area of missing work at home and need to take initiative for travel arrangements. Similar challenges outlined in literature (Jurgens & McAuliffe, 2004) may lead to students not taking part in short term mobility.

The goal of this workshop is to share experiences and discuss possibilities with educational staff, students, OT practitioners and researchers to approach those challenges and to facilitate establishing and implementing short term mobility.

Maximum number of participants: 25

Brief description of intended participants:

Students, educational staff, OT practitioners and researchers interested in the topic of short term mobility.

References

World Federation of Occupational Therapists (2009) Guiding Principle on Diversity and Culture. Available at: <http://www.wfot.org/ResourceCentre/tabid/132/did/306/Default.aspx> (Accessed: 10 April 2014).

Jurgens, J. C. & McAuliffe, G. (2004). 'Short-Term Study-Abroad Experience in Ireland: An Exercise in Cross-Cultural Counseling', *International Journal for the Advancement of Counselling*, 26, 147-161.

PROFESSIONAL CAREER IN OCCUPATIONAL THERAPY IN LATVIA AND ESTONIA: OPINION OF STUDENTS AND GRADUATES

Thursday, 16th June - 14:20 - OS - 1F.02 - Professional Identity - Larmor Theatre - Abstract ID:
983 - Oral

Ms. Karin Lilienberg¹, Ms. Lolita Cibule², Ms. Zane Liepina², Ms. Lelde Kalvane³, Ms. Kristiina
Didrik¹, Ms. Mari Saat⁴

¹Tallinn Health Care College, ²Riga Stradins University, ³Latvian Association of Occupational
Therapists, ⁴Pärnu Hospital

Background:

Proper career choice is big challenge during the lifespan according to individual values and needs. Occupational therapy (OT) is new profession in labour market in Estonia and Latvia. The average number of practicing occupational therapists per 100.000 head of population in Latvia is six and in Estonia four therapists (Summary of the occupational therapy profession in Europe 2015).

Method:

The aim of the study was to find out and compare opinion of OT practitioners and students about the factors impacting career choice, satisfaction with education, professional career, preparedness for further practice and professional perspectives in Latvia and Estonia.

Purposeful sampling method was chosen to select participants for research. The Questionnaires were prepared in Latvian and Estonian. Following ethics approval the members of OT associations and OT students received invitation letter with link to online questionnaire. Information from students from both OT study programmes was collected in 2012 and 2015.

Results and conclusions:

Altogether 193 participants from Estonia and Latvia took part in this research. Career choice of OT students and practitioners has been affected by their interest in working with people and willingness to serve community, breadth of profession and desire for a professional career. Latvian participants were more satisfied with OT career choices, while OT status visibility in society were scored higher by Estonians. Participants from both countries were concerned of proper training for further practice.

Application to Practice:

Results of study are used by professional OT associations and educators of OT in both countries

OCCUPATIONAL THERAPY: VALUABLE PROFESSIONALISM

Thursday, 16th June - 14:40 - OS - 1F.03 - Professional Identity - Larmor Theatre - Abstract ID:
804 - Oral

Ms. Bea Van Bodegom¹

¹HAN University of Applied Sciences

‘Imagine the world in which those workers who have the specialized knowledge that allows them to provide especially important services have the power to organize and control their own work.’

(Freidson, 2001:1-2).

This challenging quote from the book: ‘Professionalism: the third Logic’ is about professional power and balancing between professionalism, managerialism and consumerism. This is recognizable for occupational therapists. They also live with dilemmas like their accountability towards their clients, their employers, their insurance companies, their legislations, and their professional body. Occupational therapists feel that their professional needs and valued contribution to the client is hidden or overlooked by all kind of managerial issues. Mackey (2013) stated ‘that the professional value of client centred practice remained strong, powerful voices and systems of control lead to changes in behaviour’. Valuable professionalism (Moor, 2008; Mackey, 2013) can be explained as the professional ability to reflect on professional performance and to do the ethical right things. In this presentation I explore the experiences of 9 occupational therapists in the Netherlands relating ‘valuable professionalism’ and different themes in relation to value based professionalism are identified. These are: client-centred practice, selfless values, occupation based practice, professional autonomy, balancing responsibilities. The most challenging issue for occupational therapists is ‘balancing responsibilities’ and provides insight into occupational therapists’ escape mechanisms. They are identified as: (1) conformation to managerial power, (2) professional disobedience and (3) creating professional opportunities in order to contribute to societal issues. I identify this as a challenging professional issue and will present my actual research findings.

CREATING A SUSTAINABLE FUTURE: A COLLECTIVE SENSE OF SELF IN OCCUPATIONAL THERAPY.

Thursday, 16th June - 15:00 - OS - 1F.04 - Professional Identity - Larmor Theatre - Abstract ID: 434 - Oral

Ms. Marianne Bonassi¹

¹Discipline of Occupational Therapy, College of Healthcare Sciences, Division of Tropical Health & Medicine, James Cook University

Background:

Occupational therapists and the communities in which they practice, appear to be unable to clearly articulate their professional identity and the unique skills they can offer in health care service provision. (Clouder, 2003; Tryssenaar, 1999) There is a dual relationship between practice and identity formation within Communities of Practice (CoP) (Wenger, 1998). However, there is sparse evidence available to suggest that this dual relationship has been investigated within occupational therapy.

Method:

This research has developed a framework to be used to examine professional identity development within CoP.

Results:

Preliminary analysis has identified several discrete categories related to professional identity development and these include: the role of the CoP ; the role of the profession ; the role of supervision and the importance of ensuring the foundations for professional identity are embedded throughout occupational therapy education.

Conclusion:

A clear and well-articulated identity is imperative in order to create a future where occupational therapists can effectively cope with the external and internal pressures that influence practice. To do so the profession needs to return to traditional foundations to identify a collective sense of self that informs our future practice.

Application to Practice:

This research will assist the profession to strengthen that collective sense of self and identify its unique contribution to the communities in which we practice. It will also be valuable for occupational therapy educators engaged in curriculum design. Additionally managers of health care provision will have a specific detailed profile of the unique contribution occupational therapists bring in service provision.

A TOOL TO ENHANCE OCCUPATIONAL THERAPY REASONING FROM ICF PERSPECTIVE: THE HASSELT OCCUPATIONAL PERFORMANCE PROFILE (H-OPP)

Thursday, 16th June - 14:00 - OS - 1M.01 - Measurement and Assessment - O' hEocha Theatre -
Abstract ID: 731 - Oral

Mr. Rudi Ghysels¹, Mr. Erwin Vanroye¹, Mrs. Myriam Westhovens¹, Dr. Annemie Spooren¹

¹Department of Healthcare, School of Occupational Therapy. PXL University College, Hasselt, Belgium

Background: Professional reasoning with emphasis on occupational performance is important. Focus on client-centred approach, evidence based care and interdisciplinary point of view must be taken into account, but is a challenge.

Aim: To describe the development of an digital Occupational Performance Profile tool (H-OPP) that enhances occupational therapy reasoning from ICF perspective and to describe how this was implemented in daily practice.

Method: a participative qualitative design was used (including different stakeholders) to create the H-OPP tool in an iterative way

Results: After linking Occupational Therapy terminology to the ICF, different stages of the Occupational Performance Profile tool were identified and elaborated with main features: creating of an occupational performance profile based on inventory of problems and possibilities, formulating an occupational performance diagnosis and enabling to create a treatment plan. In all stages, both the perspective of the client and the occupational therapist were taken into account. To increase practical use, the tool was further elaborated and digitalized.

Conclusion: The H-OPP helps to gather all the relevant information about the client system and links it to the ICF codes. It improves interdisciplinary communication and facilitates composing an accurate occupational performance diagnosis which results in creating realistic goals and therapeutic interventions. The tool offers the opportunity to register, score and (re-) evaluate persons.

Application into practice: The H-OPP is a digital coach that guides and facilitates professional reasoning in (novice) occupational therapists together with the client system. It enhances interdisciplinary communication and evidence based care.

CONTRIBUTING TO THE IMPROVEMENT OF THE DYNAMIC ASPECT OF THE STRUCTURED OBSERVATIONAL TEST OF FUNCTION (SOTOF)

Thursday, 16th June - 14:20 - OS - 1M.02 - Measurement and Assessment - O' hEocha Theatre -
Abstract ID: 1080 - Oral

Ms. Eden Marrison¹, Dr. Alison Laver Fawcett¹

¹York

Background

The Structured Observational Test of Function (SOTOF; Laver and Powell, 1995) is an observational assessment of self-care and neurological function for older people. It comprises a standardised test and a dynamic assessment. This study aims to contribute to the improvement of the dynamic assessment aspect of the SOTOF. The study is being undertaken by an occupational therapy student for a third year project.

Method

The first stage of a content validity test-development design has been implemented. The study involved three literature searches related to: 1) dynamic assessment within occupational therapy, with a specific focus on neurology; 2) scaffolding, grading, cueing and prompts used by occupational therapists; 3) occupational therapy dynamic assessments identified from the first search. Literature from primary research, textbooks and test manuals has been included. A critical and narrative analysis has identified and evaluated approaches to dynamic assessment and compared these to the SOTOF's dynamic elements.

Results

The findings are informing changes and additions to the SOTOF test items, record form, instruction cards and test manual.

Conclusion

A graduated prompt method has been developed and examples are written for each SOTOF test item.

Application to practice

Given the advances in dynamic assessment and the appreciation of the value of dynamic assessment for occupational therapy practice since the SOTOF was first developed, this project will update the SOTOF, to provide a more detailed dynamic assessment for adult clients with neurological impairment.

References

Laver AJ and Powell GE (1995) The Structured Observational Test of Function (SOTOF). Windsor: NFER-Nelson.

RELIABILITY OF A HOMEMAKING ASSESSMENT FOR USE IN OT PRACTICE

Thursday, 16th June - 14:40 - OS - 1M.03 - Measurement and Assessment - O' hEocha Theatre -
Abstract ID: 216 - Oral

Ms. Hilary Drummond¹, Ms. Liv Brekke², Ms. Nicole Matichuk², Dr. Susan Forwell²

¹Creative Therapy Consultants, ²University of British Columbia

Background: In response to needs of third party payers, a homemaking assessment was developed to provide a fair, objective, and consistent approach to quantifying the assistance an individual requires with housekeeping tasks as a result of accident or disability. While this measure has been used for more than a decade in an occupational therapy private practice, there has been no systematic evaluation of its validity and reliability. The study will specifically evaluate convergent validity and interrater reliability of the homemaking assessment for use with community-dwelling adults.

Methods: This study uses a prospective design with up to 50 client cases to test interrater reliability and convergent validity. Data will be analyzed and reported using descriptive statistics, Pearson's r correlation coefficient, and Cohen's kappa coefficient.

Results: This study will demonstrate the validity and reliability of a homemaking assessment. Results will guide the development of materials to support education and dissemination of the assessment.

Conclusions: Evidence will be provided for the psychometric integrity of a homemaking assessment that has been accepted among clinicians and stakeholders as providing credible support for funding decisions related to housekeeping services.

Application to Practice: This study provides the foundation for broader use of this assessment by occupational therapists in community practice. By quantifying an individual's ability to complete housekeeping tasks, the assessment can be used both for objectively determining the level of support an individual requires, as well as evaluating change over time.

ELDERLIES' EVERYDAY CHANGES WHEN ADOPTING ASSISTIVE TECHNOLOGY

Thursday, 16th June - 15:00 - OS - 1M.04 - Measurement and Assessment - O' hEocha Theatre -
Abstract ID: 1094 - Oral

Mrs. Stina Meyer Larsen¹, Ms. Hanne Kaae Kristensen², Prof. Lise Hounsgaard¹

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Background:

Studies show an increasing demand for health professionals to relate to the challenges that arise when technology is integrated in the daily lives of the older adults. The purpose of this poster is to provide an overview of existing literature pertaining to older adults' perspectives on processes of everyday change when adopting assistive technology.

Method:

Six major scientific databases were searched. Articles were selected using predefined selection criteria. The identified publications were evaluated using the CASP tools.

Results:

15 articles out of 4416 were included. The literature shows that older individuals' experiences of the process of everyday change were multi-faceted. The pre-implementation stage was influenced by ambivalent expectations to the technology, the process and the health professionals, while support from social network and adjusting everyday routines was found to be essential later in the process.

Conclusion:

The existing literature shows that older adults' experience the process of everyday change when adopting assistive technology as a complex and individualised process.

Application to Practice:

Individualised guidance is an important element in successful integration of technology in the daily lives of older adults.

References

- Lindqvist, E., Nygard, L. & Borell, L. 2013, "Significant junctures on the way towards becoming a user of assistive technology in Alzheimer's disease", *Scandinavian journal of occupational therapy*, vol. 20, no. 5, pp. 386-396.
- Rosenberg, L. & Nygård, L. 2012, "Persons with dementia become users of assistive technology: A study of the process", *Dementia* (14713012), vol. 11, no. 2, pp. 135-154.

MEASURING PARTICIPATION IN MENTAL HEALTH: A SYSTEMATIC REVIEW OF OUTCOME MEASURES

Thursday, 16th June - 14:00 - OS - 1N.01 - Participation and Mental Illness - Fottrell Theatre -
Abstract ID: 860 - Oral

Dr. Katrina Bannigan¹, Dr. Jane Cronin Davis², Ms. Joanne Inman³

¹Plymouth University, ²York St John University, ³Lancashire Care NHS Foundation Trust/
Plymouth University

Background:

Evaluating the effectiveness of occupational therapy interventions, particularly in mental health, is a priority for the profession (AOTA 2007; Morley & Smyth, 2013). When designing a study to test the effectiveness of an intervention a primary outcome measure needs to be selected. This study aimed to identify robust measures of participation for research in mental health.

Method:

A systematic review was conducted using CRD's (2009) guidance. The relevance of each measure identified was assessed using a conceptual framework of participation related to mental health. All relevant measures were quality appraised against criteria for reliability and validity.

Results:

A wide ranging search strategy identified 61 measures of participation. None of the relevant measures identified (n=6) were judged to be reliable and valid. The relevant tools were then re-evaluated on the basis of their clinical utility. Two tools were identified as having clinical utility: Participation Scale (P-Scale) and Utrecht Scale for Evaluation of Rehabilitation Participation (USER-P)

Conclusion:

There is no reliable and valid measure of participation that could be used as the primary outcome measure in studies to assess the effectiveness of occupational therapy in mental health. The Participation Scale (P-Scale) and Utrecht Scale for Evaluation of Rehabilitation Participation (USER-P) have clinical utility so should be subjected to further psychometric testing to assess their reliability and validity.

Application to Practice:

The Participation Scale (P-Scale) and Utrecht Scale for Evaluation of Rehabilitation Participation (USER-P) are potentially useful tools for assessing the impact of occupational therapy on participation in mental health settings.

AN EVALUATION OF A MULTI-ELEMENT APPROACH FOR ADDRESSING THE PRODUCTIVE OCCUPATION NEEDS OF PEOPLE WITH PSYCHOSIS

Thursday, 16th June - 14:20 - OS - 1N.02 - Participation and Mental Illness - Fottrell Theatre -
Abstract ID: 1117 - Oral

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College Dublin

Background

Occupational Therapy has assisted people with psychiatric conditions with their productive role and identity since its earliest days (Arbesman & Logsdon, 2011). Recently Occupational Therapy treatment has begun to incorporate evidence based approaches such as supported employment and supported education (1). While the research supporting such approaches is strong there remain questions regarding its feasibility and efficacy in different cultures, social welfare benefit systems, client populations, and psychiatric service models.

Study

We examined the impact of augmenting an occupational therapy service in an early intervention for psychosis service with two work related interventions. The interventions targeted two distinct groups (i) those without a productive role and (ii) those with a productive role. Those without a productive role were offered supported employment/education provided by a supported employment specialist. Those in a productive role were invited to a job retention programme delivered by the supported employment specialist and the occupational therapist of the service. Standardised assessment instruments were used at baseline and at one follow up assessment post intervention. Ethical approval for the study was attained.

Results

129 people were offered the interventions. 61 people attended of whom 39 consented to participate in the research project. Factors associated with uptake and outcomes are currently being examined and prepared for dissemination in 2016.

Discussion

To the authors knowledge this study, albeit limited due to the small size, will be one of the first to report on adopting a dual approach to address the productivity needs of a first episode psychosis population.

THE CLUBHOUSE MODEL – A METHOD IN HARMONY WITH OCCUPATIONAL THERAPY THEORY?

Thursday, 16th June - 14:40 - OS - 1N.03 - Participation and Mental Illness - Fottrell Theatre -
Abstract ID: 88 - Oral

Ms. Torhild Stimo¹, Mrs. Grethe Berntsen Jarål², Ms. Anne-Kari Ellestad¹, Mr. Brian
Ellingham³, Mrs. Lisebet Skarpaas³, Mr. Tore Bonsaksen⁴

¹Clubhouse Norway, ²Oslo Fountainhouse, ³Occupational Therapy Programme, Faculty of Health
Sciences, Oslo and Akershus University College, ⁴Oslo and Akershus University College of Applied
Sciences, Oslo

Background:

Clubhouse is an international movement aimed at facilitating work and vocational rehabilitation for persons who have, or have a history with, mental health problems. With a growing number of Clubhouses in Norway, there is also a growing need for research and development concerned with their practices and effects. The present work aimed at exemplifying the standards for Clubhouse programs, and to discuss how these standards and derived practices may be related to occupational therapy theory (1).

Theoretical underpinning:

We have limited our discussion to using the Model of Human Occupation (MOHO) as our analytic framework (2). Clubhouse standards and practices are discussed with a view to MOHO theory related to the importance of the person's occupational engagement (3), and to the strategies by which therapists can facilitate this engagement (4).

Assessment / Intervention/ Technique:

There are 36 Clubhouse standards, relating to eight different domains. These domains are membership; relationships; space; work-ordered day; employment; education; functions of the house; and funding, governance, and administration (5).

Evaluation of outcome:

We have discussed Clubhouse standards and practice in view of occupational therapy theory, and have demonstrated a good harmony between Clubhouse standards and practice, and the MOHO principles.

Application to practice:

Clubhouses can be an appropriate work arena for occupational therapists. In the future, specific examples of practice within Clubhouses are needed. In addition, the significance and effects of these practices for Clubhouse members and staff, for the Clubhouse communities, and for the society need further examination.

OCCUPATIONAL THERAPY FOR PEOPLE WITH A DIAGNOSIS OF PSYCHOSIS; INTERVENTION SPECIFICATION

Thursday, 16th June - 15:00 - OS - 1N.04 - Participation and Mental Illness - Fottrell Theatre -
Abstract ID: 978 - Oral

Ms. Joanne Inman¹, Dr. Katrina Bannigan², Prof. Jacqui Akhurst³

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Background: Occupational therapy has been defined as a complex intervention (Creek 2003). More effectiveness studies are needed in occupational therapy generally (Bannigan et al. 2008) and mental health specifically (COT 2006). Randomised controlled trials (RCTs) have been perfected largely through drug trials, whereas occupational therapy typically involves greater complexities (Nelson and Mathiowetz 2004) making effectiveness studies very challenging. Frameworks and guidance for designing and evaluating complex interventions to improve health have advanced (Richards and Hallberg 2015). This paper describes the method used to create an occupational therapy intervention specification and details of the specification itself.

Method: The Medical Research Council (2008) guidance was applied and a task analysis of occupational therapy with people with a diagnosis of psychosis was carried out (Gitlin 2013). This was scrutinised by the POINTER study steering group, academics and clinicians; some amendments were made. The validity and applicability of the occupational therapy intervention specification is currently being explored in a feasibility study for a pragmatic RCT.

Results: The occupational therapy intervention specification is described; outlining the theory base, therapy goals, objectives, activities and the hypothesized outcomes.

Conclusion: As a complex intervention, approaches to test occupational therapy's efficacy in a research setting is a priority for the profession. This intervention specification will be used in a larger pragmatic RCT to test the efficacy of occupational therapy with people with a diagnosis of psychosis, living in the community.

Application to Practice: The use of the intervention specification to support best practice and research will be discussed.

THE DEVELOPMENT OF A THEORY-INFORMED WORKBOOK AS AN 'ADDITIONAL SUPERVISOR' FOR OCCUPATIONAL THERAPY STUDENTS ON ROLE-EMERGING PLACEMENTS

Thursday, 16th June - 14:00 - OS - 10.01 - Education: Placement - O' Tnúthail Theatre - Abstract
ID: 12 - Oral

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Background:

Placement learning promotes the development of reasoning and decision making commensurate with the theoretical tenets of a profession (Clark et al., 2015). In role-emerging placements, where there is no established occupational therapy service, students do not have the same structures and supports that are provided in established placements. This presentation describes the development and evaluation of a workbook, designed to reinforce the integration of theory with practice and provide an additional resource to support students when a supervisor is not always present.

Method:

Fourteen final year occupational therapy students and four off-site occupational therapy supervisors involved in role-emerging placements in school settings in England participated. A social constructionist perspective and action research methodology was used. In-depth, semi-structured interviews across four action research cycles informed the development and evaluation of the workbook. University ethical approval was obtained.

Results:

The workbook originally focussed on supplementing students' knowledge of occupational therapy theory. This was insufficient for supporting placement practice. Instead, students valued guidance for enacting their practice, such as undertaking assessments and documenting results. Thus, focus of the workbook shifted and utilised feedback and educational theory to inform its design and content.

Conclusion:

The workbook was received positively by students and supervisors. Applying educational theory to its development enabled the identification of key features and critical aspects which supported students' learning.

Application to Practice:

The workbook has the potential to support the integration of theory with practice and offer guidance to students as an 'additional supervisor' in placements beyond school-based practice.

COLLABORATION BETWEEN EDUCATION AND PRACTICE TO ENHANCE LEARNING THROUGH GROUP SUPERVISION DURING CLINICAL PLACEMENTS

Thursday, 16th June - 14:20 - OS - 10.02 - Education: Placement - O' Tnúthail Theatre - Abstract
ID: 112 - Oral

Mrs. Lene Fogtmann Jespersen¹, Ms. Mali Melhus², Mrs. Cecilia Celo³, Mr. Brian Ellingham⁴

¹Oslo University Hospital, Oslo,, ²Oslo and Akershus University College of Applied Sciences, Oslo,,
³Oslo University Hospital, Oslo, ⁴Oslo and Akershus University College of Applied Sciences, Oslo

Background:

Policy changes in Norway demand closer collaboration between educational programmes and clinical institutions. Oslo University Hospital (OUS) is a major supplier of practice placements for Oslo and Akershus University College (HiOA). A survey of occupational therapy fieldwork supervisors and students revealed a need for greater teacher involvement to facilitate integration of theory in practice. A project was initiated to address this challenge.

Method:

A programme was designed that incorporated introduction days, seminars on evidence based practice and reflection groups related to central competency goals for students fieldwork. Students participated in three groups sessions led jointly by a fieldwork supervisor and a teacher from the OT programme. The programme was tried out during 6 placement periods over a two year period involving a total of 44 students.

Evaluation:

Joint supervision contributed to reducing the practice-theory divide. Reflection and dialogue in groups facilitated the application of theoretical concepts to students' clinical experiences. Input from the fieldwork supervisor and the teacher demonstrated that both were engaged in the same discourse. Group supervision provided an arena for clarification and application of competency goals in relation to concrete practice experience. Fieldwork supervisors reported that group supervision contributed to quality assurance and support during the placement period.

Conclusion:

The program contributed to enhance the quality of practice placements and facilitate integration of theory in practice. Collaboration between teachers and practitioners in group supervision enhanced students learning.

Application to Education and /or practice:

Joint group supervision has now been implemented permanently for OT students at OUS.

AGENTS OF SOCIAL CHANGE: DEVELOPING INTERCULTURAL COMPETENCE THROUGH FIELDWORK

Thursday, 16th June - 14:40 - OS - 10.03 - Education: Placement - O' Tnúthail Theatre - Abstract
ID: 675 - Oral

Ms. Lauren Pittard¹

¹Jefferson College of Health Sciences

Background:

Intercultural competence (ICC) is an essential skill for health care professionals. With an increasingly diverse global demographic, along with technology that allows high migration and contact, health care students and professionals must be equipped with the knowledge and skills to provide culturally sensitive, appropriate and effective care that meets the needs of all. As occupational therapists, we have a responsibility to address the diverse range of needs and client preferences in regards to occupational justice.

Method:

Students do not gain ICC from merely learning foreign languages or being exposed to cultures(1). Guided reflection develops meaning from observations and interactions in order to increase ICC.

Results:

This presentation discusses the processes used to develop an international cultural experience, collaborate with different cultures, and assess learning through qualitative and quantitative data.

Conclusion:

Eight students from a master's level occupational therapy program in the United States used reflective journaling throughout a 10-day international level 1C fieldwork experience at Diphetogo Preschool in South Africa.

Application to Practice:

Reflective writing in coursework allows the students to critically reflect on the experience and its relationship to personal and professional growth while improving their self-awareness, critical thinking, problem solving, and leadership skills(2).

References

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2. Horton-Deutsch, S., & Sherwood, G. (2008) 'Reflection: An educational strategy to develop emotionally competent nurse leaders', Journal of Nursing Management, 16, pp. 946-954.

ADVANCING E-LEARNING IN INTERPROFESSIONAL PRECEPTOR EDUCATION: QUALITY IMPROVEMENT IN AN ON-LINE OPEN ACCESS EDUCATION PROGRAM

Thursday, 16th June - 15:00 - OS - 10.04 - Education: Placement - O' Tnúthail Theatre - Abstract
ID: 991 - Oral

Dr. Elizabeth Anne Kinsella¹, Prof. Ann Bossers¹, Ms. Marybeth Bezzina¹, Prof. Karen Ferguson¹, Dr. Kim Holland¹, Ms. Julie Whitehead¹, Prof. Karen Jenkins², Prof. Susan Schurr¹, Prof. Taslim Moosa¹, Prof. Ann Macphail¹, Prof. Sandra Hobson¹

¹Western University, ²Fanshaw College

Background: A team of Health Sciences faculty at a Canadian University representing the disciplines of Occupational Therapy, Physiotherapy, Speech-Language Pathology, Audiology and Nursing, as well as experts in instructional design and evaluation, has updated an open access, online interprofessional education program: 'Preceptor Education Program for Health Professionals and Students' (PEP). This program, originally developed and launched in 2007, is designed to prepare both students and preceptors for on-site clinical experiences. The 9 modules are interactive with downloadable resources, learning exercises, video case scenarios and references.

Educational Philosophy or theory: In this second edition of the program (January 2016 launch) contemporary technological updates have been made to content and learning activities based on constructivist, experiential and reflective learning theory (Mezirow, 1991; Moon, 2009; Schön, 1987) as well as theories of e-learning (Butcher et al, 2014; Underhill, 2006).

Pedagogy / educational approach(es) used: This presentation will discuss the experience of an interprofessional team in the redesign process aimed at increasing interactivity of material using a variety of technology and software options, to improve accessibility, learnability and memorability of the material. The Quality Matters Rubric (Butcher et al, 2014) was used to guide the redesign with concentration on key quality elements in e-learning.

Evaluation: Formative and summative evaluation strategies embedded in the modules will be showcased. Pilot test results and subsequent modifications will be described.

Application to Education and /or practice: As contemporary educational practice in occupational therapy moves toward interprofessional and on-line formats, the pedagogical and evaluative insights from this project are instructive.

CONDITION FOR SUCCESSFULL QUALITY MANAGEMENT IN OCCUPATIONAL THERAPY

Thursday, 16th June - 14:00 - OS - 1P.01 - Quality Assurance - Tyndall Theatre - Abstract ID: 556
- Oral

Mr. Andre Buerki¹, Mrs. Iris Luescher Forrer¹

¹Swiss Association of Occupational therapy

Perhaps you are among the many people for whom occupational therapy process, reglmentation and quality management are not exactly everyday terms. Or you ask yourself whether you really need to worry about such things in your day-to-day working life and whether it is just enough to regularly attend professional advanced training courses. We all have the feeling that we deliver good quality at work, we strive to keep up-to-date by means of regular advanced training, or we have our established treatment methods and empirical values that we are convinced about.

Today, professional quality management is a must in every profession. Especially where public funds, legal regulations or insurance benefits are involved, content-related and organisational standards are prerequisites.

What do politicians, legislators, the public sector and insurers expect from quality management in occupational therapy? What conditions must the quality management fulfil in order to become a success factor in collective bargaining? How do quality management and regimentation relate to each other? What role do professional registers play? What requirements must an occupational therapy treatment process fulfil? What has to be documented and how? But also: How must an occupational therapy facility be equipped? How does it have to be organised? How must its contractual ties be shaped in order to meet tomorrow's quality requirements? In our "quality management" segment we want to answer these and other questions so that you are already prepared today to face the demands of tomorrow.

A STUDY OF THE CURRENT STRUCTURE AND CONTENT OF PROFESSIONAL SUPERVISION FOR OCCUPATIONAL THERAPISTS IN IRELAND

Thursday, 16th June - 14:20 - OS - 1P.02 - Quality Assurance - Tyndall Theatre - Abstract ID: 558
- Oral

Ms. Tanya Mc Garry¹, Ms. Margot Barry², Mr. Patrick Hynes³

¹Department of Clinical Therapies, University of Limerick, ²HAN University of Applied Sciences,

³Department of Occupational Science and Occupational Therapy, University College Cork

Introduction:

Professional supervision is a collaborative process which provides a forum for guidance, support, reflection and learning. The aim of this research is to establish the current structure and level of commitment to professional supervision of occupational therapists in Ireland. It explores the opportunity that supervision provides for reflective practice and the impact of the supervisory relationship on the experience.

Method:

In this quantitative study the Supervisory Relationship Questionnaire (SRQ) was distributed to members of the Association of Occupational Therapists of Ireland agreeable to participating in research. A response rate of n=112 was achieved. Descriptive statistics were then derived using SPSS software. Ethical approval for this research was granted by the University of Limerick Ethics Committee.

Results:

There is a commitment to professional supervision among the respondents with the majority of supervision being provided by internal sources. Overall supervision is presented as a positive experience with mutual respect, well-structured sessions and a safe environment. A small percentage of respondents did indicate challenges within the supervisory relationship. The element of supervision that showed the most need for development was that of reflective education.

Conclusion:

Supervision is seen as a valued component of Occupational Therapy Practice for the respondents in this research. Further research using a qualitative methodology to explore the experience of both supervisees and supervisors is recommended.

Application to practice:

Supervision is a valued component of Occupational Therapy Practice. It appears that training for supervisors could be of benefit in increasing the educational value of supervision.

TRANSFORMATIONAL LEADERSHIP: IDEALISTIC OR REALISTIC?

Thursday, 16th June - 14:40 - OS - 1P.03 - Quality Assurance - Tyndall Theatre - Abstract ID: 542
- Oral

Mrs. Linda Renton¹

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Word Limit: 236.

Background:

Transformational leadership can be seen as both idealistic and realistic. Whilst studying for a Professional Doctorate the author encountered and explored transformational leadership in relation to higher education and in this paper she widens the scope, critiquing, exploring and investigating the topic of transformational leadership in relation to occupational therapy education and practice.

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Educational Philosophy or theory:

The four foundational components of transformational leadership are idealised influence, inspirational motivation, individualised consideration and intellectual stimulation (Burns 1978). This however at times reads like an idealised and unrealistic list of attributes and the literature critiquing transformational leadership introduces a realistic grounding to the topic.

Educational approach and evaluation used: Through a critical review of the literature the theme of transformational leadership will be critically explored and the question of transformational leadership being both realistic and idealistic will be confronted. The literature will be evaluated, synthesised and related to examples from occupational therapy practice and education into a coherent presentation.

Application to Education and /or practice: the work is relevant to occupational therapists with an interest in leadership, and with examples being used from both practice and higher education, occupational therapists in both higher education and practice will find the presentation specifically pertinent.

References :

BURNS, J.,1978. Leadership. New York: Harper and Row.

**PROMOTING OT - MODEL E. N. A. B. L. E. –
EMPOWER A PERSON THROUGH NETWORK OF
PROFESSIONALS AND PEERS TO BE ABLE FOR
OCCUPATIONAL PARTICIPATION IN DAILY
OCCUPATIONS THROUGH BENEFICIAL LEARNING
EXPERIENCES – ERASMUS + IDIPOWER PROJECT**

Thursday, 16th June - 15:00 - OS - 1P.04 - Quality Assurance - Tyndall Theatre - Abstract ID: 964
- Oral

Mrs. Andrea Matković¹, Mrs. Sasa Radic², Mrs. Ivana Medić³, Ms. Barbara Mikšić⁴, Ms. Lea Črček⁵

¹Croatian association of occupational therapists, Radićeva 60, Zagreb, ²Croatian association of occupational therapists, ³Special Special Hospital for Children with Neurodevelopmental and Motoric Disorders, Goljak, ⁴Special Hospital for Medical Rehabilitation Krapinske Toplice, ⁵Special Hospital for Children with Neurodevelopmental and Motoric Disorders, Goljak, Zagreb, Croatia

As occupational therapists we acknowledge the meaning of participation and functionality in personally important daily occupations and their positive impact on enabling change. Through the last 15 years Croatian Association of Occupational Therapists (H.U.R.T.) has been promoting and lobbying for occupational therapy profession “position in society” regardless present and on-going challenges. In the 2015, H.U.R.T. has had an opportunity to be a partner on ERASMUS+ funded project “IDIPOWER - Empowering persons with disability through collaborative learning” with intent of cooperation for innovation and the exchange of good practices. IDIPOWER project has showed several challenges in provision of corporate social responsibility while promoting for our profession but also has made visible some crucial pillars of change.

Promoting profession for the profession, results with “professional mess” and the power struggle between professions, while promoting profession with taken into account person (OT, client or their family), environment, occupation and performance gives a framework for development. Using our own legacy, personal occupation as a means for progress, in daily context can provide a strong tool in “making space” for profession. While participating in our purposeful occupations we enable our clients and society to reach their goals and objectives.

This paper will present IDIPOWER project and model E. N. A. B. L. E. as a framework for lobbying for profession through collaboration learning.

Model E. N. A. B. L. E. evaluation provisioned 6 months after its implementation has shown significant raise in occupational therapy visibility, development of competences and new co-occupation among all stakeholder.

MIND THE GAP, INVOLVEMENT OF CLIENTS IN THE THERAPY PROCESS

Thursday, 16th June - 14:00 - Symposium.01 - 1G - Dillon Theatre - Abstract ID: 868 - Symposium

Dr. Dominique Van De Velde¹, Prof. Patricia De Vriendt², Mr. Ton Satink³, Dr. Toini Harra⁴

¹Ghent University - Department of physiotherapy and rehabilitation sciences - Occupational Therapy Program, ²Department of Occupational Therapy, Artevelde University College, Ghent, Belgium., ³Department of Occupational Therapy, HAN University of Applied Sciences, Nijmegen, the Netherlands, ⁴Department of Participation and Functioning, Helsinki Metropolia University of Applied Sciences, Helsinki, Finland

Background:

The last 35 years there has been a gradual paradigm shift in health-care practice, literature and political programs towards client-centered-practice (CCP). However, research has shown that there exists a gap between CCP-theory and practice.

Summary:

The symposium encompasses four scientific presentations, elaborating on different aspects of client involvement in the occupational therapy (OT). The purpose is to uncover pitfalls and traps in CCP and give new ideas for avoiding them.

Precise timetable:

In running order: (1) introduction: 5'; (2) pitfalls in CCP (Van de Velde et al, 2015): 15'; (3) coaching towards self-management; lessons learned (Satink et al, 2015): 15'; (4) the inclusion trap: therapeutic collaboration (Harra et al, 2015): 15'; (5) following the gut-feeling in clinical-decision-making: 15'; (6) discussion and questions: 20'; (7) conclusion: 5'.

Method:

Uncovering the gap between CCP-theory and practice was investigated by research groups from The Netherlands, Finland and Belgium in different settings. Discussing the results with the audience aims to co-create in-depth-insights to increase the evolving theory about involving clients in the practice of OT. Results:

Experiences and perceptions concerning the pitfalls and suggested solutions will be collected with the audience in the symposium and in the philosophy of co-construction should lead to the development of new theory.

Conclusion:

New theories might have more impact when co-created together with practice.

Application to Practice:

Shared reasoning is empowering clients to act as an active change agent in OT processes and as a manager of his own life. This process could lead to more excellence.

QUALITY OF LIFE, PARTICIPATION AND ENVIRONMENT OF CHILDREN WITH AUTISM SPECTRUM DISORDER

Thursday, 16th June - 14:00 - Symposium.01 - 1H - AC213 - Abstract ID: 813 - Symposium

Prof. Snaefridur Thora Egilson¹, Ms. Gunnhildur Jakobsdottir², Ms. Linda Björk Ólafsdóttir³

¹Disability Studies Program, Faculty of Social and Human Sciences, University of Iceland,

²Children's and Adolescent Psychiatric Department, National University Hospital of Iceland,

³Faculty of Social and Human Sciences, University of Iceland

Summary:

Our research project focused on the quality of life (QoL), participation and environment of children living in Iceland. We start with a introduction about the topic and the measures used and then present our findings. Discussions focus on implications for practice.

Timetable:

- Introduction (chair): 5 minutes
- Brief overview over the project (convenor): 10 minutes
- QoL of children with ASD: 20 minutes
- School participation and environment of children with ASD: 20 minutes
- Community participation and environment of children with ASD: 20 minutes
- Discussions - implications for practice: 15 minutes

Background:

Few studies have focused on the views of children with ASD and their participation in different environments has not been thoroughly explored.

Method:

We used a cross-sectional comparative design. Data was collected with the self- and proxy-reported versions of the KIDSCREEN-27 and the parent-report PEM-CY. Reports of about 100 children with ASD, 240 controls and their parents' were included in the analyses.

Results:

Compared with controls, children with ASD had lower means on all QoL dimensions of the KIDSCREEN-27. Parents of children with ASD evaluated their children's QoL lower than did parents of controls. Overall, children with ASD reported better QoL than did their parents. Significant differences between children with and without ASD were found for the PEM-CY participation and environment summary scores.

Conclusion:

It is important to seek the viewpoints of both children and their parents.

Application to Practice:

In order to promote participation and QoL attention should be given to environmental challenges.

PARTICIPATORY CITIZENSHIP: ALTERNATIVE APPROACHES TO CLIENT CENTRED PRACTICE

Thursday, 16th June - 14:00 - Workshop.01 - II - AC204 - Abstract ID: 1036 - Workshop

Ms. Inés Viana¹, Dr. Sarah Kantartzis², Mrs. Hetty Fransen³, Dr. Nick Pollard⁴

¹Department of Health Sciences, Faculty of Health Sciences, University of A Coruña, La Coruna,,
²Queen Margaret University, ³University of Tunis El Manar, ⁴Sheffield Hallam University

Summary of the Workshop:

Purpose: The purpose of this workshop is to support critical discussions on client centered practice from the perspective of citizenship, in order to promote occupation-based development.

Rationale: The ENOTHE Citizenship project group has been working to explore the potential of a participatory citizenship perspective to occupational therapy practice. Part of this process has been to investigate alternative paradigms to that of client centred practice to support education and practice (Fransen et al. 2015). A participatory citizenship approach offers the opportunity to develop perspectives around the client-therapist relationship in a shared world and to consider those who may be placed in positions of dis-citizenship. The group propose that a critical approach, recognising the possibility of multiple and dynamic theoretical perspectives is required for practitioners working in the contemporary world.

Format: Brief presentation, group activities and discussion

Objectives: The aim is to offer participants the opportunity to explore how working with alternative paradigms may enhance their professional reasoning and practice.

Maximum number of participants: 40

Brief description of intended participants:

This workshop is suitable for students, practitioners and educators.

References:

Fransen, H., Pollard, N., Kantartzis, S., Viana-Moldes, I. (2015). Participatory citizenship: Critical perspectives on client-centred occupational therapy, *Scandinavian Journal of Occupational Therapy*, 201 (22) pp. 260-266.

Financial support by ENOTHE is gratefully acknowledged.

WORKSHOP ON STANDARDIZING THE ON-ROAD ASSESSMENT

Thursday, 16th June - 14:00 - Workshop.01 - 1J - AC202 - Abstract ID: 530 - Workshop

Dr. Ann Helen Patomella¹, Dr. Helena Selander²

¹Karolinska, ²Mobility Center in Gothenburg

Summary of the Workshop:

Following injuries and disease that cause cognitive impairments, occupational therapists are often involved in making decisions on and assessing driving ability. There are few standardized assessment tools for conducting on-road assessments and many occupational therapists lack experiences and routines for on-road evaluations of clients. The purpose of the workshop is to introduce a standardized assessment method with specific tools for assessing driving ability on-road and to highlight the importance of standardizing procedures. In the workshop these topics will be addressed and discussed;

- Procedures and assessments commonly used by occupational therapists when conducting driving evaluations
- Standardization of the on-road assessments by occupational therapists
- Research supporting use of a standardized on-road assessments

During the workshop new research findings will be presented and the participants will be encouraged to discuss their current practice: routines and methods for conducting driving evaluations on-road. Standardized methods and assessment tools will be presented and discussed for their feasibility in practice.

Maximum number of participants: 30

Brief description of intended participants:

This workshop is appropriate for post-graduate occupational therapists with an interest in conducting on-road evaluations.

References

Patomella, A-H. & Bundy, A. (2015) 'P-Drive: Implementing an Assessment of On-Road Driving in Clinical Settings and Investigating Its Internal and Predictive Validity' *American Journal of Occupation Therapy*, 69, doi:10.5014/ajot.2015.015131

Selander, H., et al., Older drivers: on-road and off-road test results. *Accident Analysis & Prevention*, 2011. 42(4): 1348-1354.

OCCUPATIONAL THERAPY IN ADDICTION SERVICES

Thursday, 16th June - 14:00 - Workshop.01 - 1K - AC203 - Abstract ID: 224 - Workshop

Mrs. Debra Jeffery¹

¹Central and Northwest London NHS Foundation Trust

Drug and alcohol use and its associated psychological, physiological and societal harms remain a significant European and Worldwide issue (EMCDDA, 2015; UNODC, 2015). The importance of meaningful occupation in sustaining recovery is increasingly evident in substance misuse research (McIntosh and McKeganey, 2000). Substance dependence has an inherent occupational nature i.e. “a great deal of time is spent in activities related to substance use and important social, occupational or recreational activities are given up or reduced because of substance use” (DSM-IV, APA, 1994). Commencing treatment and stopping an active substance using lifestyle can leave clients with a vacuum in their day to day life resulting in them feeling deskilled as well as lacking confidence, roles and a sense of identity.

The purpose of this workshop is to introduce participants with an interest in addictions to the management of drug and alcohol addiction in an NHS Service and the key role of Occupational Therapy within these services. Participants will be also introduced to the different types of substances clients use and their effects, informed of methods used to screen for alcohol use problems and of the recognizable signs of substance misuse. There will be an open format for discussion about issues participants have experienced in this area when working with clients/patients in any setting and the sharing of good practice examples.

EXPLORING HOW CONCEPTUAL OCCUPATIONAL THERAPY MODELS SHAPE, AND ARE SHAPED, BY THE LANGUAGE OF PRACTICE

Thursday, 16th June - 14:00 - Workshop.01 - 1Q - AC215 - Abstract ID: 188 - Workshop

Dr. Fiona Maclean¹, Dr. Jenna Breckenridge²

¹Queen Margaret University, ²University of Dundee, Scottish Improvement Science Collaborating Centre

A recent study by Maclean & Breckenridge (2015) explored the use of occupation-focused language by occupational therapists in physical health care settings. Analysis of therapists' language revealed that conceptual models not only shape but are shaped by practice language.

The purpose of this workshop is to explore the extent to which participants value and use occupation focused language in their practice contexts. Utilising a precept of appreciative inquiry (Cooperrider & Srivastva, 1987), where generating collective visions and actions are essential in guiding change (Trajkovski et al, 2013), powerful questions will be used to positively guide participants' engagement and discussion during the workshop. Consequently, the objectives of this workshop are:

- 1.To explore the extent to which occupation is described by participants, in their own words, as central to their delivery of practice.
- 2.To explore and consider the ways in which occupation-focused language can align, or has synergy, with the experiences of practice.
- 3.To consider ways in which occupation-focused language can be used by participants to explain and discuss people in occupational terms.

The workshop would have a maximum of twenty people. Following an initial presentation outlining the purpose of the workshop, participants will be divided in to four groups of five. Each group will discuss the powerful questions set, informed by the objectives of the workshop, with group feedback closing the session.

The intended participants for this workshop would be students, practitioners and researchers interested in understanding the centrality of occupation-focused language to the delivery of practice.

INFLUENCING WITH KNOWLEDGE THAT STICKS: HOW OCCUPATIONAL THERAPISTS CAN ACT MORE EFFECTIVELY AS CHANGE AGENTS

Thursday, 16th June - 14:00 - Workshop.01 - 1R - AC214 - Abstract ID: 13 - Workshop

Dr. Annie Carrier¹, Prof. Damien Contandriopoulos², Ms. Mélanie Perroux²

¹Université de Montréal and Université de Sherbrooke, ²Université de Montréal

Rationale. To optimize access to healthcare and promote health, occupational therapists are expected to act as change agents (Pattison, 2015), an important yet challenging role (Finlayson, 2013). A core skill for change agents is the capacity to synthesize, integrate and communicate knowledge to decision-makers, clinicians and stakeholders in organizations and policy-making arenas. To make knowledge ‘stick’, important lessons can be learned from communication theory and cognitive psychology (Heath and Heath, 2007), which could be included in occupational therapy curricula. **Objectives.** This workshop will 1) describe five core principles for effective knowledge communication and the underlying cognitive processes, and 2) allow participants to reflect on the practical use of these principles. **Format.** The workshop is divided into three parts. First, the five core principles of effective knowledge communication and associated underlying cognitive processes will be presented (30 min). Then, in small groups of 8 to 10 people, a case history will be used to encourage participants to discuss: a) application of the core principles by occupational therapists in their change agent role, and b) relevance of including these core principles in occupational therapy entry-level curricula (40 min). Finally, all participants will share their views (20 min).

Three learning outcomes

After attending this workshop, participants will be able to:

- 1.Explain the five core principles of effective knowledge communication and associated underlying cognitive processes
- 2.Discuss practical applications of these principles in occupational therapists’ change agent actions
- 3.Discuss the relevance of including these principles in occupational therapy entry-level curricula

EXPERIENCES AS A LOCUM OT IN GERONTOLOGY SETTING FROM AUTISTIC INDIVIDUAL PERSPECTIVE

Thursday, 16th June - 14:00 - Workshop.01 - 1S - AC216 - Abstract ID: 74 - Workshop

Dr. Bill Wong¹

¹Interface Rehab

With prevalence rate of autism on the rise to 1 in 68 from the CDC in 2013, it implies that there are a lot more autistic adults in the present and future in communities across the world. According to autobiographies written by autistic individuals (Birch, 2003; Holliday Willey, 1999; Robinson, 2007) and research (Baldwin et. al, 2014; Wilczynski et. al, 2013), autistic individuals face significant disadvantages in the workplace and many of them require additional support to reduce such gaps. Such disadvantages include social communication skills with co-workers and other individuals in their work environments, sensory modulation, and dealing with sudden and unpredictable changes (Birch, 2003; Willey, 1999; Robinson 2007). The author has met with autistic occupational therapy students and practitioners online and offline in the occupational therapy profession since he was diagnosed with Asperger's Syndrome in 2010 as an occupational therapy student in the United States. The author is now working 35 to 45 hours a week as a locum occupational therapist at convalescent homes across Los Angeles County and Orange County in state of California of the United States. This presentation will highlight his challenges as an autistic occupational therapist in his current job through task analysis, strategies to seek support, and what he has learned from his ongoing journey as an occupational therapy clinician and leader. The information from this presentation can be useful for the occupational therapy profession to provide service improvement through better and timely support to our autistic colleagues throughout their careers.

EXECUTING OCCUPATIONAL THERAPY'S ROLE IN PRIMARY CARE FOR INDIVIDUALS WITH CHRONIC CONDITIONS

Thursday, 16th June - 14:00 - Workshop.01 - 1T - Dunican Theatre - Abstract ID: 668 - Workshop

Dr. Neil Harvison¹, Dr. Pamela Roberts²

¹American Occupational Therapy Association, ²Cedars-Sinai Health System

Occupational therapy practitioners' distinct knowledge of the impact that habits and routines have on individuals' health and wellness (AOTA, 2014) qualifies the profession to address primary care needs of individuals across the lifespan, particularly those with, or at risk for, one or more chronic conditions. As members of interprofessional primary care teams, occupational therapy practitioners are qualified to address the needs of individuals with chronic conditions with regards to limitations in daily activities and participation. According to the Centers for Disease Control, approximately a half of all adults had one or more chronic health conditions and one in four had two or more conditions (CDC, 2012).

This workshop will provide participants with the skills to demonstrate occupational therapy's distinct value in primary care for individuals with chronic conditions. The workshop will include didactic presentation and interactive group discussions. By completion of the workshop, participants will be able to:

- 1.articulate occupational therapy's distinct value in primary care for individuals with chronic conditions,
- 2.utilize evidence to demonstrate occupational therapy's role in addressing opportunities for integration within primary and chronic condition arenas, and
- 3.identify strategies to integrate occupational therapy in primary and chronic condition service delivery.

participants: 60

Participants: practitioners, administrators, educators

References:

American Occupational Therapy Association (2014) "The Role of Occupational Therapy in Primary Care." American Journal of Occupational Therapy, 68, p.S25-33.

Ward BW, Schiller JS, Goodman RA (2014) "Multiple chronic conditions among US adults: a 2012 update" Preventing Chronic Diseases;11: p.130389.

THE SIX WARRANTS OF PROFESSIONAL DECISION-MAKING

Thursday, 16th June - 14:00 - Workshop.01 - 1L - AC201 - Abstract ID: 889 - Workshop

Dr. George Tomlin¹, Prof. Deborah Dougherty²

¹University of Puget Sound, School of OT, ²Mercy College, Department of Health
Professions-Occupational Therapy

Summary of the Workshop:

The purpose of this workshop is to introduce the Six Warrants Model for Professional Decision-Making, and to provide experience to participants in applying the model to practice cases. The model has been developed to reconcile a contradiction within “evidence-based practice,” namely, that the type of evidence to establish cause and effect relations for treatment approaches (“evidence-supported practice”), even when incorporated by practitioners (“evidence-informed practice”) is not sufficient for the decision-making required when providing individualized client-centered services. A better understanding of the complexities of how both forms of evidence are used in everyday practice, along with other “warrants,” may lead to a more balanced implementation of research evidence

The six warrants (research evidence, practitioner expertise, client preferences/priorities, available facility resources, theoretical understanding, and “internal evidence,” that is, the information gleaned from client and family as to occupational performance, life narrative and trajectory, and from client response to intervention), as justifications for decision-making in practice, co-exist, with none presumed to have primacy before the analysis of each client situation.

Workshop objectives are (a) thorough discussion of the six warrants, and (b) application of the model to specific cases from various practice settings. Workshop format will be an alternation between whole group presentation/discussion, and small group, intensive conversation about the cases.

ECOLOGICAL MOMENTARY ASSESSMENT: METHODOLOGICAL IMPLICATIONS FOR OCCUPATIONAL THERAPY RESEARCH

Thursday, 16th June - 15:20 - PS1.01 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 20 - Poster

Dr. Niki Kiepek¹

¹Dalhousie University

Background: This presentation describes the process of developing and evaluating of an ecological momentary assessment (EMA) data collection instrument to explore the impact of substance use on occupational performance and quality of experience. EMA is methodological approach designed to collect qualitative and quantitative data in real-time within situated contexts.

Method: Research participants are electronically provided with an instruction manual regarding the process data collection. Data collection involves surveys and written narrative accounts. EMA data is collected off-line and each entry is automatically time-stamped. It is not possible for participants to revise entries after they are submitted.

Results: The evaluation results about the utility of the EMA instrument will be presented. The analysis will address, i) the quality of data collected, ii) the process of data collection, and ii) participant feedback regarding ease of use of the instrument and perceived accuracy of information provided. Participant feedback will be sought regarding the process of using the instrument, ease of use, appropriateness of design, perceived accuracy of data provided, and recommendations for modifications to the instrument.

Conclusion: EMA is a practical methodological approach for occupation-related research. Advantages include reduced need for cognitive recall, access to longitudinal data, real-time data analysis, access to geographically disperse participants, and data security. Disadvantages include the need for participants to have access to appropriate technology, design restrictions when using existing software, and high cost of developing research-specific software.

Application to Practice: Access to real-time data can strengthen the quality of occupation-related research and thereby better inform evidence-informed practice.

INVESTIGATION OF GROUP ACTIVITIES APPLIED TO DISABLED CHILDREN AND THEIR SIBLINGS

Thursday, 16th June - 15:20 - PS1.02 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 41 - Poster

Ms. Esra Leman Üstdağ¹, Mrs. Gonca Bumin¹

¹Hacettepe University

The aim of this study is to examine the effects on social participation of children and sibling relationships of the group activities applied to disabled children and siblings. Four disabled children and their healthy siblings were included in this study as research group. In the control group, the four disabled children and their healthy siblings participated in the study. Group activities have been executed one day a week for 1,5 hours in accordance with the children's interests and requests for 4 weeks. "Demographic Data Collection Survey" as Rating Scales, "Child and Adolescent Participation Scale (CASP)" for participation and "Schaeffer Sibling Behaviour Rating Scale" for sibling relations have been used respectively. As a result of our study, no statistically significant difference has been determined between the study group and the control group based on the results of the CASP and Schaeffer Sibling Behaviour Rating Scale ($p>0,05$). Reviews such as "They began to do together at home what they did at the group activities" and "Seeing them like that, we feel happy too" of mothers of disabled children participated group activities and increase in the average scores indicate the positive effect of the group activity. Group activities for children with disabilities who participated in the evaluation of their mother when they say the words; some children at home and in the community to increase their participation, to develop social communication skills, improve relationships with brothers, and it is observed that a better deal. Key Worlds: Group activity; Sibling relationship; Participation; Disabled children

METHODOLOGICAL CHALLENGES WHEN DOING RESEARCH THAT INCLUDES ETHNIC MINORITIES: A SCOPING REVIEW

Thursday, 16th June - 15:20 - PS1.03 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 105 - Poster

Dr. Anne Le Morville¹, Dr. Lena-Karin Erlandsson²

¹Metropolitan University College, Occupational Therapy Program, ²Lund University, Health Sciences Centre,

Background :

In order to deliver sensitive and adequate healthcare interventions for populations including ethnic minorities, valid and reliable healthcare research are vital. Within healthcare research in general, including occupational therapy this means challenging methodological issues in obtaining valid and reliable results. The aim of this scoping review is to describe the methodological problems within healthcare research.

Method:

A scoping review was done, following Arksey and O'Malley's (2005) framework. A thorough literature search yielded 18 articles obtained from the scientific databases PubMed, Cinahl, Web of Science and PsychInfo and through search of chosen journals. A descriptive and a thematic analysis were applied to the data.

Results:

The results showed that there are methodological issues concerning the entire research process. The issues stems from the differences in conceptual understandings regarding the focus of the research and the lack of defining the participants and thus recruiting the appropriate samples. Another important issue is the lack of appropriate data collection instruments, e.g. whether to use questionnaires or interpreters. Analysis of data is also a challenge due to lack of representative data and/or language issues during interviews.

Application to Practice:

In order not to exclude ethnic minorities from adequate healthcare and healthcare research, developing and testing methods for the entire research process is needed. It is a costly and time-consuming process, but the results will be valid and reliable in a broader sense and therefore better applicable in today's clinical practice. This will help to make healthcare adequate and more sensitive regarding ethnic minorities.

**RESEARCH POSTER / ORAL ABSTRACT TEMPLATE
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CONCEPTS OF EVERYDAY LIFE IN GERMAN
PSYCHIATRIC OCCUPATIONAL TH**

Thursday, 16th June - 15:20 - PS1.04 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 182 - Poster

Mrs. Julie Mewes¹

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Background:

Although occupational therapy provides decades of experience in treating mental health patients, one of their key therapeutic concepts - supporting patients in regaining their ability of everyday life - is still missing a definition at least within the German discourse.

Method:

A twelve-month ethnographic fieldwork in two different hospitals was conducted.

Results:

The study aims to create a deeper understanding of how patients are expected to relearn everyday life in practice, how patients and therapists are dealing with this missing definition and how objects shape these learning experiences.

Conclusion:

A definition of what it takes to be able to live everyday life could sharpen the professional profile of occupational therapists in order to deal with both other health professionals in clinical settings as well as their patients.

Application to Practice:

Since I am not trained as an occupational therapist I would love to use the opportunity to discuss everyday life as a therapeutic key concept with the international practitioner's community.

Financial support by the Hans Böckler foundation/ German Federal Ministry of Education and Research is gratefully acknowledged.

TERMINATION AND ENDINGS: THE INEVITABILITY OF EXPERIENCES AND RELATIONSHIPS

Thursday, 16th June - 15:20 - PS1.05 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 274 - Poster

Dr. Michelle Elliot¹

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Background:

In life, as in stories, there are both beginnings and endings, existing across time, space, development and context. Relationships, narratives and connection to occupation are all experienced within and influenced by this continuum, though traditionally with deference to the commencement or engagement processes.¹ Termination is an integral component to research and health care interactions yet remains under-theorised in occupational therapy and science.

Method:

The experiences of 24 masters-level occupational therapy students participating in a brief international learning opportunity were studied using a nine-month ethnographic design. Conceptually framed using narrative phenomenology,^{2,3} data was collected before, during and after the trip through interviews, essays, photos, field notes and participant observation.

Results:

Planning, rapport building and culturally sensitive practices dominated the preparation and overseas phases. The conclusion of the trip, the departure from the host site, and the coinciding conclusion of the students' professional studies were less overtly addressed, yet arose as deeply resonant and emotional themes.

Conclusion:

The study findings suggest that the beginning-ending binary is fluid and transactional, not easily represented as a single event but rather continually re-experienced through engagement with symbolic artifacts, narrative rituals and everyday occupations.^{4,5}

Application to Practice:

The work of different partners in terminating a shared experience is relevant for research, therapy and education as ending relationships or terminating participation juxtaposes occupation, social actors, temporality and context. How endings are anticipated, avoided or sustained are thus informative variables to understanding the human experience of 'goodbye'.⁵

INITIAL STUDY ON OCCUPATIONAL BALLACE AND PARTICIPATION IN DAILY ACTIVITIES AMONG CHILDREN

Thursday, 16th June - 15:20 - PS1.06 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 372 - Poster

Dr. Limor Rosenberg¹

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Background:

Participation is defined as “involvement in a life situation”. Through their participation in daily activities, children develop, acquire skills and find meaning. An involvement in a wide range of daily occupations characterizes children and adults. Occupational balance is defined as a balance between the different occupations (ADL, work/education, leisure etc.) Both, participation and occupational balance are perceived as a resource for health and personal wellbeing. However, occupational balance among children was barely explored. This study aim to explore children’s perceptions regarding their occupations, related to dimensions as importance, difficulty, and autonomy, derived from the occupational balance literature; and to explore whether associations exist between dimensions of occupational balance and participation.

Method:

Participants were 50 typically developing children (mean age 9.52 ± 1.78 years) and their parents. The children completed an occupational balance questionnaire (OBQ) that was develop for the purpose of the current study. The parents completed the Children Participation Questionnaire-School (CPQ-S).

Results:

A few significant correlations were found between dimensions of child’s participation (diversity, independence, enjoyment and parental satisfaction) and the child’s feeling of “flow” (operationalized as perception of activity “importance” vs. activity “difficulty”) and “autonomy” (operationalized as the number of activities “choose” to do vs. “must” do).

Conclusion:

The subjective experience and actual participation are interconnected. The psychometric properties of the occupational balance questionnaire need to be further developed for children with and without developmental disabilities

Application to Practice:

Enhancing optimal experience through occupational therapy intervention process, maybe a pathway to accomplish our central goal, enabling participation.

OCCUPATIONAL BALANCE: PERSPECTIVES OF OCCUPATIONAL THERAPISTS NORTH WEST LONDON

Thursday, 16th June - 15:20 - PS1.07 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 511 - Poster

Dr. Farzaneh Yazdani¹, Ms. Nastaran Yazdani², Ms. Laya Nobakht³, Ms. Alia Harb⁴

¹Oxf, ²Al Zahra University, ³Azad University, ⁴Bethlehem University

Background:

Occupational balance is an interdisciplinary concept with no consensus on its definition. Literature demonstrates different perspectives on applying this concept in practice and its link to other concepts such as health and well-being. This study focused on occupational therapists' perception and experience of use of the concept of occupational balance with their clients.

Method:

A qualitative method was employed. Fourteen occupational therapists volunteered for the study. Nine occupational therapist practitioners were interviewed individually and five attended a focus group. Thematic analysis was applied for analysing the data.

Results: Six themes identified as follows: concept of occupational balance: what is it?, how do people develop the concept of occupational balance?, subjective and objective representation of occupational balance, factors related to occupational balance, what disrupts/affects occupational balance, occupational balance/imbalance and occupational therapy practice.

Conclusion:

- Occupational balance-imbalance is a relative and dynamic process of life
- The right occupational balance for each individual should be decided based on their values but with consideration of the principal of no harm for others
- The intervention should be based on the occupational therapists – patient dialogue and interaction

Application to Practice:

Occupational balance is a process that can be planned towards. In practice the interaction of the occupational therapist and client helps to develop an understanding of what the right occupational balance is for the client.

ENGAGING GENERAL PRACTITIONERS IN FALLS PREVENTION: A PILOT SURVEY OF GENERAL PRACTITIONERS IN NHS ENGLAND

Thursday, 16th June - 15:20 - PS1.08 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 567 - Poster

Dr. Lynette Mackenzie¹

¹University of Sydney

Background:

A strong evidence base of effective falls prevention interventions exists, yet the rate of hospitalisations for falls continues to rise. Older people in the community are not routinely screened for falls risk prior to fall events, and may not have access to effective falls prevention interventions. As general practitioners (GPs) are in a key position to identify older people at risk of falls, and refer to allied health practitioners including occupational therapists (OTs), a survey was distributed to GPs in NHS England to identify their current falls prevention practices.

Method:

An electronic survey was used based on previous work conducted in Australia, and was distributed using email addresses of GP practices found on the NHS Choices website and through a survey link via clinical commissioning groups (CCGs) using social media (Twitter and LinkedIn). Survey data were analysed using descriptive methods.

Results:

Responses were received from 37 GPs from across NHS England. Most were female (70%), worked in practices of 1-5 GPs (46%), and had been practising for 20+ years (35%). Most were unfamiliar with the latest guidelines on screening for falls risk (NICE, 2013) (52%), and only 30% routinely asked older people if they had experienced a fall at consultations. Whilst 84% identified OTs as providing evidence based falls prevention, only 57% indicated they had made referrals to OT.

Conclusion:

There are gaps in the falls prevention practices of GPs.

Application to Practice:

OTs need to develop better relationships with GPs to enhance referrals for falls prevention services locally.

THE OUTCOME FROM USING A DIGITAL LEARNING TOOL

Thursday, 16th June - 15:20 - PS1.09 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 718 - Poster

Mrs. Sussi Lauridsen¹, Ms. Hanne Skov¹

¹Metropolitan University College, Occupational Therapy Program

Background:

The presentation will display how to implement a digital learning tool (Padlet) to enhance the students collaborative skills and constructive interactions. The students often criticize the introductions in the OT-program for being too general. By using Padlet as a didactic tool the introduction is based on the student's needs, and it creates a collaborative and constructive interaction in the classroom.

Educational theory:

Inspired by Lave & Wenger (1991); Learning is now generally accepted as a social activity and constructive interactions with lecturer and peers.

Pedagogy approach:

Padlet is shown in the classroom by a projector, and works like a sheet of paper, where students can put images, videos, documents, text from any device. During the session the lecturer comment or answer the students posts.

Evaluation:

Using Padlet the students experienced greater opportunity to enter the dialogue and by using their comments at a starting point, they got answer to their questions about the course.

Using Padlet the introduction was experienced relevant by the students and on their grounds.

Application to Education and /or practice:

Using a didactic tool as Padlet, will increase the students activity and this method will give them an opportunity to share knowledge and in this way work collaborative.

References:

Thielke Huff, M. & Cruz, L. (2013) Bridging Gaps and Creates Spaces Health Education in the New Millenium, The International HETL Review. Special Issue, pp. 46-59.

Lave, J., & Wenger, E. (1991) Situated learning: Legitimate peripheral participation. Cambridge Mass.: Cambridge University Press.

<https://da.padlet.com/>

THE EFFECTS OF SENSORY PROCESSING AND BEHAVIOR OF SPECIAL NEEDS CHILDREN ON PARENT PARTICIPATION: A CORRELATION STUDY

Thursday, 16th June - 15:20 - PS1.10 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 47 - Poster

Dr. Elaina Da Lomba¹, Dr. Mary Frances Baxter², Dr. Patricia Fingerhut³, Dr. Anne O'Donnell²

¹Misericordia University, ²Texas Woman's University, ³University of Texas Medical Branch

Therapists treat an increasing number of children with sensory processing differences and behavioral concerns however there is little information on how these issues affect parent ability to participate. Occupational therapists use a family-centered model focusing on health and wellbeing of all family members. . Therefore, understanding how toddlers' sensory processing and maladaptive behaviors affect parent participation is needed for effective assessment, intervention, and research. This study examined the frequency of sensory processing presentations and maladaptive behaviors of toddlers with various developmental delays. Data were correlated with their parents' perspective on ability to participate in their own occupations. Analyses were done using three parent questionnaires: The Life Participation For Parents (LPP, Fingerhut, 2005); The Infant Toddler Sensory Profile (ITSP, Dunn & Daniels, 2002); and, The Child Behavior Checklist 1.5-5 (CBCL 1.5-5, Achenbach & Rescorla, 2000). Weak inverse relationships were found between Anxious/Depressed, Sleep Problems, and Aggressive Behavior problems in children. The more parents reported these behaviors and sensory differences, the less they perceived that they were able to participate in their own occupations. Predictability of the variables on parent participation were explored via regression analyses. No predictive relationship between these constructs were found. Frequency data on the ITSP revealed significant numbers of children scored in the Definite Difference "more than others" categories in the areas of: Low Registration (86%), Sensory Sensitivity (65%); and Sensation Avoiding (74%) on the ITSP. Frequencies of behaviors warranting clinical intervention noted on the CBCL 1.5-5 included Attention (55%) and Withdrawn (48%). Clinical implications are discussed.

DATING AS AN OCCUPATION: SWIPE RIGHT FOR OT

Thursday, 16th June - 15:20 - PS1.11 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 65 - Poster

Dr. Karen Mc Carthy¹

¹University College Cork

Background

As occupational therapists (OTs) we claim to treat our clients holistically, yet despite research indicating the importance of sexuality in practice (White et al 1992, Northcott and Chard 2000) sexuality and the occupations surrounding it, such as dating, can often be ignored in practice. Sexuality is expressed through many forms including sexual activity, self care and dating. As OTs, how often do we acknowledge or actively address a client's desire to find a partner and the occupations that surround such a goal? Krishnagiri discusses "mate selection" as an important occupation with rich cultural and personal significance to the person (Krishnagiri, 1996). By failing to adequately respond to and include dating occupations in our clients' goals and priorities, we run the risk of not practicing in a client centered and holistic manner.

Methods

An analysis of occupational science literature will be conducted to argue the relevance of dating as an occupation. Case stories and sample dating coaching interventions will be discussed.

Intervention

Examples from client case stories surrounding dating goals and interventions will be shared.

Outcomes

Client outcomes will be explored through narratives and individual goal attainment.

Implications

When it comes to the occupation of dating or mate selection, OTs are key professionals in helping clients to achieve their goals in this area. OTs can embrace dating coaching as part of their existing practice and implications for specialising in dating coaching will be discussed.

MESSAGES IN SOCIAL MEDIA RELATING TO CCSVI AND MS: A LONGITUDINAL STUDY

Thursday, 16th June - 15:20 - PS1.12 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 92 - Poster

Dr. Sinéad Hynes¹, Dr. Setareh Ghahari², Dr. Susan Forwell³

¹National University of Ireland, Galway, ²Queen's University, ³University of British Columbia

Background:

Previous research reporting messages in social media showed that MS patients advocated for angioplasty to treat chronic cerebral spinal venous insufficiency (CCSVI), thought to be a source of hope associated with MS. Simultaneously the health care team were sceptical due to the lack of evidence. That work analysed Youtube videos over 20 months ending July 2011. Currently, it is not known if social media messages are unchanged.

Objectives: To determine if the group from the previous study continued reporting benefits, if a new cohort are using social media to report CCSVI treatment, and if perspectives have changed.

Methods:

This is a longitudinal study. The messages were reviewed from Youtube.com August 2011 -December 2014 and compared. Videos in English related to MS and CCSVI that involved a person with MS were included. Analysis used pre-defined code-book.

Results:

1269 videos about CCSVI were uploaded by people with MS. The last video uploaded by each person was included leaving 50 videos. Compared to the previous study, there is a 90.84% monthly decrease in the number of CCSVI videos uploaded. 64% were positive about treatment; 14% negative; 12% neutral and 10% not classified. 34% were recommending alternative treatments. There appears to be inconsistency between positive results, actual improvements in symptoms, and the overall messages reported.

Conclusions:

Youtube videos uploaded by MS patients has shifted in volume and message. OTs who face questions about CCSVI and its treatment for MS should be evidence-driven and compassionate in their response when guiding people with MS.

FORENSIC OCCUPATIONAL THERAPY IN EUROPE: A COMPARATIVE EVALUATION

Thursday, 16th June - 15:20 - PS1.13 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 97 - Poster

Ms. Caty Connell¹

¹Birmingham and Solihull Mental Health NHS Foundation Trust

Background:

The number of patients in receipt of forensic mental health services are rising and the length of admissions increasing. Prolonged admissions impact patient quality of life and are expensive for national taxpayers. The individual and external factors contributing to this phenomena are unknown, prompting multidisciplinary attention across Europe (European Collaboration in Science and Technology, 2015).

Recognition of occupational therapists within forensic mental health services varies by nation and is limited by, among other things, the lack of evidence for the effectiveness of occupational therapy in achieving the specific outcomes important in forensic mental health services, i.e. improved mental health and reduced risk of offending (Connell, 2015).

This study will establish the evidence applied in forensic occupational therapy across Europe, explore forensic occupational therapists perspectives of their role, and identify the strengths and weaknesses of the system in which they operate. It is intended that the findings will contribute to the development of European best practice guidelines.

Method:

A purpose-designed questionnaire was embedded in an online survey and advertised via print, social media and email with assistance from European occupational therapy organisations ENOTHE and COTEC. Quantitative and qualitative data were collected and analysed using descriptive statistics and thematic analysis (Braun and Clarke, 2006) respectively.

Results:

Preliminary findings will be presented.

Application to Practice:

Findings are intended to contribute to establishing international best practice guidelines, initiate discussion on the contribution of the profession among multidisciplinary colleagues, and identify areas where further research should be focused.

USE OF ACTIVITY ANALYSIS AS AN OBSERVATIONAL ASSESSMENT TOOL AND ACTIVITY FOCUSED DOCUMENTATION

Thursday, 16th June - 15:20 - PS1.14 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 113 - Poster

Mrs. Ellen Gjertsen Clark¹, Mrs. Lene Fogtmann Jespersen², Mr. Brian Ellingham³

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Background:

Occupational and activity analysis are core occupational therapy skills. Many clinicians in Norway have reported a challenge to find an easy accessible tool to analyse observations of clients' activity performance as well as a consistent way to document the assessments. The OT program in Oslo has developed an occupational analysis system (EVA) for use in teaching students analysis of activity and OT terminology. A multi-centre project was initiated to explore the EVA-system's suitability as a clinical instrument for use in a variety of clinical settings.

Method:

Selected EVA forms were used to observe clients' occupational performance and analyse motor, process, and communication and interaction skills, by 24 practitioners and 16 students during a 12 week period. Participants completed a questionnaire relating to their experience using the forms and a documentation template in their practice. Questionnaires were analysed together with protocols from group-work during evaluation seminars.

Evaluation:

The findings indicate that the selected EVA forms satisfy clinical utility criteria. EVA can be applied to a variety of activities and settings and contribute to uniform documentation and consistent terminology use among occupational therapists.

Application to practice:

Many occupational therapists in a wide range of practices in Norway now use EVA as part of their clinical practice for observations of patients'/clients' activity performance and in documentation. A user manual has been developed to connect the theories from education to a clinical setting.

MEMORY CLUB PROJECT

Thursday, 16th June - 15:20 - PS1.15 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 154 - Poster

Prof. Elisabete Roldão¹

¹Polytechnic Institute - Health School Leiria

According to the Center for the Study of the Peoples and Cultures of Portuguese Expression, about 1.5 million people in Portugal have 65 years old or more and, of these, 153 thousand are living with dementia. The physical, functional and mental dependence, in this type of population and in relation to their family or caregivers, are considerable and growing, bringing suffering, not only to them self's but also to their families. In the Armed Forces Hospital in 2009 was implemented a project to support the military and their families with light or moderate dementia. The aim of this paper is to present the project so it can be used as an example of implementation of this kind of intervention in general hospitals.

This project was implemented in the Department of Occupational Therapy with an occupational therapist working 1 hour per day. It started with three patients. The Mini Mental State test is applied as well as a semi structured interview to establish the occupational profile. In the light of the results are defined the cognitive and functional intervention program. They can have individual or group sessions and the family or care givers can attend at some sessions in order to observe, clarified doubts, understand how to deal with some situations and give continuity to the program at home.

In these six years, the project has been consolidated and grew up counting now with two occupational therapists working 4 hours per day with 23 patients. The outcomes have been very positive.

BRIDGING SKILLS: LINKING COGNITIVE REMEDICATION TO OCCUPATIONAL PERFORMANCE

Thursday, 16th June - 15:20 - PS1.16 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 165 - Poster

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Introduction:

Cognitive impairment is a core component of schizophrenia negatively affecting occupational performance. Cognitive Remediation Therapy (CRT) aims to improve these cognitive deficits. The goal is durability and generalization.

CRT has been practiced in Helsinki University Hospital (HUH), Psychiatry Unit since 2006. Transferring the gained skills durably to general functioning has been challenging.

Aim:

We propose combining Occupational Therapy to CRT. An occupational therapists understanding of the relationship between the clients roles, daily occupations and context gives a unique frame of reference for transferring gained skills to general functioning in everyday settings. The ultimate goal is the clients increased awareness and use of global strategies promoting occupational performance.

Method:

Occupational therapy alongside CRT give the client an opportunity to create new routines through repetitively practicing acquired cognitive skills and strategies in meaningful everyday settings. Activities are chosen with the client in accordance with individual goals to address specific perceived challenging tasks. Perceived self-competency is achieved through careful analysis of occupational performance. During activity the therapist reminds of and encourages use of strategies learned in CRT. The occupational therapist explains and models how specific cognitive functions impact occupational performance and how the client can overcome daily challenges using strategies learned in CRT.

Discussion:

Studies evaluating efficacy of CRT emphasize mediators such as motivation, volition, sense of mastery and use of meaningful, daily activities, all core competency of an occupational therapist, as favorable for a good functional outcome. Occupational therapy gives an outstanding possibility for bridging skills between CRT and occupational performance.

AN EXPLORATORY STUDY ON THE TRANSITION FROM DRIVING TO DRIVING CESSATION ON IRISH STROKE PATIENT'S OCCUPATIONAL IDENTITY

Thursday, 16th June - 15:20 - PS1.17 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 192 - Poster

Ms. Claire Kelly¹

¹National University of Ireland, Galway

Background: Driving is a valued instrumental activity of daily living which is related to an individual's sense of freedom, autonomy and independence. The purpose of this study was to explore how the transition from driving to driving cessation impacts Irish stroke patient's occupational identity.

Method: A qualitative research design, which adopted a descriptive phenomenological approach, was used to guide this study. The Occupational Performance History Interview-II was used to direct the interviews. Eight participants were selected from one recruitment source using the non-probability sampling technique "convenience sampling". Thematic analysis was used to analyse the data, resulting in the identification of four themes.

Results: The findings support earlier research, which found an association between an individual's engagement in meaningful occupations and their identity as an occupational being. They also indicate that driving cessation has adverse effects on stroke patient's performance in life roles and their participation levels.

Conclusion: These results expand on occupational therapists professional knowledge into the lived-experiences of individuals who transition from driving to driving cessation, as well as their experiences of the driving evaluation process post-stroke in Ireland. This insight can be incorporated into practice to facilitate the improvement of emotional support, information and clinical procedures.

LIVING WITH CYSTIC FIBROSIS – AN OCCUPATIONAL PERSPECTIVE

Thursday, 16th June - 15:20 - PS1.18 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 208 - Poster

Ms. Michelle Lowry¹, Prof. Agnes Shiel¹

¹National University of Ireland, Galway

Background:

“Meeting the complex needs of patients with chronic diseases is the single greatest challenge facing our healthcare system today” (Graham, 2015, p. 4). Cystic Fibrosis (CF) is Ireland’s most common life threatening inherited disease. An increased life expectancy has called for a shift in the focus of CF management towards enhancing quality of life. Occupational Therapy (O.T) currently features minimally in the management of CF.

Method:

The aim of this qualitative study of phenomenological methods was to gain an understanding of participants’ experiences of living with CF from an occupational perspective. In doing so the potential contribution of O.T to CF management is explored. Semi-structured interviews with 3 young adults with CF were conducted. Participants were recruited from a convenience sample.

Results:

Using content analysis, the following themes emerged: Cystic Fibrosis and Work Participation, Daily Challenges Associated with Self-Managing CF, Choices made and Strategies used and Growing up and Living with CF. Findings indicate that the experience of living with CF is very much unique to each individual; nevertheless it does have certain shared implications for occupational engagement. All reported to be ‘self-managing’, but certain supports are needed to ensure they can do so effectively.

Conclusion and Application to Practice:

This research study captures the experience of living with CF from an occupational perspective relative to the study sample. Occupational therapy has the potential to play a pivotal role in providing young adults living with chronic conditions such as CF with the support they need throughout their self-management journey.

ENABLING PARTICIPATION OF FRAIL OLDER ADULTS IN MEANINGFUL LEISURE ACTIVITIES THROUGH THE USE OF COMPENSATORY STRATEGIES: IMPACT OF A PILOT INTERVENTION

Thursday, 16th June - 15:20 - PS1.19 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 259 - Poster

Prof. Véronique Provencher¹, Prof. Helene Carbonneau², Mrs. Johanne Filiatrault³, Prof. Valérie Poulin², Prof. Mélanie Levasseur⁴, Ms. Maude Filion Trudeau⁵, Ms. Andrée-Anne Lajoie⁵, Ms. Stéphanie Stocco⁶, Ms. Karine Bélanger⁵

¹Uni, ²Université de Trois-Rivières, ³Université de Montréal, ⁴Université de, ⁵Université Laval, ⁶Université de Sherbrooke

Introduction: Compensatory strategies enable frail seniors to pursue leisure activities despite their disabilities. Due to a lack of knowledge about their existence, many of these strategies are not or rarely used by seniors. An innovative and personalized intervention has recently been developed to help seniors learn about and use these strategies to facilitate their participation in meaningful leisure activities. This study aims to explore the impact of the intervention on older adults': 1-knowledge regarding compensatory strategies to help them resume meaningful leisure activities; 2-barriers leading to abandon these activities; 3-re-involvement in leisure activities; and 4-feeling of well-being.

Methods: A pre-experimental study has been conducted. Ten frail community-dwelling seniors (80+) with no significant cognitive impairment were recruited. The intervention consists in: (a) identifying 3 activities that the participant wanted to resume as well as barriers to the practice of each activity; (b) teaching compensatory strategies to overcome barriers. The outcome variables were measured through in-person questionnaires 1 week pre-intervention, as well as 1 and 3 months post-intervention.

Results: Preliminary results suggest a positive effect on improving knowledge, reducing barriers and resuming leisure activities, but a decrease in feelings of well-being

Conclusion: This pilot study generated promising results. A multicenter randomized controlled trial will be conducted to examine the intervention effectiveness and explain the decline noticed in participants' well-being post-intervention.

Application to practice: This study will contribute to the development of an innovative intervention adapted to the needs of frail seniors, and promote their participation.

*Funding: Québec Network for Research on Aging

OCCUPATIONAL THERAPY AND CANCER

Thursday, 16th June - 15:20 - PS1.20 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 276 - Poster

Mrs. Jantina Kroese¹

¹Reade

The number of people who survive cancer is increasing, due to improvements in diagnosis and treatment. This positive trend, however, has resulted in an increasing number of patients requiring post-cancer treatment services, specifically rehabilitative care following more invasive procedures.

Occupational therapists working for Reade – an organization of specialist rehabilitation centres within Amsterdam, the Netherlands – were quick to recognize and respond to this growing unmet need among their patient population. Providers and the team proposed the idea of offering a holistic package of rehabilitation services, including occupational therapy. Patients work with occupational therapists to regain functioning and independence. Patients are referred to the programme by general practitioners or oncologists. As part of the initiative both general practitioners physiotherapists and oncologists in the area have received education on how occupational therapy could benefit patients, helping to encourage referrals. Reade management negotiated contracts with health insurance companies so that programme services for cancer patients would be reimbursed in full. Through this programme patients follow personalized care plans delivered in an outpatients clinic. The programme continues to be actively implemented and improved based on clinical experiences with plans for future research.

Recently, the initiative's leader combined with the Dutch Association of Occupational Therapists to chair a newly established Union Branch for Occupational Therapy and Oncology. The Union Branch is currently working to build knowledge and develop evidence-based guidelines and recommendations on providing occupational therapy to cancer patients, sharing the experience of the Reade initiative through this network.

USABILITY OF AN APPLICATION TO MEASURE RANGE OF MOTION WITH A SMARTPHONE

Thursday, 16th June - 15:20 - PS1.21 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 288 - Poster

Dr. David Perez Cruzado¹, Mr. Jose Antonio Merchán Baeza¹, Ms. Cristina Roldan Jimenez²,
Prof. Antonio Cuesta Vargas¹

¹Universidad de Málaga, ²University of Malaga

Background:

Different tools are used by occupational therapist to measure range of motion of a gesture. There are applications to measure range of motion with a smartphone in a few seconds. Usability involves ease in using a tool, so it is important to understand the usability of an application to ease the use of this application by occupational therapist and other health professionals.

Method:

Prospective study. The application was installed onto the smartphone of 10 occupational therapists and 10 physiotherapists to measure the range of motion of a gesture (Shoulder abduction 90 degrees).

Usability was measured by SUS (System Usability Scale). This scale was based on a 10 item questionnaire with 5 possible answers. The total punctuation was between 0 and 100.

Results:

We found an excellent usability for this application to measure range of motion, with a punctuation of 84,72 ($\pm 14,44$). There are studies that have develop and application to measure range of motion (1,2) but these studies have not measure the usability.

Conclusion:

The application to measure range of motion by health professionals had an excellent usability, therefore this application is easy to use by these professionals and will be very useful to measure range of motion in a large number of pathology even to measure the performing of activities of daily live.

Application to Practice:

This application could be used by professionals of health science due to the excellent usability to measure range of motion with a smartphone in a few seconds.

MANAGING CANCER-RELATED FATIGUE USING ENERGY CONSERVATION STRATEGIES: AN OCCUPATIONAL THERAPY PERSPECTIVE

Thursday, 16th June - 15:20 - PS1.22 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 308 - Poster

Ms. Lisa Newell¹, Prof. Agnes Shiel¹, Mr. Manigandan Chockalingam¹, Dr. Helen Greally²

¹National University of Ireland, Galway, ²Cancer Care West

Cancer-related fatigue (CRF) is defined as distressing tiredness highly prevalent among people with cancer and can persist for years after successful treatment has been terminated (National Comprehensive Cancer Network, 2015). The aim of this study was to investigate whether an energy conservation (EC) intervention provided in a one-hour session was effective at improving occupational performance for people with CRF post cancer treatment. The intervention session and functional outcome measure used focused on occupations identified as priorities by individual participants. A pre-test post-test design with no control group was used. Outcomes measured were fatigue and occupational performance measured in terms of self-perceived performance and satisfaction with performance. Pre-test assessments were administered face-to-face prior to the intervention session with participants (N = 7) and post-test assessments were administered three weeks later over the phone to allow participants time to implement EC strategies. A statistically significant improvement in fatigue ($p = 0.034$) and satisfaction with occupational performance ($p = 0.018$) was identified. This supports the use of this intervention for people with cancer related fatigue. However further research is required to determine whether these results are replicable with a larger sample and to determine if the gains identified are maintained in the longer term.

BUILDING YOUR LEADERSHIP CAPACITY: BE A “CARFITTER”

Thursday, 16th June - 15:20 - PS1.23 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 326 - Poster

Dr. Julie Lapointe¹, Mr. Nicolas Mccarthy², Ms. Janet Craik², Ms. Tamalea Stone²

¹McGill University and Canadian Association of Occupational Therapists, ²Canadian Association of Occupational Therapists

Background: CarFit is a free community event which provides a quick, yet comprehensive review of how well vehicle safety features are adjusted to the driver (Gaines et al., 2011). Occupational therapists have a unique role in the delivery of this program. The potential of CarFit in raising the profile of the profession is such that the Canadian Association of Occupational Therapists has chosen to invest resources in bringing CarFit to Canada.

Objective: The goal is to present the steps that were undertaken to adapt an American program, implement it in Canada and ensure that occupational therapists are leading the way.

Results: Several steps were undertaken in implementing CarFit to Canada. Following the principles of the logic model framework, these steps included the adaptation to the Canadian cultural and legal context, the implementation through the development of partnerships and the planning of its sustainability through capacity building. Critical lessons related to 1) fostering an open communication, 2) using the information technologies efficiently and 3) setting a timeline that is realistic and conducive for delivering quality outputs will be presented. More than 90 occupational therapists were trained as CarFit Event Coordinators and/or Technicians since 2014 throughout the country.

Conclusion: For occupational therapists, being involved in CarFit is a new opportunity to demonstrate their leadership in serving their communities and enact their public health promotion role. The learning related to the communication and strategic management gained from this experience will inspire and support the implementation of other innovative community involvement programs.

REDUCED ‘AWARENESS OF DISABILITY’ – OCCUPATION-BASED DIAGNOSIS AND INTERVENTION

Thursday, 16th June - 15:20 - PS1.24 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 361 - Poster

Prof. Philipp Eschenbeck¹

¹Hochschule für Gesundheit, University of Applied Sciences, Department of Applied Health
Sciences, Study programme Occupational Therapy

Background:

Patients often show deficient Awareness of Disability (AoD) for their stroke-induced impairments.

Since awareness deficits have been shown to complicate the rehabilitation process, a structured diagnostic and therapeutic procedure, focussing on occupational-performance, seems essential.

This presentation aimed to represent implications for occupation-based interventions derived from current literature.

Method:

Within a study with right-hemispheric stroke patients (n=22 with neglect; n=48 without neglect) a discrepancy-measure was developed as an indicator for AoD. Additionally current literature was reviewed.

Results:

Patients with neglect showed more deficient AoD. In addition differences were modulated by the type of test, so that discrepancy scores for the ADL-based tests were lower than for the neuropsychological paper-and-pencil tests in patients with neglect.

Conclusion:

The data showed that spatial-neglect is associated with reduced AoD which can be assessed by discrepancy measures of external- and self-ratings of test performance. Moreover, the degree of AoD in patients with neglect depends on the type of test employed, indicating that more abstract and complex tests further compromise the realistic self-reflexion of test performance.

Application to Practice:

It seems that the clinical diagnosis of AoD as well as the development of rehabilitative interventions in patients with neglect is beneficial when using realistic occupations. Furthermore this may raise the patients motivation during occupational performance to overcome awareness deficits.

SUPPORTING OT'S BY IMPLEMENTING EVIDENCE BASED PRACTICE

Thursday, 16th June - 15:20 - PS1.25 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 379 - Poster

Ms. Leen Bouckaert¹, Ms. Marleen De Coninck¹, Mr. Stijn De Baets¹, Ms. Aline Ollevier¹

¹Flemish Professional Association, VE

The OKE is the supporting and knowledge group of the Flemish professional association (VE). More than 10 years this volunteer group of OT's working in practice, at universities or at university colleges, tries to reach OT's in practice to support them in implementing Evidence Based Practice (EBP).

Through the years several different methods were used to reach as much as possible the OT's. The first years we focused on courses about EBP. We empathized the link with each of the participant's practice. The OKE informed the OT's through newsletters and the VE website. Later on we enrolled in place coaching about the OT's their specific clinical question. The clinical question is the starting point of an coaching period on the floor and at distance. The five steps of the EBP process are applied. Also a course in collaboration with CEBAM (Centre of Evidence Based Medicine) was held. In preparation of this congress, OT's in practice were coached to submit an abstract about a recent project. To motivate the OT's to share their ideas and to participate at an international congress, the VE is financing one of the participating OT's of the coaching project to the COTEC-Enothe congress.

It's a continuous challenge for the OKE to look for new and effective methods to inform OT's about EBP and support them in implementing EBP in their practice.

VOCATIONAL PARTICIPATION AND SOCIAL INCLUSION: EXPERIENCE OF WOMEN WITH FIBROMYALGIA

Thursday, 16th June - 15:20 - PS1.26 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 385 - Poster

Mrs. Gudrun Palmadottir¹

¹University of Akureyri

Background:

Fibromyalgia is a common health condition among women resulting in enormous costs for the health care system. Employment rate of these women is generally low and many receive disability pension. The purpose of this study was to explore the experience of women with fibromyalgia of factors influencing their overall occupational participation and feeling of social inclusion.

Method:

A qualitative approach was used and in-depth interviews taken with six women with fibromyalgia about their experiences of occupational and social participation. A thematic analysis was performed, applying the method of constant comparison. The results were reflected in the model underlying the International Classification of Functioning, Disability and Health.

Results:

The women's occupational participation had changed enormously during the course of illness. Only one was still working, but withdrawal from employment was what had most impact on the women's overall participation and feeling of inclusion. Personal factors, like positive attitude and resources, were helpful when dealing with limitations in activities. Rehabilitation had also been valuable, but only to a certain degree as vocational factors were not included. Societal values and attitudes together with policies and practices of the welfare system were seen as the greatest barriers to social inclusion.

Conclusion:

Being excluded from the labour market plays an important role in social participation, resulting in a feeling of decreased worth and not belonging to a society.

Application to Practice:

Vocational rehabilitation needs to be strengthened with emphasis on social and political changes to increase access to and flexibility in the labour market.

EFFECT OF RATER TRAINING ON SCORING PERFORMANCE & SCALE-SPECIFIC EXPERTISE AMONGST OCCUPATIONAL THERAPISTS: A SINGLE-GROUP PRE-POST-TEST STUDY

Thursday, 16th June - 15:20 - PS1.27 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 408 - Poster

Dr. Tina Hansen¹

¹Division of Physical and Occupational Therapy, Faculty of Health and Technology, Metropolitan
University College, Copenhagen

Background:

When occupational therapists (OTs) use the McGill Ingestive Skills Assessment (MISA), they observe and score dysphagic clients' mealtime performance according to the criteria of 36 MISA-items. This is a highly complex task, which might introduce unwanted variability in measurement scores. In order to enhance the quality of the data collected in a validation study of a Danish version of MISA, the author developed a rater training programme Helker & Stange 2013. The purpose of the present study was to evaluate the effect of the training on scoring performance and scale-specific expertise amongst 81 OTs.

Method:

The training effects were evaluated pre- to post-training using percentage exact agreement (PA) of scored MISA items of a case-vignette and a Likert scale self-report of scale-specific expertise.

Results:

PA increased significantly from pre- to post-training ($Z = 4.404$, $p < 0.001$), although items for which the case-vignette reflected severely deficient mealtime performance appeared most difficult to score. The OTs scale specific expertise improved significantly (knowledge: $Z = 7.857$, $p < 0.001$ and confidence: $Z = 7.838$, $p < 0.001$).

Conclusion:

Rater training improved OTs scoring performance when using the Danish MISA as well as their perceived scale-specific expertise. However, further studies addressing different training approaches and durations are warranted.

Application to Practice:

The training programme could be used in undergraduate and postgraduate dysphagia education initiatives to help OTs understanding of the content and the scoring criteria for each aspect of dysphagic clients' mealtime performance, thus developing observation skills as well as recognizing and avoiding the most common errors in measurement scores.

RE-ABLEMENT FOR OLDER COMMUNITY-LIVING OLDER PEOPLE: EVIDENCE-BASED INTERVENTIONS INVOLVING OCCUPATIONAL THERAPISTS ARE NEEDED

Thursday, 16th June - 15:20 - PS1.28 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 441 - Poster

Dr. Cecilia Pettersson¹, Prof. Susanne Iwarsson¹

¹Lund university, Department of Health Sciences

Background:

Re-ablement is an approach aiming at improve home-care services for older people and to enable and support active engagement in everyday activities. An important responsibility for occupational therapists (OT) is to educate and support home care personnel, by coaching, mentoring and teaching them to work together with the clients to support their management of everyday activities as far as possible. Within the OT profession there is a lot of knowledge about everyday rehabilitation based on practical experience, but the knowledge is scarce on the scientific evidence for the type of service named re-ablement. The aim of this study was to investigate whether there is scientific evidence for re-ablement for community-living older people.

Method:

A systematic literature review was accomplished by means of database searches. The final sample comprised eight original scientific publications published in English during the period 2000-2014.

Results:

The findings were summarized in three areas: terms and definitions, description of interventions and interventions effects. Some positive effects of re-ablement were reported, such as less use of home-care, higher likelihood to live at home, improved ADL, improved health-related quality of life and physical health, improved physical activity and lower costs compared to conventional home-care.

Conclusion / Application to Practice:

Re-ablement has the potential to support older people in need of help and support in everyday life. More research is needed and OT skills are well placed to contribute to the innovative development of home-care targeting older community-living older people.

SUPPORT OF THE LIFESTYLE IN COMMUNITY-DWELLING ELDERLY LIVING ALONE: FOCUS ON HOUSEHOLD TASKS

Thursday, 16th June - 15:20 - PS1.29 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 459 - Poster

Mr. Eisuke Inomata¹, Prof. Norikazu Kobayashi²

¹Occupational Therapy Course, Department of Rehabilitation, Shonan University of Medical Sciences, Yokohama, Japan eisuke.inomata@sums.ac.jp, ²Graduate School of Human Health Sciences, Tokyo Metropolitan University, Tokyo, Japan

Background: An old couple or single is a normal lifestyle in Europe. On the other hand, the Japanese elderly often begins a single life after aging or after becoming the need of nursing care state, and difficulty in the life is predicted. A characteristic of the elderly living alone is to need much support in IADL. The purpose of study is to clarify a clue of the independence support by investigating solution of the household tasks of the single life elderly using a qualitative method.

Methods: The subjects were 6 females and 4 males 65-91 years old who were using home-visit care services. Semi-structured interviews were conducted about solutions of household tasks. The data gathered from the study was analyzed using the KJ method.

Results: It was found that these 8 concepts : “having decision making ability”, “having ones own way of doing things”, “maintaining relationships with close friends and family”, “efficiency of work”, “making new strategy”, “planning risk management”, “coping and adopting to environment”, “to get relief for living alone”. As reference AMPS, the motor skill were mean 1.35logit, the process skill were mean 1.57logit. According to the cut-off point that at-home life was possible, it was less by the motor skill and exceeded by the process skill.

Conclusion: We should approach occupational therapy taking into account not only the movement and the skill, but instead should consider the clients personality and social relationship, a feeling of security from making the basis of their lifestyle as well.

EVALUATING STUDENTS PREFERRED LEARNING APPROACHES FOR NEUROANATOMY- DOES THIS RELATE TO LEARNING STYLE OR IS AN ECLECTIVE APPROACH REQUIRED?

Thursday, 16th June - 15:20 - PS1.30 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 479 - Poster

Ms. Colette Beecher¹

¹Sheffield Hallam University

Background: At Sheffield Hallam University, the occupational therapy students are taught neuroanatomy applying active learning approaches, which include drama, model making, games, and student presentations.

Educational Philosophy or Theory: Active learning is defined in terms of a strategy and methodology based on learning facilitation and can enhance student engagement (Machemer & Crawford 2007, Cavanagh 2011). Active learning approaches have been found to be more effective to assist students understand science subjects (Freeman et al 2014)

Pedagogy/Educational approach used: To evaluate which active learning approaches students perceive to be the most effective, a survey is being conducted after their learning experience. The study aims to identify students preferred active learning approaches to understand neurology and to retain this information. The survey considers multimodal approaches, the concept of self reference effect, authenticity, interaction, and the degree of inquiry, debate and problem solving - all elements which are proposed to ensure active learning approaches are effective (Oates 2004, Cherney 2008, Monk & Silman 2011, Kane 2004)

Evaluation: The results are hoped to identify students preference in activity/medium to learn neuroanatomy. In addition the results may illustrate if this is based upon their previous learning styles or if students prefer an eclectic approach which explores learning in various mediums/activities.

Application to education and practice: It is necessary to apply approaches to learning which are evidence based, and considered effective by the learners in the context of occupational therapy. The results of this study may shed light on how best to reach our learners.

TEACHING WORK REHABILITATION: EDUCATING OCCUPATIONAL THERAPY STUDENTS THROUGH EXPERIENTIAL INTERDISCIPLINARY COMMUNITY BASED ASSIGNMENTS

Thursday, 16th June - 15:20 - PS1.31 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 483 - Poster

Prof. Dana Lingle¹

¹Midwestern University

Teaching future occupational therapists how to merge occupational therapy practice in the community through experiential learning situations will increase the likelihood of them seeking out opportunities to practice in non-traditional settings. Community-based assignments also highlight occupational therapists' ability to treat individuals as well as populations. This poster will share how this author designed a work rehabilitation class around acquisition and application of health promotion concepts and work rehabilitation information with a community-based experiential assignment. Targeting a high risk population within our university (the dental students and faculty) provided an accessible population to accomplish our goals. Incorporating class concepts and assignments around primary, secondary, and tertiary health promotion interventions provided the students with an excellent opportunity to learn about work rehabilitation in a creative and interesting manner which facilitated mastery of both occupational therapy and professional skills. Lectures, laboratory experiences, and assignments were intentionally focused on preparing the OT students for a consultative interdisciplinary experience applying current evidence about the high risk dental population, developing and administering a risk assessment questionnaire, performing a modified job analysis with risk factor identification, ergonomic concepts and solutions, and development of an educational handout as an intervention tool. Throughout the process, collaboration between the dental and occupational therapy programs was essential and provided an excellent opportunity to learn about and from each other. Future research opportunities were identified and other collaborative opportunities resulted from this experience.

IMPACT OF PHYSICAL EXERCISE ON INDEPENDENCE IN ACTIVITIES OF DAILY LIVING IN PEOPLE OVER 65 HOSPITALIZED IN AN ACUTE PSYCHIATRIC SETTING FOR MODERATE OR SEVERE DEMENTIA. A RANDOMISED CONTROLLED STUDY

Thursday, 16th June - 15:20 - PS1.32 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse - Abstract ID: 507 - Poster

Prof. Nicolas Kuhne¹, Ms. Elisabeth Bürge¹, Ms. Christine Maupetit¹, Prof. André Berchtold², Ms. Nathalie Bourquin¹, Mr. Daniel Ducraux³, Dr. Serge Zumbach⁴, Dr. Anne Peters⁵, Prof. Armin Von Gunten⁶

¹University of Applied Sciences and Arts of Western Switzerland, ²Institute of Social Sciences & NCCR LIVES University of Lausanne, ³Service of Old Age Psychiatry, Department of Psychiatry, Lausanne University Hospital, ⁴Fribourg canton Mental Health Network, ⁵Grand Hôpital de Charleroi, ⁶Service of Old Age Psychiatry, Department of Psychiatry Lausanne University Hospital

Background:

Several studies on the effect of physical exercise on activities of daily living (ADL) for people with dementia exist; yet data concerning the specific context of acute psychiatric hospitals remain scant. This study measured the effect of a physical exercise program on ADL scores in patients with moderate to severe dementia hospitalized in an acute psychiatric ward.

Method:

A multicenter clinical trial was conducted in five Swiss and Belgian psychiatric hospitals. Participants were randomly allocated to either an experimental group (EG) or a control group (CG). Members of the EG received 20 physical exercise sessions (strengthening, balance and walking) over a four week period, while members of the CG participated in social interaction sessions of equivalent duration and frequency, but without physical exercise. The effect of exercise on ADL was measured by comparing scores of the Barthel Index and the Functional Independence Measure in the EG and CG before and after the intervention.

Results:

Hundred and sixty patients completed the program. The mean ADL score of EG decreased slightly over time, whereas that of the CG significantly decreased compared to initial scores. Overall differences between groups were not significant; however, significant differences were found for mobility-related items.

Conclusion:

ADL scores in elderly with moderate to severe dementia deteriorate during acute psychiatric hospitalization. An exercise program delay the loss of mobility but does not have a significant impact on overall ADL scores.

Application to Practice:

In this specific area, clinicians should prefer focused interventions over comprehensive physical exercise sessions

A NEW WAY OF WORKING. PROFESSIONALS' EXPECTATIONS AND EXPERIENCES OF THE CULTURE AND HEALTH PROJECT FOR CLIENTS WITH MENTAL DISORDERS

Thursday, 16th June - 15:20 - PS1.33 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 524 - Poster

Dr. Birgitta Wastberg¹, Dr. Boel Sandström², Dr. A Birgitta Gunnarsson³

¹Skane University Hospital, Lund., ²Faculty of Health and Society, Department of Care Science, Malmö University, Malmö and Blekinge Competence Centre, Karlskrona., ³Department of Research and Development, Region Kronoberg

A new way of working with complementary interventions was developed and conducted in a county in Sweden. The intervention, Culture and Health, was directed to adult clients with mental disorders and offered cultural, nature-assisted and physical activities once a week during 14 weeks. Implementation of new interventions might be challenging and one barrier might be the professionals (Grol & Grimshaw, 2003) who will carry out the intervention. Consequently, current study aimed to investigate the professionals' expectations and experiences of the intervention. Focus group interviews (Krueger & Casey, 2015) with professionals before and after the intervention were conducted. The interviews were analysed by content analysis according to Burnard (1991). Result: The analyses of the interviews are under progress and will point out the professionals' perceived advantages as well as barriers.

Applications to practice: The results strengthen the importance of involving and motivating the professionals when developing and implementing new interventions.

References:

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- Grol, R., & Grimshaw, J. (2003). From best evidence to best practice: effective implementation of change in patients' care. *Research into practice I. The Lancet*, 362, 1225-1230.
- Krueger, R.A., & Casey, M.A. (2015). *Focus groups. A practical guide for applied research*. 5th ed. Los Angeles: Sage.

The study was financially supported by the Finsam Blekinge, the Academy of Caring Sciences Skane University hospital, and from the Southern Health Care Region.

TASK SHIFT AND COOPERATION IN EVERYDAY REHABILITATION

Thursday, 16th June - 15:20 - PS1.34 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 535 - Poster

Kjersti Helene Haarr¹, Dr. Bodil Tveit¹

¹VID Specialized University (former Diakonhjemmet University College)

Background:

Demographic changes, age carrying capacity of the population and the expected shortage of certain professions, have given the acceleration of new professional practices within health services in the municipalities. Everyday rehabilitation is considered to be an appropriate approach to meet the challenges. That means everyday life becomes a more important arena for cooperation, and should be subject to further studies. Overall objective for this study is to understand how collaboration and sharing of tasks are negotiated, practiced and justified among the actors involved in everyday rehabilitation – exemplified by use of the assessing tool COPM (Canadian Occupational Performance Measure). Field task shift is little explored in Norway.

Method:

A descriptive and qualitative approach, through focus group-interviews with skilled and professionals, and thereafter observation of teamwork with users and professionals, have been chosen to understand new constellations and organizational forms. Since the OT-tool seems to be popular and often used by other work groups, the study especially will look for the challenges and dilemmas in cross professional procedures using COPM.

Conclusion:

Tentative conclusions after content analysing of the focus group-interviews give notions about; the gaps between professional and personal/users preferences and aims, user and next of kin involvement, expectations of caring and helping, motivation, assessing, exercise versus activity/occupation, teamwork and supervision.

Application to Practice:

More widely and precisely be aware of and bring into discussion how tasks, task shift and cooperation are experienced by the user and by professionals, and what the changes entail for professional thinking in everyday rehabilitation.

THE OCCUPATIONAL THERAPY PROGRAMME AT UMEÅ UNIVERSITY, REVISED

Thursday, 16th June - 15:20 - PS1.35 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 582 - Poster

Mrs. Caroline Fischl¹, Ms. Birgitta Englund¹, Ms. Ulla Nygren¹, Ms. Margareta Lindberg¹

¹Umeå University

Background:

How can we develop future occupational therapy (OT) students' competencies to meet tomorrow's society? This question gave rise to discussions on revising the OT curriculum at Umeå University about a decade ago, and the development of the new programme commenced. The first batch of students in the revised program started in Fall term 2012 and graduated in Spring term 2015.

The purpose of this poster is to illustrate the revised occupational therapy programme at Umeå University, Sweden.

Educational Philosophy:

The development of the curriculum was grounded on the national goals stated in the Swedish Higher Education Ordinance and guidelines from ENOTHE, including TUNING competencies, and inspired by occupational justice and everyone's right to meaningful activities. The programme focuses on progression in theory, research competencies and personal development towards occupational therapy professionalism.

Pedagogy / educational approaches used:

Learning within the programme is characterized by active knowledge acquisition, problem solving and reflection. Various learning strategies are employed throughout the entire programme. Examples of methods include individual, dyad and group work, practical exercises, case studies, interprofessional learning, seminars and lectures. Application of knowledge was required in special projects, promotion activities, clinical training, thesis work, community involvement and innovative practices.

Evaluation:

After the first class graduated, a visual representation of the revised occupational therapy programme was developed in order to emphasize on the progression in the education.

Application to Education:

Relevance in the educational goals can motivate students to actively engage in their learning and promote independent studies.

THE INFLUENCE OF SNOEZELLEN METHOD ON CHILDREN WITH AUTISM - TWO CASE STUDIES

Thursday, 16th June - 15:20 - PS1.36 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 592 - Poster

Dr. Agnieszka Smrokowska Reichmann¹, Mrs. Urszula Chrabota², Prof. Aneta Bac², Mrs. Dorota Kurbiel²

¹University of Physical Education in Cracow, ²University of Physical Education in Cracow

Background:

Snoezelen (Multi Sensory Environment, Sala Doświadczania Świata) is a non-directory, multisensory stimulation method, carried in controlled environment, eg. in adequately arranged room and according to specified rules. Snoezelen characteristic feature is double effect of relaxation and activation. Snoezelen originated in Holland in seventies as an answer to the needs of patients with profound intellectual disabilities. Nowadays Snoezelen is being used throughout the world with different groups of patients.

Method:

The poster presents two case studies from the pilot research project "Snoezelen as occupational therapy method" carried on in Snoezelen room at Department of Occupational Therapy, University of Physical Education in Kraków. It is the first pilot research project of this kind in Polish higher education. Presented case studies concern two autistic boys (9 and 5 years old) who for six months have regularly attended therapeutic sessions in Snoezelen room.

Results:

The results are presented as a comparative analysis of patients' behaviour modifications under the influence of Snoezelen method, based on Observation Sheets which have been prepared for the research project.

Conclusions:

Both children demonstrate definite changes of behaviour: positive, though partly different in each case. Snoezelen is an efficient method with autistic children, moreover perfectly suiting occupational therapy conception.

Appliaction to Practice:

It is worth while to promote Snoezelen as part and parcel of modern and professional occupational therapy. It is especially important in Poland, where academic studies and bibliography regarding this area of research are practically non-existent.

STROKE PATIENTS MOTIVATION INFLUENCE ON THE EFFECTIVENESS OF OCCUPATIONAL THERAPY

Thursday, 16th June - 15:20 - PS1.37 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 609 - Poster

Dr. Jolita Rapoliene¹, Ms. Erika Endzelyte¹, Mrs. Indre Jaseviciene¹

¹Lithuanian University Of Health Sciences

The incidence of cerebrovascular disorders is growing constantly. Individuals who have experienced stroke, are often described as apathetic, having lost of interest, unmotivated. This might be a problem in achieving treatment results. It is still unclear what impact on the motivation has age and gender.

The aim of research: To evaluate motivation influence on the effectiveness of occupational therapy in patients with stroke.

Tasks of research: 1) To evaluate motivation of individuals, who have suffered stroke, at the beginning and at the end of rehabilitation; 2) To evaluate daily activities of individuals, who have suffered stroke, at the beginning and at the end of rehabilitation; 3) to establish correlation among individuals who have suffered stroke, their motivation and daily activities. 4) to identify the factors that affect individuals who have suffered stroke, their motivation for activities.

Methods of research: Study included patients who carried out Mini-Mental State Examination at the beginning of the rehabilitation and scored 21 points or more. Multidimensional Health Locus of Control (MHLC) scale has been used for motivation assessment. Internal persons' motivation was evaluated to determine how much a person believes that his recovery depends on his own behavior and external persons' motivation – how person relates his state of health to the impact of the surrounding him people. Performance of daily activities was assessed using Functional Independency Measure (FIM). Research participants were evaluated at the beginning and at the end of rehabilitation. The study involved 30 people who have suffered stroke.

USE OF SOCIAL MEDIA TO DEVELOP AND PROMOTE THE OT CURRICULUM IN HIGHER EDUCATION

Thursday, 16th June - 15:20 - PS1.38 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 621 - Poster

Ms. Maria Parks¹, Mrs. Kerry Sorby¹

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Background:

Social media such as Twitter, Facebook and Instagram, are widely used personally and professionally to promote and disseminate information but there are understandable concerns within regulated professions such as Occupational Therapy, as to how these can be used in a professional and ethical way. This paper will share the experiences of a student/staff collaborative project at York St John University, which aimed to develop OT programme social media resources to communicate and raise the profile of the course, profession and University.

Evaluation:

The project has been awarded a grant to fund up to 130 hours of student paid contributions, to work alongside academic staff to develop manage a programme blog and Twitter account. It was funded to run from November 2015 – June 2016. This project will evaluate the impact of the social media developed in raising the profile of professional use of social media and the YSJU OT programme. Students employed on the project will be asked to provide reflective accounts of how engagement in the project has helped develop their own CPD needs.

Application to Education and /or practice:

Lessons learnt from this project will inform how regulated professionals can adopt and professionally use social media effectively.

This project has been funded by York St John University – Student as Researchers Funding

AN ANALYSIS OF ANN BECKETT'S CONTRIBUTION TO THE DEVELOPMENT OF OCCUPATIONAL THERAPY IN IRELAND

Thursday, 16th June - 15:20 - PS1.39 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 636 - Poster

Ms. Jennifer O'mahoney¹, Dr. Judith Pettigrew¹

¹Department of Clinical Therapies, University of Limerick

Background:

This study focuses on the early life and professional career of Irish Occupational Therapy pioneer Ann Beckett (1927-2002). It examines the role that she played in the development of the profession – as a practitioner and an educator - and examines how her work helped to shape current practice in Ireland.

Method:

This qualitative study used oral history techniques to interview those who knew Ann Beckett professionally and could provide insight into her work. This included colleagues, clients, friends and students. The 10 qualitative interviews were analysed, (along with archival documents) using interpretive biographical methods and thematic analysis.

Results:

The findings reveal Ann Beckett's multiple contributions to the development of Occupational Therapy in Ireland over a forty year period. This includes the roles she played in the development of the Central Remedial Clinic, the Association of Occupational Therapists of Ireland and in the education of students at St Joseph's College of Occupational Therapy, Dublin.

Conclusion:

This research contributes to our understanding of the shaping of Occupational Therapy in Ireland. By documenting Ann Beckett's story, light is shed on the contribution and lasting legacy of a key pioneer of Occupational Therapy in Ireland.

Application to Practice:

Knowing the role that pioneers played in the development of the profession and Irish health care services provides an opportunity to better understand the influences of the past on the present as well as an opportunity to re-evaluate and critique the profession.

THE RELATIONSHIP OF COGNITIVE FUNCTIONS AND THE MOTOR AND PROCESS SKILLS IN PATIENTS WITH TRAUMATIC BRAIN INJURY

Thursday, 16th June - 15:20 - PS1.40 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 662 - Poster

Ms. Ivana Klepo¹, Mr. Dubravko Tršinski¹, Mr. Jurica Sinković¹

¹Special Hospital for Medical Rehabilitation Krapinske Toplice

Background.

In the evaluation process of the cognitive status of persons with traumatic brain injury (TBI) it is very important to address cognitive functions and the way they affect the occupational performance. The purpose of this study is to examine the relationship of cognitive functions and quality of performance of motor and process skills in daily occupations of people with TBI.

Method.

This study included 30 patients (age 19 to 60) with severe traumatic brain injury which were evaluated during inpatient rehabilitation approximately 4,2 months after injury. In the cognitive screening battery the subtests of Rivermead Behavioural Memory Test (RBMT), Behavioural Inattention Test (BIT) and Loewenstein Occupational Therapy Cognitive Assessment (LOTCA) were applied and compared with the performance on Assessment of Motor and Process Skills (AMPS), an occupation based assessment tool. The data were analyzed with descriptive procedures and correlation analysis.

Results.

There is a significantly higher correlation of the total score of cognitive screening battery with AMPS process skills ($\rho=0,71$) than with AMPS motor skills ($\rho=0,54$). The highest correlation of the AMPS process skills is with RBMT picture memory subtest ($\rho=0,71$) while the correlation with other subtests is in the moderate range. The correlation of cognitive screening subtests with AMPS motor skills ranges from low to moderate, while the highest correlation is with memory ($\rho=0,58$) and neglect ($\rho=0,57$) subtests.

Conclusion.

This study supports the high relationship of the cognitive impairment and the quality of performance of process skills of AMPS.

THE LIVED EXPERIENCE OF USING A FALL DETECTION SYSTEM.

Thursday, 16th June - 15:20 - PS1.41 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 676 - Poster

Ms. Mary Rose Mulry¹, Prof. Agnes Shiel¹, Dr. Pauline Meskell², Prof. Gearoid O’Laighin², Dr.
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Background:

It is predicted that 2 billion of the worlds population will be aged over 65 years by 2030. One of the greatest causes of mortality and morbidity amongst this aging population is falls. A key element in determining recovery post fall, is the timely detection of a fall (GHA, 2011). Several fall detection systems (FDS) exist on the market, however few are researched in terms of use from the older adults point of view. This piece of research aims to address this gap in the research.

Method:

FATE (Fall detector for the elder) is a FDS that involved participants to use the system for 6 months. Qualitative interviews were carried out to gain insight into the older adult’s lived experience of using the FDS. 11 interviews were carried out in total, using a phenomenological approach.

Results:

The results indicate that the FATE system was seen as positively effecting their daily lives. Themes that arose from the analysis of the interviews included; increased sense of security, re-engagement in activities of daily living and giving peace of mind to the older adult user and their loved ones.

Conclusion:

Overall, it would appear that systems like FATE improve the older adults quality of life by enabling to re-engage in once meaningful occupations. Furthermore, the importance of user centered design was highlighted amongst the older adult participants.

Application to Practice:

The results of this research gives healthcare professionals insight into how systems like FDS can impinge on the older adult life.

OCCUPATIONAL PERFORMANCE AND PARTICIPATION AMONGST OLDER ADULTS AT RISK OF FALLING

Thursday, 16th June - 15:20 - PS1.42 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse - Abstract ID: 680 - Poster

Ms. Mary Rose Mulry¹, Prof. Agnes Shiel¹, Dr. Pauline Meskell², Prof. Gearoid O’Laighin², Dr. Leo Quinlan²

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Background:

We are living in an aging society. As we age our satisfaction with our occupational performance and participation can decrease for numerous factors e.g. frailty (Ganz et al, 2007). Falls and fall occurrences are one of the leading causes of this decrease in satisfaction with occupational performance and participation. However, little emphasis is placed on this in the literature. This research aims to explore the impact a fall detection system (FDS) known as FATE had on the older adult’s satisfaction in their daily occupations.

Method:

The participant used the FDS for 6 months. Assessment of occupations and satisfaction was carried out using the Canadian Occupational Performance Measure at pre intervention and post intervention.

Results:

The results indicate that the older adults satisfaction with self-care and leisure related occupations increased upon post intervention assessment. Participants reported re-engaging in occupations they had once restricted.

Conclusion:

Overall, the FDS had a positive impact on the older adult’s satisfaction in carrying out their daily occupations. An increase in occupational participation in leisure activities was also found.

Application to Practice:

The results of this research illustrate how technology like a FDS can promote engagement and in some cases re-engagement in occupations that are meaningful to the older adult. Therefore, discussion of FDS should be part of older adult clinical practice.

NEIGHBORHOOD ATTACHMENT, HEALTH SITUATION, AND PHYSICAL AND SOCIAL ASPECTS OF NEIGHBORHOOD: A CROSS-NATIONAL EXAMINATION

Thursday, 16th June - 15:20 - PS1.43 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 695 - Poster

Mrs. Afsaneh Taei¹, Dr. Björn Slaug², Prof. Susanne Iwarsson³

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Health and life situation varies extensively among older people. The differences are dependent of the personal aspects, e.g. sex, age, and education (Cummins et al., 2005), and environmental factors, e.g. neighborhood characteristics, such as access to services, and public transport modes (Marmot, 2003). Research has shown the importance of usability and accessibility of the neighborhood as increasingly important for the health and life situation of older people (Oswald et al., 2007). The aim of this study was thus to examine the relationship between the aforementioned aspects and the health situation of older people in two countries.

A total of 700 participants (Sweden: N=397, Latvia: N=303), aged 75-89. The analysis utilizes Spearman rank correlations and logistic regression models. Variables representing the health situation were Self-rated Health and Geriatric Depression Symptoms (GDS), both dichotomized.

For both countries, not being depressed was significantly correlated with sum score of positive neighborhood factors, safety, having cultural opportunities in the vicinity, and financial situation. In Sweden, neighborhood satisfaction and attachment was significantly correlated with self-rated health, and financial situation with not being depressed in Latvia. Self rated health depends on neighborhood satisfaction, lighting, seating places, higher education, financial situation, and dependence on mobility devices. The last two factors together with neighborhood index and country affect the GDS.

The health situation of old people is mostly dependent of the neighborhood characteristics.

Hence, to promote healthy aging and well-being for older people in different countries, the importance of fostering customized, well-designed residential areas should be taken into consideration.

REWARDS AND CHALLENGES OF ENABLING STUDENTS TO POSITIVELY ADDRESS SOCIAL DETERMINANTS OF HEALTH

Thursday, 16th June - 15:20 - PS1.44 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 703 - Poster

Ms. Susan Gilbert Hunt¹, Dr. Angela Berndt¹, Dr. Ben Sellar¹

¹University of South Australia

Occupational therapy has the capacity to make positive contributions to the social health of communities and it is beholden on educators to ensure that graduates can work across the spectrum of health care. Providing opportunity for students to both learn about and action the requisite knowledge and skills is essential for the profession to have an active role in the future health of communities.

Principles of community development and primary health are juxtaposed with occupational therapy approaches to enable student to understand ways in which the profession can collaborate with communities to influence health.

Social constructivist pedagogy and transformational learning are used in a practice based environment. With tutor support students engage in an in-depth collaboration with an organisation/community to explore and address an identified need or issue, requiring them to actively apply their emerging knowledge and skills.

Evaluation data collected from participating organisations, students and educators demonstrates that occupational therapy is well aligned with community development and primary health principles. The most significant challenge is enabling students and organisations to fully explore the need or issue prior to determining a potential solution. Helping students hold the space of ambiguity and uncertainty is challenging, however the reward is in witnessing a student's transformation of understanding regarding the potential of occupation and their future profession.

A number of universities use similar frameworks with similar learning outcomes. Moreover, organisations develop a greater understanding of the contribution occupational therapy and this has resulted in the creation of new occupational therapy positions.

FAMILY-CENTRED PRACTICE IN PRACTICE: THE EXPERIENCES OF OCCUPATIONAL THERAPISTS

Thursday, 16th June - 15:20 - PS1.45 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 711 - Poster

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Background:

Research in rehabilitation and occupational therapy reveals that parents and professionals perceive family-centred practice (FCP) positively, but that there is limited evidence of the outcomes of family-centred occupational therapy (FCOT) for child and family functioning. For better care and participation of disabled children and their families it is necessary that FCOT is systematically described and evaluated. This exploratory study will contribute to the first step by examining the meaning and essence of FCP as experienced by occupational therapists.

Method:

Ten to twelve occupational therapists, working with children aged 0-12 with mild to severe disabilities, and their families, will be individually interviewed twice in the winter of 2015-2016. They will be asked to tell about their experiences with FCP focusing on specific clients. A phenomenological method will be used for the analysis. In this way, through 'practice-based evidence', the experiential knowledge of occupational therapists will be developed to best practice.

Results:

The results will be known and described in May 2016.

Conclusion:

The conclusions will be known and described in May 2016.

Application to Practice:

The in-depth knowledge of this study will be used for the development of a guideline for family-centred occupational therapy and is therefore relevant for young clients and their families, occupational therapists and other team members. Furthermore, the obtained knowledge can be used for better education and adaptation of occupational therapy to the occupational needs of children with disabilities and their families.

THE ROLE AND THE IMPACT OF OCCUPATIONAL THERAPY AT AN ACUTE UNIT FOR PEOPLE WITH MENTAL HEALTH DISORDERS

Thursday, 16th June - 15:20 - PS1.46 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 716 - Poster

Mrs. Polyxeni Skaltsi¹, Mrs. Mariza Papagathangelou², Dr. Panagiotis Siaperas³

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Department of Occupational Therapy, Metropolitan College, Athens, Greece, ²1 National &
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of Occupational Therapy, Metropolitan College, Athens

Background:

The service users of acute units of mental health hospitals are those that face severe symptoms and the usual reasons for hospitalization are: a) the danger of harming themselves or others, b) the lack of social support c) the need for safety from an unstable family environment, d) the severeness of the mental health disorder.

Theoretical underpinning:

Under these circumstances the practice of Occupational Therapy has an important impact based on the modern paradigm where occupation is the treatment medium. In mental health units the Occupational Therapists engage the service users in meaningful occupations that are balanced between self-care, leisure and productivity.

Assessment / Intervention/ Technique:

The current case study based on a person centered frame of reference and using the Canadian model of Occupational Performance presents the procedure that where followed in order to assess the level functioning and the personal needs of the service users.

Evaluation of outcome:

In addition, examples of individual or group activities that engage the service users in meaningful occupations that improve the occupational balance the executive functions the management of stress and the social abilities are presented.

Application to practice:

Examples of activities like arts and crafts, working in groups for the improvement of social abilities and interpersonal skills, Cognitive Remediation Therapy and the preparation for the discharge from the acute mental unit are discussed.

RESIDENTIAL CARE SETTINGS – AN OCCUPATIONAL THERAPY PERSPECTIVE

Thursday, 16th June - 15:20 - PS1.47 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 753 - Poster

Dr. Sanetta Du Toit¹, Prof. Lena Borell², Dr. Lena Rosenberg², Prof. Christine Raber³, Mrs. Margarita Mondaca²

¹University of Sydney, ²Karolinska Institutet, ³Shawnee State University

Background:

Residential care organizations provide the last home for many very old, frail and/or vulnerable people and especially for those with advanced dementia. Despite considerable advances in the care culture the majority of these 'homes' appear to remain firmly dominated by a medical hospital care culture. Although medical care forms a minuscule component in the day-to-day lives of these elders, few examples of organizations based on social models of care exist.

Method:

An intra-professional critical occupational perspective assisted in the collaboration of occupational therapy (OT) researchers to consider care practices within a variety of residential care facilities. The researchers used their professional experiences within care contexts and selected examples of social care models to contemplate how OT perspectives and philosophy would support organizing of housing for persons with dementia.

Results:

Insights revealed the importance of enabling previous and new patterns of daily occupation as part of collaborative endeavours to support and promote shared doing and a sense of belonging.

Conclusion:

The environment within care organizations should address the occupational needs of the people who live and work there. Co-occupations and collaborative doing are key for promoting doing, being, belonging and becoming of all involved.

Application to Practice:

The diverse nature and holistic approach of OT to support a perspective focused on occupational justice are long overdue. We need to ensure that we contribute our expertise and promote a life worth living for elders with advanced dementia living in care organizations.

ECOTOPIA – AN INTERPROFESSIONAL RESEARCH PROJECT IN AUSTRIA

Thursday, 16th June - 15:20 - PS1.48 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 771 - Poster

Mrs. Gabriele Schwarze¹, Mr. Bernhard Plé², Mrs. Katja Helms³, Mr. Hans-georg Frantz⁴

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economics, University of Applied Sciences FH JOANNEUM, Graz, Austria, ⁴Institute of energy,
transport and environment, University of Applied Sciences FH JOANNEUM, Kapfenberg Austria

Background

At the University of Applied Sciences FH JOANNEUM in Austria the department “building, energy and society” has initiated an inter-professional scientific project called ÖKOTOPIA. The project aims at developing sustainable urban districts prioritizing resource-efficient measures for the city of Graz. T Occupational Therapy has been invited to join the project in order to enrich the concept of sustainability by introducing occupation as an essential part of daily life and health. This is further emphasized by Wilcock (2006) who noticed that active people feel satisfied and healthy if they were an integral part of the natural world. This approach convinced the project team and it was decided to include “walking”.

Method

For this part of the project a literature research was done between June and December 2012 in different data bases and libraries.

Results

Indicators for walkability found in the literature are proximity, connectivity and functional indicators. Most of the indicators named were already specified by the other professions as well and data is available. The duty of OT was to link this indicators to the activity of walking and getting a measure how some specific districts of Graz provide easy walking opportunities.

Results

The results found reflect the necessity of an inviting environment for walking as well as the Health Promotion Action of the Ottawa Charta (WHO, 1986), by creating supportive environments and strengthen community actions.

Application to Practice

The author wants to encourage Occupational therapists to enrich projects with the knowledge of Occupational Science.

“THE EFFECTS OF AN ERRORLESS LEARNING INTERVENTION ON IADL PERFORMANCE IN INDIVIDUALS WITH MEMORY IMPAIRMENT FOLLOWING ABI”

Thursday, 16th June - 15:20 - PS1.49 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 786 - Poster

Ms. Maja Rajkov¹, Ms. Cuana Kerr²

¹National University of Ireland, Galway, ²National Learning Network

Acquired brain injury (ABI) is a complex, heterogenous condition, affecting multiple areas of function. Cognitive difficulties, including memory impairment, are a common consequence, which often impair the individual's ability to engage in meaningful tasks and live independently in the community. Research on effective cognitive rehabilitation strategies is growing, with increasing focus on everyday life skills. Errorless learning (EL) is a promising approach for increasing independence in ADL skills. However, more research into this area is required. The current study employed a single case experimental design (SCED) to investigate the effects of a short-term EL intervention, targeting instrumental activities of daily living (IADL). The primary outcome was IADL performance. General cognition, occupational participation and insight were secondary outcomes. Outcomes were assessed prior to and following a four week intervention period. Some improvements in function were noted, but the necessity for high rates of practice is emphasized. There is scope for further study in this area of cognitive rehabilitation, especially in applying it to personally meaningful, daily living skills, within a real life clinical context.

PLAY AND PARTICIPATION IN THE OUTDOOR AREAS OF KINDERGARTENS FOR CHILDREN WITH PHYSICAL DISABILITIES.

Thursday, 16th June - 15:20 - PS1.50 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 791 - Poster

Mrs. Kristina Hoydal¹

¹Diakonhjemmet

Background: The kindergarten is an important scene for a child's play, learning and development and forms a basis for giving all children the possibility to participate in play. The aim of this study was to look at outdoor areas of kindergartens to describe how children with physical disabilities use the facilities and if there are characteristics of outdoor areas that encourage play and participation.

Method: Through fieldwork with participant observation four children with light physical disabilities in four different kindergartens were observed while playing in the outdoor areas. Afterward sketches of the areas were made, and the children's movement patterns were plotted in and analysed. Interviews were made with employees at each kindergarten to confirm and support observations.

Findings: The findings indicate that children with mild physical disabilities seek out playground areas where it is possible to find variation and make use of their imagination, where they can limit the play area and get motor stimulation. As long as the outdoor areas in the kindergartens are easily accessible, these children therefore mostly will seek out and be inspired by the same areas and toys and by the same type of play as other children in the kindergarten. On the other hand the findings indicate that natural strongholds for transfers, good meetingpoints and areas for unsupervised play especially promote participation and play for children with this kind of disability.

A CRITICAL REVIEW OF THE EVIDENCE BASE FOR OCCUPATIONAL THERAPY MENTAL HEALTH PRACTICE FOR CHILDREN AND ADOLESCENTS

Thursday, 16th June - 15:20 - PS1.51 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 803 - Poster

Ms. Sharon Cheek¹, Ms. Katie Grainge¹, Ms. Laura Kirk¹, Dr. Alison Laver Fawcett¹,
Ms. Karen Wilson¹

¹York St John University

Background: Mental disorders have been identified as the greatest social and economic burden to society; however, resourcing for service provision and research is disproportionately low in Europe (ROAMER, 2015). The World Federation of Occupational Therapists' Master Plan for Mental Health aims to establish and maintain a significant position for occupational therapy in mental health services. This requires accessible, critical summaries of the evidence base underpinning practice.

Aim: Conduct a critical review of evidence (published within last 5 years) to explore the role and effectiveness of occupational therapy mental health practice with children and adolescents. This is a 3rd year "Students as Co-Researchers" project. This age group is highlighted as a priority for research because early experience and wider social influences affect health across life (ROAMER, 2015).

Method: A systemised search and critical appraisal methodology is applied to evaluate literature published in the last five years that relates to occupational therapy and mental health of children and young people.

Results: A critical and thematic analysis related to the effectiveness of interventions and role of occupational therapists will be presented.

Conclusion: The quality of the evidence base will be considered and any evidence gaps identified.

Application to Practice: The findings will contribute to the evidence base underpinning occupation-focused interventions for health promotion and prevention of mental illness with children and adolescents.

References:

ROAMER (2015) A roadmap for mental health research: Final Roadmap 2015. Final report of European Commission's Seventh Framework Program FP7/2007-2013/no 282586 Available at: <http://www.roamer-mh.org/files/MaqRoamer-Roadmap2015F%20FINALISSIMA%20030315.pdf>. (accessed 20 October 2015).

OCCUPATIONAL THERAPY AND ASYLUM SEEKERS: A PRIME OPPORTUNITY FOR ENGAGEMENT VIA ROLE EMERGING PRACTICE

Thursday, 16th June - 15:20 - PS1.52 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 812 - Poster

Ms. Kate Hennessy¹, Ms. Aoife Barry¹, Ms. Eimear Lyons¹, Mr. Dónal O'Leary¹

¹University of Limerick

Background:

This topical project formed part of a non-traditional occupational therapy placement in University of Limerick AccessCampus, where educational opportunities for those living with disadvantage and marginalisation are promoted. Over 4,000 asylum seekers currently live under the Irish Direct Provision system (Department of Justice and Equality 2015), where they face a high risk of occupational injustice and deprivation due to prolonged restriction of opportunities for meaningful occupational engagement (Whiteford 2004; Davies 2009).

Method:

Interagency focus groups, a literature review, and a site-visit to a local Direct Provision centre provided the basis for exploration of a needs analysis for residents living in the centres. Potential opportunities for increased occupational engagement between the agencies involved (including education training boards and community development partnerships) were scoped via inter-agency communication platforms and think-tanks.

Results: A report titled 'AccessCampus and Direct Provision – Opportunities and Recommendations for Engagement' outlining key suggestions, such as the development of a community garden, educational outreach, use of creative occupations to promote identity re-establishment through occupational storytelling, and use of holistic theoretical models in addressing challenging contextual issues, was presented at an inter-agency discussion forum. A key theme to emerge was the impact of political constraints on service provision.

Conclusion: Collective and collaborative partnerships between service providers offers a unique opportunity to reduce instances of injustice for people living in Direct Provision.

Application to Practice: Occupational therapists have a responsibility to support increased occupational participation, highlight issues of occupational injustice, and to promote occupational engagement for all (WFOT 2006).

SEATING CONSIDERATIONS FOR CHILDREN WITH PALLIATIVE CARE CONDITIONS: A TOOLKIT FOR PAEDIATRIC OCCUPATIONAL THERAPISTS

Thursday, 16th June - 15:20 - PS1.53 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 834 - Poster

Mrs. Sarah Governey¹, Ms. Anna Brown², Ms. Nicola Gaskin¹, Ms. Amy Faulkner³, Ms. Katie
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Background:

A key role of the Occupational Therapist (OT) in palliative care is to support and enhance quality of life and encourage optimum independence (Crosthwaite, 1997). The provision of appropriate equipment is often paramount to this (Ogilvy, 2010). OT's working with children with palliative care conditions need to be aware of the indications and contraindications of seating these children.

Theoretical underpinning:

The World Health Organisation's International Classification of Function Disability and Health (ICF) aims for participation of an individual in life situations with an emphasis on capacity and performance (WHO, 2001). Children with these conditions may require seating equipment, this can enable participation in meaningful occupations which are often impacted on by difficulties with function and structures.

Assessment / Intervention / Technique:

A toolkit was developed by experienced therapists intended to support OT's working with children with palliative care conditions regarding clinical decision making when seating this complex client group. The document presents the clinical indications for seating a child with palliative care needs including assessment, contraindications, the seating requirements and available equipment for children with palliative care conditions.

Evaluation of outcome:

The seating considerations document was sent to experts in the field of specialised seating and to a national group of paediatric OT's for peer review where feedback was gathered regarding content and concerns for local therapists.

Application to practice:

The toolkit is now available to OT's working with children with palliative care conditions as a resource with practical information and specifications regarding possible seating options.

THE CORRELATION BETWEEN DRIVING PERFORMANCE AND COGNITIVE PERFORMANCE AMONG ADOLESCENTS WITH ADHD BEFORE TAKING DRIVING CLASSES

Thursday, 16th June - 15:20 - PS1.54 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 838 - Poster

Ms. Anat Keren¹, Prof. Navah Ratzon¹, Dr. Shlomit Yuval Greenberg², Ms. Rinat Hilo²

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psychology science, Tel aviv university

Background:

The adolescents' rate of involvement in car accidents is higher than their rate among the overall driving population. The risk for accidents is 1.2 to 4 times higher among adolescents with ADHD than their peers from the same age group. The present study compared the performance of adolescents with and without ADHD in a driving simulator and examined the correlation between cognitive functions and driving a simulator.

Methods:

Fifteen adolescents with ADHD and 17 adolescents without ADHD who attended regular education settings and didn't have a driving license participated in the study.

The subjects completed a simulated driving session with a 3D Driving-School simulator. Participants completed the Trail Making Test (TMT), the Motor free Visual Perception Test (MVPT), the Useful Field of View (UFOV) and their parents completed the Conner's Parent Rating Scale (CPRS).

Results:

The only cognitive test that differed significantly between adolescents with ADHD and controls was the TMT-B test ($t=24.811, p=0.01$) with better performance in the control group. Simulator driving performance was significantly lower among ADHD participants in all driving parameters. Significance correlations were found between UFOV and pedestrian's hits and give away ($r=-0.539, p=0.038$; $r=0.590, p=0.021$ respectively). TMT-B and traffic light and speeding ($r=-0.545, p=0.053$; $r=-0.564, p=0.028$ respectively) only among ADHD.

Conclusions:

The characteristics of the simulated driving of adolescents who did not have a driving license were similar to those which were found during on-road driving among adolescents with ADHD. Trainer awareness could be considered as a primary intervention before taking driving lessons to help adolescents achieve safe driving performance.

EXECUTIVE FUNCTION AND SOCIAL PARTICIPATION OF CHILDREN

Thursday, 16th June - 15:20 - PS1.55 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 845 - Poster

Mrs. Reinhilde Lenaerts¹, Mr. Sven Van Geel¹, Prof. Daphne Kos²

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Background:

This study explores differences in participation in leisure activities in children with and without learning disabilities, autism and to what extent executive functioning explains their leisure performance.

Method:

Children's Assessment of Participation and Enjoyment (CAPE) & Preferences for Activities of Children (PAC) was completed by 57 regular primary school children and 48 children in special education (32 children with learning disabilities and 16 children with autism). Executive functioning was assessed by Behavioral Assessment of the Dysexecutive Syndrome for Children (BADS-C) and Behavior Rating Inventory of Executive Function (BRIEF) (parents and teachers form).

Results:

Preliminary results indicate lower intensity of participation in active physical, social, skill-based and self-improvement activities in children with learning disabilities than in regular primary school children. Compared to children with learning disabilities, children with autism reported higher intensity of participation in recreational and active physical activities and lower intensity of participation in skill-based and self-improvement activities. BADS-C demonstrated less executive problems for children with autism than for the children with learning disabilities. BADS-C showed low or very low classifications in executive functions for children with learning disabilities. Only parents of children with learning disabilities and autism reported executive problems mainly concerning behaviour regulation.

Conclusion: Especially children with learning disabilities show a decreased intensity of participation. Executive functioning can partly explain decreased leisure performance.

Application to Practice: When focusing on enhancing participation in children, occupational therapists should also consider optimising executive functioning.

Financial support by Artesis Plantijn University college, PWO 839 is gratefully acknowledged.

CLINICAL TEACHING THE DANISH MODEL

Thursday, 16th June - 15:20 - PS1.56 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 861 - Poster

Mrs. Kristina Frank Kristiansen¹, Mrs. Birthe Schultz², Mrs. Annisette Hornshøj³, Mrs. Anne Boe Rossen⁴

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Background:

Educating occupational therapy students requires a solid organization and anchoring, of practice-related learning (Doel & Shardlow 2009). As a basis for ensuring this, the organization of Clinical Teachers in Occupational Therapy in Denmark have for more than 20 years developed perspectives on roles, values, settings and collaboration with different stakeholders. Among others, a close collaboration with Occupational Therapy educations in Denmark, and the Danish Association of Occupational Therapists, have generated important knowledge on how an organizational framework, can ensure that occupational therapy students experiences the best possible transition from student to professional (Uddannelses- og Forskningsministeriet, 2008. Ergoterapeutforeningen, 2015). As boardmembers of the organization of Clinical Teachers in Denmark, we wish to present, how this organizational framework has been developed and maintained through paradigm shifts, and how the network contributes to educational coherence for occupational therapy students.

Educational Philosophy or theory:

Learning theorists: i.a. David A. Kolb (1984), Knud Illeris (2000), Donald A. Schön (1983), Rita Dunn & Shirley A. Griggs (2000), Roar C. Pettersen (1999).

Pedagogy/educational approaches used:

Clinical Teachers are educated as Occupational Therapists with additional Clinical Teacher course in learning theories and didactics as 1/6 diploma (10 ECTS).

Evaluation:

Close collaboration as organized meetings between the Clinical Teachers and Occupational Therapy educations ensures coherence such as examination of the occupational therapy students as completion of the placement.

SELF-REPORTED QUALITY OF ADL TASK PERFORMANCE IN ADULTS WITH SCHIZOPHRENIA

Thursday, 16th June - 15:20 - PS1.57 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 875 - Poster

Mrs. Kristina Tomra Nielsen¹, Mrs. Rikke Petersen², Dr. Eva Wæhrens³

¹The Parker Institute, Copenhagen University Hospital Bispebjerg and Frederiksberg, University College of Northern Denmark, Aalborg, The Research Initiative of Activity Studies and Occupational Therapy, University of Southern Denmark, Odense, Denmark., ²Aalborg University Hospital - Psychiatry, ³The Parker Institute, Copenhagen University Hospital Bispebjerg and Frederiksberg, The Research Initiative of Activity Studies and Occupational Therapy, University of Southern Denmark, Odense, Denmark.

Background:

Previous studies, often based on observation, indicate that adults with schizophrenia are having problems related to performing activities of daily living (ADL). However, little is known about how adults with schizophrenia perceive the quality of their ADL task performance in terms of effort/fatigue, use of time, safety risks, and need for assistance.

The aim was to investigate the self-reported quality of ADL task performance in adults with schizophrenia.

Method:

Participants were recruited from Aalborg University Hospital – Psychiatry and Brønderslev Psychiatric Hospital. The sample was a consecutive sample of convenience. Data were collected using the ADL Interview (ADL-I). The ADL-I is a standardized occupational therapy evaluation tool developed to describe and measure the quality of ADL task performance in terms of effort/fatigue, use of time, safety risks, and need for assistance based on self-report.

Results and conclusion:

In total 107 patients participated in the study. Two thirds were men and the participants were between 20-71 years.

Results indicated that the participants to some extent reported decreased quality of both personal ADL (PADL) and instrumental ADL (IADL). Aside from decreased independence, the participants also reported problems related to increased effort, increased use of time, and some safety problems.

Application to Practice:

This study outlines the importance of evaluating different aspects related to quality of ADL task performance. If only addressing one single aspect (e.g. independence) other ADL problems, important to the client, might be overlooked.

Financial support by The Danish Occupational Therapy Association is gratefully acknowledged.

BUILDING SYNERGY IN PROMOTING MENTAL HEALTH AWARENESS ACROSS UNIVERSITY CAMPUS

Thursday, 16th June - 15:20 - PS1.58 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 896 - Poster

Prof. Michael Lee¹, Dr. Mineko Wada¹, Dr. Melinda Suto¹, Dr. Steven Barnes¹,
Ms. Kathleen Lane¹, Prof. Tal Jarus¹, Ms. Patty Hambler¹

¹University of British Columbia

Background:

As mental health concerns are a barrier to participate in the occupation of schooling, promoting mental health awareness amongst students and addressing campus mental health needs becomes an emerging practice area for occupational therapy.

Pedagogy / educational approaches used:

As an interprofessional initiative, a group of university students were supported to form a club to organize and implement mental health promotion events on campus to raise awareness of the community. The club offers a unique approach to learning and community service by applying classroom learning to action; collaborating with students from various health programs; working closely with people experiencing mental illness: implementing and evaluating health promotion programs for the campus community. The club implemented a series of mental health needs assessments in order to understand the needs of the campus and to draw community awareness to campus mental health. Knowledge gained from each assessment continues to guide the formation of subsequent assessments. Findings from the assessments were presented to interested stakeholders, including university administration to bring changes that fosters students' mental health and enable occupation participation.

Evaluation:

Not only does this club bring mental health awareness to the campus using innovative methods, it also enables student leaders to connect and learn from each other, practice program development, health promotion, team work, needs assessment and participatory action research.

Application to Education:

Event participants, student leaders and university administrators have all acknowledged the unique contributions of this creative initiative that connects interdisciplinary education, research, enablement and community capacity building together.

A NEW METHOD TO DETERMINE MUSCLE AND MOVEMENT ACTION DURING DAILY ACTIVITIES IN PATIENTS WITH NEURALGIC AMYOTROPHY

Thursday, 16th June - 15:20 - PS1.59 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 912 - Poster

Mr. Arjen Bergsma¹, Dr. Edith Cup², Dr. Imelda De Groot¹, Mr. Jos I Jspeert¹, Mrs. Renske Janssen¹, Dr. Jan Groothuis¹, Dr. Nens Van Alfen³

¹Radboud University Medical Centre, Donders Centre for Neuroscience, Department of Rehabilitation, Nijmegen, ²Radboud University Medical Centre, Department of Rehabilitation, Nijmegen, The Netherlands, ³Radboud University Medical Centre, Donders Centre for Neuroscience, Department of Neurology, Nijmegen

Background:

Neuralgic Amyotrophy (NA) often results in pain and paresis of shoulder muscles, causing compensatory movement strategies. Performance of daily activities, especially those including reaching and repetitive actions may cause problems. To gain more insight in muscle activation and kinematics of the affected upper extremity, we used accelerometry in combination with electromyography to provide feedback for patients and therapists.

Method:

In a pilot study, 10 NA patients and 10 controls performed a set of daily activities during a 30-minute period, alternating light activities (drinking coffee or reading a newspaper) with more demanding activities (placing books on a shelf or reaching for a jacket). The order of the activities was standardized, but persons were free to perform the activities in their own manner. Muscle activity of the serratus anterior, lateral deltoid and trapezius descendens muscles was recorded using surface EMG. Upper arm movements were recorded using a 3D accelerometer placed on the upper arm. The percentage of time EMG activity was above a set threshold and the sum of accelerations in three directions were calculated by adding the signal magnitude area (SMA) of the accelerations.

Results:

Timing of substantial activity in the EMG and accelerometer signals corresponded very well with the timing of high demanding upper arm activities (e.g. placing books on a shelf and reaching high for a jacket).

Conclusion and application to Practice:

This method seems promising to provide non-invasive feedback to patients and therapists. Further research and development of a practical measurement tool for therapeutic use are recommended.

DEVELOPING THE ROLE OF OCCUPATIONAL THERAPY IN INCLUSIVE EDUCATION IN PAKISTAN

Thursday, 16th June - 15:20 - PS1.60 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 939 - Poster

Dr. Debbie Kramer Roy¹, Mrs. Tai Frater¹, Ms. Sanam Hameed², Mrs. Naureen Javed Hirani³,
Ms. Asma Khalid⁴

¹Brunel University London, ²Dow, ³The AMI School, ⁴Dow University of Health Sciences

Background:

The vast majority of children with special needs and disabilities in Pakistan are not attending school at all and there are very few special schools. Inclusive Education is extremely limited. The project team is made up of staff from Brunel University London, Dow University of Health Sciences (DUHS) Karachi, and The AMI School (Karachi).

Method:

This ongoing collaborative Action Research Project aims to develop the role of OT in supporting schools to become more inclusive, focusing at child, classroom, school and community levels. Pakistani OTs and teachers conduct Action Research activities weekly, producing strategies, materials and inclusive lesson plans, and writing reflective logs. Baseline data were collected through online questionnaires, focus groups and situational analysis.

Results:

This poster presents the overall design and first phase of this 3-year project (February to June 2015). It demonstrates how the Action Research Cycles were implemented with photographic evidence.

Conclusion:

The project is in the first of three years. The intended final outcomes are increased professional capacity for inclusive education, the production of a resource guide and dissemination workshops.

Application to Practice:

Action Research enables OTs to develop their practice in a hands-on manner. It directly impacts on practice through both method and outcomes.

Financial support by The British Council Knowledge Economy Program is gratefully acknowledged.

Ethical approval by Brunel University and Dow University of Health Sciences has been obtained.

IS PROVISION OF A COORDINATOR ASSOCIATED WITH RETURN TO WORK? THE RAPID-RTW COHORT STUDY

Thursday, 16th June - 15:20 - PS1.61 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 953 - Poster

Mrs. Lisebet Skarpaas¹, Ms. Lise A. Haveraaen², Mrs. Milada C. Småstuen³, Prof. John Erik Berg³, Prof. Randi W. Aas²

¹Occupational Therapy Programme, Faculty of Health Sciences, Oslo and Akershus University College, ²Presenter, ³Oslo and Akershus University College of Applied Sciences, Oslo

Background:

Provision of a coordinator has been associated with time to return to work (RTW) in occupational rehabilitation. The aim of this study was to reveal if we could replicate these results on a cohort of sick-listed employees, participating in different RTW-programs in Norway.

Method:

Cohort study following sick-listed employees (n=853) participating in the Rapid-RTW-programs (n=39). Data was collected through self-administered questionnaires to patients and providers, and linked to register data on sickness absence and diagnoses. Those replied yes/no to "Did the program have a coordinator that coordinated the patient's services?" (n=581) was included in present analysis. Time to first-RTW (full or partial) and full-RTW were modelled using the Kaplan-Meier method, and cox regression analysis, adjusted for known confounding factors.

Results:

A significant difference in time to first and full RTW was found between patients who had a coordinator versus patients who did not have a coordinator, $p < 0.001$, with a median of 111 days (95% CI 67-155) versus 166 days (95% CI 95-237) until first- and full-RTW, respectively. To have a coordinator maintained significant when controlling for gender, age, educational level and living alone/with others, first-RTW HR 1.31 (95% CI 1.05-1.64), and full-RTW HR 1.27 (95% CI 1.02-1.59).

Conclusion:

Having a coordinator seems to have a positive impact on RTW. However, more investigation is needed in coordination models and which groups of patients profiting from coordination.

Application to Practice:

Coordination of RTW should be considered for individuals on sick leave enrolled in return to work programs.

VISUAL PERCEPTUAL SKILLS AND PSYCHOTIC SYMPTOMS OF SCHIZOPHRENIA

Thursday, 16th June - 15:20 - PS1.62 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 977 - Poster

Dr. Hatice Abaoğlu¹, Dr. Yasir Safak², Dr. Ilker Ozdemir², Prof. Esra Aki¹, Prof. Sibel Orsel²

¹Hacettepe University, ²Diskapi Yildirim Beyazit Training and Research Hospital

Background:

A large number of studies suggest that neurocognitive deficits are seen in schizophrenia. However the association between these deficits and symptoms of schizophrenia is not clear. The aim of this study was to explore the relationship between visual perception skill and psychotic symptoms of schizophrenia.

Method:

Sixty-five people with chronic schizophrenia aged 19-53 (mean age= 34.5) were included in the study. Motor Free Visual Perception Test-Third Edition was used to evaluate visual perceptual skills of participants. Symptom rating was made using the Scale for the Assessment of Positive Symptoms (SAPS) and Scale for the Assessment of Negative Symptoms (SANS). The significance of the relation was calculated using the Spearman test.

Results:

There was no statistically significant relationship between visual perception scores and SAPS and SANS scores ($p>0.05$).

Conclusion:

When dealing with schizophrenia, perceptual impairments must be taken into account independently from symptoms.

Application to Practice:

Further research is necessary in order to support the results and explore the factors that have impact on visual perception in schizophrenia.

NEW CAMPUS WITH HEALTHCARE SKILL-LABS OPENS FOR EXPANDING USE OF SIMULATION SITUATIONS IN EDUCATING OCCUPATIONAL THERAPISTS. ARE WE USING THE OPPORTUNITY?

Thursday, 16th June - 15:20 - PS1.63 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 996 - Poster

Ms. Inta Taranrød¹

¹Department of Occupational therapy, Physiotherapy and Radiography, Faculty of Health and
Social Sciences, Bergen University College, Norway

Five skill-labs connected to Occupational Therapy program:

Activity lab, a lab where the focus is enabling everyday activity i.e. Kitchen and homebased activities are addressed. Ergonomics- and mobility lab, a lab where transfers and adjusting ergonomics has focus. Multi-sensory lab, a lab to learn sensory patterns and therapeutic use of them. Art-lab, a lab to explore possibilities art gives in occupational therapy to communicate, to work through or to adapt meaningful activities. Splitting and test -lab, a lab where hand function is issued and splints are made.

Other skill-labs on campus that we can benefit; advanced electronic dummies in a hospital unit. Movement analyses lab, where movement and muscle use is mapped accurately.

This poster looks into how the new possibilities with skill-labs influence curriculum development. We review our previous and current curriculum and interview educational staff concerning program development.

This poster also asks if occupational therapy educations could benefit with a joint effort in development of programs using simulation situations and skill-labs.

OCCUPATIONAL THERAPY EDUCATION IN AN OUTPATIENT REHABILITATION CLINIC, SERVICE LEARNING AT HOME?

Thursday, 16th June - 15:20 - PS1.64 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 1018 - Poster

Mr. Koen Van Dijk¹

¹Amsterdam University of Applied Sciences

Together with the Academic Medical Centre (University of Amsterdam), the Amsterdam School of Health Professions, started an outpatient rehabilitation clinic in 2011. Occupational therapy, Physical Therapy, Exercise therapy and Nursing teachers, researchers and students work together in this outpatient clinic. The clinic is positioned in the university and not in the hospital. The main goal is the early experience of students with “real”clients, the possibilities of collaboration between researchers, students and teachers. Students will gain an early experience in working with patients (interview, assessment) and clinical lessons (teacher-occupational therapist, patient and a large group of students), participate in interprofessional (research) projects and bachelor thesis.

Examples of projects: 8 session programme with a focus on selfmanagement and return to work for clients with cardiac problems, an energy conservation programme for clients with cardiac problems, an e-health intervention programme for self management and IADL for patients with cardiac problems.

The model in which students collaborate is a service learning model. The current patient group in the out patient rehabilitation are patients with cardiac problems. The interprofessional approach of the therapists working with this group is an example for the students in learning interprofessional communication and interprofessional collaboration.

Future plans: first year students of all educations will work together as hosts in the outpatient clinic This will increase awareness in students about their own profession and in the professions of their future colleagues.

THE CASE FOR INCLUDING SLEEP ASSESSMENT AND INTERVENTION IN OCCUPATIONAL THERAPY GRADUATE AND POSTGRADUATE EDUCATION

Thursday, 16th June - 15:20 - PS1.65 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 1029 - Poster

Mrs. Verena Langlotz Kondzic¹, Ms. Sophie Faulkner²

¹Zurich University of Applied Science, ²Manchester Mental Health and Social Care Trust /
University of Manchester

Background:

Sleep is inconsistently covered in undergraduate Occupational Therapy (OT) curricula (Green 2008), and OTs have reported they often rely on information gained through informal sources, which can impact negatively on their confidence in addressing sleep (Faulkner & Mairs 2015). However sleep has been acknowledged as an important area for OTs to address, both in physical and mental health settings (Fung et al. 2013, Faulkner & Mairs 2015, Marger-Picard 2012).

Educational Philosophy or theory:

The poster will summarise the importance of sleep in relation to many aspects of occupational functioning, and the existing literature regarding and sleep and OT (Green & Brown 2015), including a summary of the results of a systematic literature search completed on this topic.

Application to Education and /or practice:

Concrete recommendations are put forward regarding proposed content for undergraduate and post-graduate education including: purpose of sleep, the sleep cycle, circadian rhythms and the impact of light, individual differences in sleep need, assessing sleep within holistic OT assessment, specific sleep disorders, ergonomics and sleep, environmental adaptation, bed adaptation, relaxation techniques, cognitive strategies and activity scheduling.

RECOVERY OF HAND FUNCTION AFTER STROKE, A HAND REHABILITATION PROGRAMME EXPERIENCE AND PROPOSAL

Thursday, 16th June - 15:20 - PS1.66 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 1040 - Poster

Mr. Francesco Romagnoli¹

¹360° Rehabilitation, Parma, Italy - Ergoterapia Kayar, Giubiasco, Switzerland

Background:

P.R., a 63 years old male retired doctor, suffered a sudden stroke due to severe (80%) Basilar Artery stenosis that caused a total left hemiplegia at day 2nd after stroke. He had a very active life, he spent his time in his country mill doing the garden, in his hometown doing some medical examination, traveling, but especially driving his great passion: a 1943 Willy's MB Jeep.

Theoretical underpinning:

The proposed treatment is based on the reconstruction of cortical image of the hand through guided sensory integration (GSI) in the ADL, proprioception exercises, selective muscles activation requests, (SMAR) free and task orientated, and Graded Motor Imagery (GMI).

Assessment / Intervention/ Technique:

The intervention started in the 2nd day after stroke, and continued each day for about a month. It started with GSI and proprioception exercises, followed by GMI after 7 days while SMAR is graduated following the neurological movements recovery.

Evaluation of outcome:

Range of Motion, Jamar Test, PRWHE, COPM, VAS and Touch Test sensory evaluation have been assessed in 4 different times from the beginning of the treatment to 3 months after stroke.

Application to practice:

This treatment could be performed by any OT to replace or supplement the current hand rehabilitation standard protocol after stroke and could lead to good results as in the case of P.R., who recovered his hand much more than the other parts of affected side and especially returned to drive his Jeep

ANALYSIS OF BACHELOR'S THESIS IN OCCUPATIONAL THERAPY AT RIGA STRADINS UNIVERSITY IN 2000 – 2015

Thursday, 16th June - 15:20 - PS1.67 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 1051 - Poster

Mrs. Lolita Cibule¹, Mrs. inara Kalnina¹, Prof. Signe Tomsone¹, Ms. Klinta Epalte¹, Ms. Krista Lācis¹

¹Riga Stradins University

Background:

Since 1996 Riga Stradins University fulfils study program in Occupational Therapy (OT). In the end of study process OT students have to carry out research in order to get a bachelor's degree. Choice of the theme is based firstly on students' interests.

Method:

Aim of study was to analyse bachelor's thesis of OT students in period 2000 2015. In total 213 summaries of bachelor's thesis were used for analysis. The special protocol was created to collect data.

Results:

The purpose of the most of studies was to explore problems in occupational performance of adults and to evaluate efficiency of occupational therapy services. A number of studies about different environmental aspects that effect occupational performance and issues regarding specific competences of occupational therapists have increased in the recent years.

Conclusion:

It could be concluded that in short history of research in occupational therapy in Latvia (15 years) themes of bachelor's thesis are of large of diversity, including problems of health care, repertoire of activities and occupations of individuals and communities as well issues of profession of occupational therapy. Application to Practice:

Results of this study could be useful for educational purposes, and as a background for further researches in occupational therapy.

Keywords:

Bachelor's thesis, occupational therapy, research, themes.

ACTIVITY CALCULATOR; A CLIENT-CENTERED METHOD TO BALANCE ACTIVITIES WITH AVAILABLE ENERGY

Thursday, 16th June - 15:20 - PS1.68 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 1083 - Poster

Mrs. Greke Hulstein Van Gennep¹, Mrs. Karin Ten Hove Moerdijk¹

¹Meander Medical Centre

Background:

The Activity Calculator (AC) was developed by OTs at the outpatient clinic of the rehabilitation department of Meander Medical Centre. The need was felt to provide a standardized method for energy conservation coaching for clients with fatigue and chronic pain. Much positive feedback was received from clients and other OTs from different settings.

Theoretical underpinning:

Occupational Adaptation Framework (Schkade en McClung, 2001)

Assessment / Intervention/ Technique:

The AC is a client-centred instrument. It provides the client with feedback about their activities which enhances the process of self-management to plan and prioritize meaningful activities in daily life. Therefore, the AC enhances self-management by increasing self-awareness and giving the person a feeling of control.

Evaluation of outcome:

The Activity Calculator is next to the COPM and AMPS, the most commonly used measurement instrument focused on activities and participation in the Netherlands (van Herten et al, 2015).

Application to practice:

The AC enables clients to:

- Balance activity levels
- Make efficient use of available energy
- Gradually expand energy limits
- Plan and reach personal goals with new energy levels
- increase awareness of (lack) of energy in body and mind
- Use E-health

At congress, we would like to share our method with international colleagues and explore the possibility of organizing international training.

References TNR, 10 pt, bold

Van Herten et al (2015), 'Welke meetinstrumenten gebruiken ergotherapeuten in de praktijk?' *Ergotherapie Magazine* 43 (4), pp 26- 37

Financial support by HAN, University of Arnhem and Nijmegen is gratefully acknowledged.

THE EFFECTIVENESS OF IPAD HANDWRITING APPLICATIONS ON IMPROVING VISUAL MOTOR AND HANDWRITING SKILLS IN CHILDREN WITH AUTISTIC SPECTRUM DISORDER

Thursday, 16th June - 15:20 - PS1.69 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 1113 - Poster

Dr. Jennifer Dessoye¹, Ms. Lindsey McLaughlin¹, Ms. Chelsey Converse¹, Ms. Shannon Mc
Sweeney¹, Ms. Cathryn Steinhoff¹

¹Misericordia University

The purpose of this study is to explore the effectiveness of iPad handwriting applications in improving visual motor, fine motor, and handwriting skills in children with Autism Spectrum Disorder (ASD). There have been no significant findings on effective intervention strategies to address the fact that children with ASD have deficits in fine motor control and visual motor integration that result in handwriting difficulties.

Handwriting is a complex process involving interactions among the physical, cognitive, and sensory systems; there is evidence that children with ASD have impairments in these systems, which can result in handwriting difficulties (Kushki, 2011). Children with ASD are also commonly affected by a variety of other deficits that may impact their handwriting abilities; namely, a lack of fine motor control, decreased visual perceptual skills, lack of visual motor integration, and deficits in kinesthesia. Handwriting is not only a vital skill throughout the lifespan, but also an important occupation for school-aged children. If the use of the iPad applications as an intervention proves to be successful in developing these necessary skills for future success in handwriting within this population, their occupational performance could be positively impacted. This would therefore allow children with ASD to participate in their school-based environments with ease and equal opportunity.

KNITTING FOR ONESELF OR FOR THE OTHERS: DIFFERENT PURPOSES, DIFFERENT VOLITIONAL ASPECTS.

Thursday, 16th June - 15:20 - PS1.70 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 1148 - Poster

Mrs. Judit Rusiñol Rodríguez¹, Mrs. María Rodríguez Bailón², Mrs. Marcel · la Torra³, Mrs.
Anna Ramon Aribau⁴, Mr. Pedro Moruno Miralles⁵

¹School of Science Health and Welfare, University of Vic-UCC, ²Department of Physiotherapy (Occupational Therapy), University of Malaga, ³Grade of Occupational Therapy, Science Health and Welfare Faculty, University UVic-UCC, ⁴University of Vic- Central University of Catalunya, ⁵University of Castilla-La Mancha

Background:

The act of knitting has shown benefits on the health and well-being of the people who perform it; however, little has been explored wondering if the positive effects depend on who are the receivers of the final fabrics (the purpose of the task).

Method:

Within a multicultural program, 13 people knitted under two conditions: knitting to produce a piece for oneself and knitting for other/s. These data were collected through The Volitional Questionnaire and through qualitative techniques such as non-participant observation, semi-structured interviews and personal diaries.

Results:

Under the condition of knitting for other/s, the participants showed more curiosity and demonstrated overall that the activity is significant. Under the condition of knitting for oneself, although the data didn't get to achieve significative differences, it really can be observed a greater punctuation, corroborated by the qualitative results, to show pride, to look for challenges, to assume additional responsibilities and to indicate objectives.

Conclusion:

When the purpose is to knit for another person, the participants express the sense of the action within the same activity and they seek the confidence of knowing what they are doing, giving priority to the result. On the other hand, when the purpose is to knit for oneself, the participants seek greater challenges and they are proud to achieve them because what is important is the process.

Application to Practice:

From the perspective of Occupational Therapy, this study shows that the purpose that we have when we knit can be used to enhance different volitional aspects.

RESEARCH ON INTERDISCIPLINARY HEALING ENVIRONMENT

Thursday, 16th June - 15:20 - PS1.71 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 1153 - Poster

Ms. Aline Ollevier¹, Mr. Niels Taillieu¹, Ms. Valerie Vandenbroeck¹, Ms. Ellen Schutyser¹, Ms.
Leslie Vincke¹, Ms. Petra Vandewiele¹

¹University college VIVES

The physical environment is an important factor in the healing process and is proven to be beneficiary on health outcome in residential care (Laursen et al. 2014). Regarding future health visions and the European consensus, more care will be provided at the patients home with the intention to keep the ageing population at their homes. To provide an optimal healthcare at the patients home, a profound element of evidence is suggested.

University College VIVES performs a scientific research for three years in a close cooperation with the field and the end-user, where a systematic review will be conducted about a healing environment at the homes of the ageing population. Participating educational programs are: bachelor in occupational therapy, bachelor of science in nursing, bachelor of speech language therapy and audiology, bachelor in nutrition and dietetics and bachelor in biomedical laboratory science. Students as well are participating to narrow the gap between theoretical research and applied research.

The aim of this research is to outline a summary of interdisciplinary approaches regarding the physical environment at the homes of the ageing population to enhance a healing environment.

References

Laursen, J., Danielsen, A., & Rosenberg, J. 2014. Effects of environmental design on patient outcome: a systematic review. *HERD*, 7, (4) 108-119

USING LAPTOP COMPUTERS AND MUSKULOSKELETAL PAIN AMONG ISRAELI STUDENTS

Thursday, 16th June - 15:20 - PS1.72 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 1168 - Poster

Dr. Orit Shenkar¹

¹Ono Academic College

Background:

This study examined the characteristics of students using laptop computers and the correlation to back and neck pain. The study emphasizes the sitting positions, gender differences, differences between young and veteran students, and students who acquired ergonomic training and those that did not.

Method:

Interviews were carried out with 186 undergraduate students at Ono Academic College, Israel, who use a laptop as part of their studies for at least two hours a day. The tool used was an interview, developed to the current study.

Results:

A correlation was found between a bending position towards the computer and reported back and neck pain ($r=3.44$, $p<0.05$). In addition, differences were found between women and men ($X^2(4)=19.548$, $p<0.05$), veteran and young students ($X^2(4)=0.045$, $p<0.05$) and students who acquired ergonomic principles and those that did not ($X^2(4)=14.83$, $p<0.05$).

Conclusions:

Students who frequently bending towards a laptop computer experience more back and neck pain; women experience more back and neck pain than men at the end of a day using a laptop; veteran students experience more pain in the upper back and neck than young students. Therefore, it seems that the cumulative load during studies has an impact on back and neck pain; acquiring ergonomic training has an impact on lower back pain experienced by students.

Clinical Implications:

There is a need for training to implement ergonomic principles regarding correct use of laptops in study frameworks for both students and academic institutions. By applying these principles, it will be possible to promote active participation

APPLICATION OF VIRTUAL REALITY IN UPPER LIMB MOTOR REHABILITATION

Thursday, 16th June - 15:20 - PS1.73 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 1173 - Poster

Dr. Iris Dimbwadyo Terror¹, Ms. Maria Gracia Carpena Niño¹, Dr. Beatriz Matesanz García², Ms. Cristina Labrador Toribio¹

¹Occupational Thinks Research Group. Centro Superior de Estudios Universitarios La Salle (UAM), La Salle Campus Madrid, Spain, ²Occupational Thinks Research Group. Centro Superior de Estudios Universitarios La Salle (UAM), La Salle Campus Madrid, Spain.

Background:

The reasons for using virtual reality (VR) in motor rehabilitation is based on a number of unique characteristics, such as the opportunity for experiential and active learning which encourages and motivates participants, the ability to objectively measure movement, and the capacity to individualize treatment needs. A review about current VR technology available for rehabilitation of upper limb function was done.

Method:

Electronic searches were conducted in MEDLINE, Web of Science, Cochrane Central Register of Controlled Trials, and Cochrane Database of Systematic Reviews and Google Scholar, with the key words: “stroke”, “spinal cord injury”, “upper extremity”, “video game”, “virtual reality”.

Results:

Of the 19 studies included in the analysis, 5 present results about stroke patients and 5 about Spinal Cord Injury (SCI). Only 3 studies used commercial games (CG) and the remaining 16 studies used rehabilitation games (RG). Within the 5 SCI studies, 1 showed results about CG and 4 about RG. Related to stroke studies, 2 were based on CG and 12 on RG.

Conclusion:

VR moderately improves outcomes compared to conventional therapy, showing all the studies better results after VR programs. However, current VR interventions have been too few and too small to assess potential benefits.

Application to Practice:

Much work remains to be done to identify which types of patients will benefit most from these treatments, which system features are critical, and what types of training routines will work best. This understanding will be the key to designing appropriate VR system features and successful treatment interventions combination.

A PROPOSED MODEL FOR THE MEASUREMENT OF REAL WORLD FUNCTIONING FOR FORENSIC INPATIENTS WITH SCHIZOPHRENIA & SCHIZOAFFECTIVE DISORDERS.

Thursday, 16th June - 15:20 - PS1.74 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 1187 - Poster

Mr. Padraic O Flynn¹, Ms. Roisin O'regan¹

¹HSE

A large proportion of people with schizophrenia experience significant difficulties in fulfilling roles and performing daily life tasks. Measuring and promoting ability in these areas is now recognised as an important focus for research and rehabilitation in schizophrenia. The development of a model for measuring typical factors which predict real world functioning can provide a structure for guiding interventions to improve real world functioning.

Model of Human Occupation, Neuropsychology, Cognitive Theory, Functional Capacity Theory, , Cognitive Remediation, Skills Training, Occupational Science and Self Efficacy Theory.

- Quality of life- WHO-QOL Bref
- Ward Atmosphere- ESSENCES social climate measure
- Appraisal of available activity- Engagement in meaningful activity survey (EMAS)
- Psychopathology/ Symptoms- Positive & negative symptoms scale (PANNS)
- Habits/ Roles/ Routines/ Values- Model of Human Occupation (MOHO)
- Motivation/ Self Efficacy- Model of Human Occupation (MOHO)
- Functional Capacity- UPSA functional capacity measure
- ADL skills- Assessment of Motor & Process skills (AMPS)
- Everyday Performance- Specific Level of Functioning (SLOF)
- Neuropsychological Assessment (MCCB)

The model is intended to provide a clinical structure which gives a clear and robust account of the factors underpinning functional deficits. A research project is ongoing which is examining associations between these factors.

This proposed model provides a clear framework for the measurement of factors that contribute to real world functioning. It will provide a clear and robust method for occupational therapists to holistically assess, and communicate functional deficits clearly in order to subsequently guide intervention effectively.

**INTERPROFESSIONAL COLLABORATIVE LEARNING
IN COMMUNITYBASED PRACTICE FOR STUDENTS
IN HEALTH - AND SOCIAL EDUCATIONS.
OPPORTUNITIES AND CHALLENGES RELATED TO
ORGANIZATION AND FACILITATION.**

Thursday, 16th June - 15:20 - PS1.75 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 1200 - Poster

Mrs. Lena A. E. Andersson¹

¹Oslo and Akershus University College of Applied Sciences, Oslo

A joint two year project involving Oslo and Akershus University College and Oslo municipality was conducted to address the issue of “interprofessional collaborative learning” in fieldwork placements. The purpose was that health- and social care students during their practice period, should meet and learn from, with and about each other. (Barr et al, 2005).

Norwegian health policy and education policy guidelines, state that in the future the health worker must work in a different way in order to provide a better and more comprehensive service to the clients. Students will develop both professional skills and interaction skills. It emphasizes that the best context developing collaborative skills is student’s fieldwork.

A program was developed for an inter-professional collaboration day. Students presented their pre-understanding of each other’s profession, received lectures on inter-professional collaboration and worked together on a case example. The groups presented their work and all participants discussed solutions in plenary. All students evaluated the day and theme.

Results: 450 students from 6 different health- and social-care educations participated. The feedback is very positive. Most students scored high on importance of facilitating inter-professional meeting point during the practice period. Likewise, students scored high for learning outcomes for the days programme.

“Amazingly good - why don’t we have more of this?!? This is both practical and useful - not to mention engaging. Very relevant and very informative!”

The conclusion is that students are satisfied with collaboration learning, but anchoring the University must be improved in order to succeed.

TRANSFORMING OUR PRACTICE: NEURO-DEVELOPMENTAL TREATMENT APPROACH FOLLOWING STROKE

Thursday, 16th June - 15:20 - PS1.76 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 1211 - Poster

Ms. Sarah Ronayne¹, Mrs. Olivia Tierney Wilson², Mrs. Sinead Duddy³, Ms. Silé Sheridan⁴

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Transforming Our Practice:

Neuro-Developmental Treatment Approach following Stroke

Workshop Leader: Olivia Tierney-Wilson, Occupational Therapy Department, Sacred Heart Hospital, Mayo, E-mail: liviatierney@hotmail.com

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Summary of the Workshop:

The authors were inspired to transform their Occupational Therapy and Physiotherapy Stroke rehabilitation services in Mayo following completion of a 'Neuro Developmental Treatment (NDT) Course in the Management and Treatment of Adults with Hemiplegia'. Advanced NDT training was subsequently completed by the authors and has triggered further changes in our stroke service.

The workshop proposed for the conference aims to demonstrate the transformation of our services through practical demonstration and discussion.

A similar workshop was run by the authors at the AOTI conference in 2013 and was well attended and received.

Workshop outline:

- Overview of the current stroke practice in Mayo including changes made to client rehabilitation programmes and the overall rehabilitation service
- Introduction to NDT approach
- Case study presentations including examples of rehabilitation programmes, photos and videos.
- Groupwork task to explore how the NDT approach was integral to our service transformation and to share ideas with participants regarding rehabilitation with this client group
-

Maximum number of participants: 20

Brief description of intended participants: therapists with an interest in neuro-rehabilitation

Word Count: 179

GROUP INTERVENTION FOR MOTHERS AND ADOLESCENT DAUGHTERS

Thursday, 16th June - 15:20 - PS1.77 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 1219 - Poster

Mrs. Tuija Repo¹

¹Lead Occupational Therapist, Helsinki University Hospital, Department of Psychiatry, Adolescent
Psychiatry Division

Background:

An occupational therapy group intervention for adolescent daughters and their mothers has been developed. The aim is to influence to the interaction and to make changes to their relationship possible. Sometimes the way back to each other has to be found before the individuation.

Theoretical underpinning:

The relationship between a mother and daughter is delicate. The daughter may feel sadness about the psychological and physical separation that is about to happen. The adolescent daughter simultaneously both needs and doesn't feel the need of her mother. (Klockars, L. & Sirola, R., 2001, p215) If there are problems, this group offers a field to rebuild the relationship. The group also provides support and heightened emotions to its members (Finlay L., 2001, p4).

Intervention:

There are ten sessions during one year. The group facilitates the discussion but also the occupations are an important part of the intervention. They are analyzed and chosen so they support the interaction and offer possibilities for co-operation between mother and daughter. Between the meetings there are home tasks that are linked to the next group session's theme.

Evaluation of outcome:

Participants learn from each other, from themselves and from occupational therapy interventions. The changes of the interaction are evaluated by using ACIS and by the questioner about the healing elements of group intervention.

Application to practice:

Only a few OT-articles about groups for adolescent daughters and their mothers were found. This group has a lot to offer and should be formulated and documented for wider use.

CORRELATION FACTORS ASSOCIATED WITH FALLS AMONG ELDERLY BRAZILIANS SAMPLE

Thursday, 16th June - 15:20 - PS1.78 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 1225 - Poster

Ms. Tatiane Lima¹, Prof. Daniel Marinho Cezar da Cruz², Ms. Lauren Nock³, Prof. Mirela Figueiredo¹

¹Federal University of São Carlos- UFSCar, ²Federal University of São Carlos (UFSCar),

³Coventry University

Objectives: To identify and correlate factors associated with falls among an elderly sample. These factors include gender, level of independence in carrying out activities of daily living, balance, physical activity and upper limb function. **Materials and methods:** a correlational and cross-sectional study with a quantitative approach. The sample consisted of forty-three elderly individuals (n=43) and a questionnaire recording falls, the Berg Balance Scale, the Functional Independence Measure and the Box and Blocks Test were applied. To analyse the data, the Spearman correlation test was adopted. **Results:** 58% of the elderly were female. The average age was 73 years old, with a standard deviation of 9.7 years. The total number of falls was 72% (n=31) based on the sample studied, the higher the age of the participant, the greater the number of falls ($r=0.44$). The higher the number of falls, the lower the performance in balance ($r=-0.43$) and independence tests ($r=-0.59$). The elderly participants who reported practicing some physical activity had a lower incidence of falls ($r=0.44$). **Conclusions:** This study presents factors associated with falls in a sample of Brazil's elderly population, thus, it contributes to the consideration of care initiatives in occupational therapy practice for the promotion of health and development of preventative strategies to reduce the number of falls in this age group.

“OTRA VEZ A LA LUCHA”-“ TO THE FIGHT AGAIN”: IMMIGRANTS’ OCCUPATIONAL STRUGGLES DURING THE SOCIOECONOMIC CRISIS IN SPAIN

Thursday, 16th June - 15:20 - PS1.79 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 1229 - Poster

Ms. Natalia Rivas Quarneti¹, Dr. Lilian Magalhaes², Dr. María-jesús Movilla Fernández³

¹Department of Health Sciences, Faculty of Health Sciences, University of A Coruña, La Coruña,,
²Federal University of São Carlos, São Paulo, ³University of A Coruña

Background:

During the socio-economic crisis in Spain, immigrants have been one of the groups most affected by the general worsening of the social determinants of health with direct implications in their wellbeing (Colectivo-Ioé, 2013). Despite the increase of the scientific production on post-migration occupations, literature approaching the relationship of daily occupations and wellbeing from a critical perspective is scarce. This study was aimed at advancing understanding of immigrant women’s experiences of daily participation in occupations to collaboratively envision actions to promote health/wellbeing.

Method:

A Participatory Health Research study was carried out, informed by Boaventura de Sousa Santos critical theory (Santos, 2014). Six women from Latin America participated in the study. Data were generated through: group discussion, interviews, diaries and Metaplan. A critical narrative analysis and a participatory thematic analysis were performed.

Results:

This presentation will address the “occupational struggles in daily live” and the “Agenda for change”, which are topics set in collaboration with the participants through the data analysis.

Conclusion:

Findings support previous studies while showing singularities: the impact of structural violence in everyday occupations; contribute to a critical analysis of the concept occupational choice (Galvaan, 2012); and challenge the linear understanding of occupational transition and integration after migration by clarifying how a peripheral area of participation in occupations can be generated in society. Participation in daily occupations functions as space of oppression and resistance.

Application to Practice:

Occupational Therapists may engage in the promotion of health and immigrant’s wellbeing by enabling immigrants’ social participation (Galheigo, 2011).

REPORT-BASED VERSUS OBSERVATION-BASED ASSESSMENT OF DAILY LIVING TO SUPPORT DIAGNOSIS OF MILD COGNITIVE IMPAIRMENT IN A GERIATRIC POPULATION: WHAT TO CHOOSE?

Thursday, 16th June - 15:20 - PS1.80 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 1236 - Poster

Prof. Patricia De Vriendt¹, Mrs. Karen Van Weverberg², Ms. Elise Cornelis², Mrs. Ellen Gorus²

¹Artevelde University College, ²Vrije Universiteit Brussel

Background:

Amnesic-Mild Cognitive Impairment (a-MCI) is seen as a transitional state between normal ageing and Alzheimer Dementia (AD). Identifying a-MCI is crucial for early management of AD. Functional decline, measured with the report-based advanced-(a-)Activities-of-Daily-Living-Cognitive-Disability-Index (a-ADL-CDI) (De Vriendt ea) and the observation-based Natural-Action-Test (NAT) (Giovanetti ea) showed good discriminative validity between normal ageing, a-MCI and AD in separate studies. This study aimed to establish the discriminative and convergent validity of both tools in one sample.

Method:

Thirty community dwelling 65+ were, based on cognitive, functional and mood assessment, diagnosed as cognitively healthy (CH) (n=10), a-MCI (n=10) or mild AD (n=10). The a-ADL-CDI and NAT were administered separately from diagnostic procedure.

Results:

Both a-ADL-CDI and NAT showed significant differences between 3 groups with CH < a-MCI < AD (all p<0.00). They were significantly (all p<0.01) correlated with each other (r 0.806) and with the cognitive measures (r between 0.754 and 0.832). The accuracy of the NAT and the a-ADL-CDI to distinguish CH from a-MCI, a-MCI from AD and CH from AD, was respectively an AUC of 0.855, 0.900 and 1.000 versus 0.780, 0.850 and 1.000).

Conclusion:

The NAT and the a-ADL-CDI have a strong convergent validity and more or less the same discriminative validity. A report-based instrument has, however, the advantage to be less time and money consuming, more feasible and more acceptable for both patient as professional compared with a performance-based tool.

Application to Practice:

Depending on the possibilities in the own practice, one has to choose the most appropriate tool.

CORRELATION BETWEEN INDEPENDENCE AND COGNITION POST-STROKE AND BURDEN AND QUALITY OF LIFE IN FAMILY CAREGIVERS

Thursday, 16th June - 15:20 - PS1.81 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 1226 - Poster

Prof. Daniel Marinho Cezar Da Cruz¹, Ms. Camila Caro², Ms. Lauren Nock³

¹Federal University of São Carlos (UFSCar), ²Federal University of São Carlos- UFSCar,
³Coventry University.

Introduction: Stroke is a chronic disease that generates functional capacity impairments. The necessary care is generally provided by family members, which may cause burden and threats to their quality of life. Objective: To verify the presence of correlations between independence and cognition in stroke patients and burden and quality of life of family caregivers. Methodology: It consists of a cross-sectional and correlation study, whose sample consisted of thirty (n=30) stroke patients and their family caregivers (n=30). With the patients, the following instruments used were: Mini Mental State Examination and the Functional Independence Measure and the instruments for the caregivers were: Zarit Burden Interview Scale and WHOQOL Bref. The Pearson correlation coefficient was used for data analysis. Results: There were no correlations between independence and cognition of stroke patients and between burden ($r=-0.203$ $p=0.281$; $r=-0.173$ $p=0.362$) and quality of life ($r=-0.069$ $p=0.718$; $r=0.063$ $p=0.743$) of caregivers. However, there are correlations between the independence and cognition ($r=0.882$ $p=0.000$) and between burden and quality of life ($r=-0.414$ $p=0.023$). Conclusion: This study provides important data showing evidence for the creation of services and actions in occupational therapy focused on the stroke patient and family caregivers.

HOW TO EDUCATE ENTREPRENEURIAL OT'S? THINKING OUT AND IN THE BOX

Thursday, 16th June - 15:20 - PS1.82 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 533 - Poster

Ms. Lisette Rodenburg¹, Ms. Eline Pladdet², Mr. Jacco Wapenaar²

¹University of applied sciences of rotterdam, ²University of applied science, Rotterdam

Background:

As an OT we need to contribute to new developments in our society, which asks for an entrepreneurial attitude. OT education is not always accustomed to practice with entrepreneurship, but in Rotterdam we found a way.

Educational Philosophy or theory:

For entrepreneurship students need to learn how to be innovative and think out-of-the-box. In this presentation we share our experiences and results.

Pedagogy / educational approach(es) used:

Using the scrum method, students participated in an experiment: starting a course without any frameworks, instructions or guidelines other than “make a new product/intervention/service”. Teachers worked on demand and stimulated entrepreneurship. Guest lecturers not connected to the University served as role models. They guided the students during the process.

The first ten weeks students had to come up with an idea and were evaluated in a one-minute -pitch. The best ideas were selected. After that group formation started and groups worked to a final product.

Evaluation:

Students learned to work without a framework and to think out-of-the-box. Students went from reactive to proactive. They showed more internal motivation, investing more than the recommended hours and coming-up with better results.

Application to Education and /or practice:

Students worked on the competence “Entrepreneurship”. They gained skills like taking initiative, market analysis, identifying questions/ needs and creation of final products. The success factor is mainly the didactic concept and the freedom students have to shape their own ideas.

For the future we will continue this course and keep on listening to the needs of students.

ENHANCING THE PRECONDITIONS OF EMPLOYMENT AND WORKING CAPACITIES OF PEOPLE OUTSIDE THE LABOR MARKET - FORMING AN UNDERSTANDING OF THE NEEDS

Thursday, 16th June - 15:20 - PS1.83 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 164 - Poster

Mrs. Kaisa Harmaala¹, Mrs. Jennie Nyman¹

¹Helsinki Metropolia University of Applied Sciences

The aim of this 2-year project, (2015-2017), is to strengthen the preconditions for employment for young and elderly people and increase their working and functioning capacities. This is done by establishing a local bridging process. The bridging process is a novel local model, in which people outside the labor market co-create meaningful everyday activities with different societal actors (elderly persons, service providers). The co-creation takes place in workshops and agile experiments, in which assessment, the construction of new practices and the increasing of theoretical understanding take turns. As a concrete result a transferable model of the bridging process is developed in this project.

This project responds to the need to develop long-lasting, structural working capacity procedures, where people outside the labor market create attachment and meaningful everyday activities.

The aim of this presentation is to bring forward the starting point of the project. The needs of the people participating in the project and the Myllypuro area of Helsinki where the project takes place, will be evaluated in order to get a deeper understanding of the starting point. The aim of the evaluation is to explore: What are the challenges and strengths of the participants of the project in regards to working ability (individual level)? What kind of actions could increase the working capacities of the participants of the project (local community level)? In this presentation results from the evaluation will be presented. Also the co-creative evaluation process and the action for the next phases of the project will be presented.

PROPRIOCEPTIVE MODULATION DYSFUNCTION IN CHILDREN WITH ASPERGER SYNDROME

Thursday, 16th June - 15:20 - PS1.84 - Poster Session 1 - Coffee Break - 15:20 - 16:20 - Concourse -
Abstract ID: 1208 - Poster

Dr. Beatriz Matesanz García¹, Ms. M^a Asunción García Pérez², Mr. Miguel Brea Rivero³, Ms. Maria Gracia Carpena Niño¹, Ms. Cristina Labrador Toribio¹

¹Occupational Therapy Research Group. Centro Superior de Estudios Universitarios La Salle (UAM), La Salle Campus Madrid, Spain., ²Departamento de Pediatría. Hospital Universitario Fundación Alcorcón. Madrid, ³Universidad Rey Juan Carlos. Madrid.

Background:

Sensory modulation is the capacity to regulate and organize the degree, intensity, and nature of responses to sensory input in a graded and adaptive manner, so that an optimal range of performance and adaptation to challenges can be maintained (McIntosh et al. 1999a, Lane et al. 2000). Difficulties in processing proprioceptive information may interfere with body awareness and motor development.

Method:

Case control transversal study, matched by age and sex, including 50 children with Asperger Syndrome (AS) and 50 typically developing children, aged 5-10 years. Sensory Profile (Dunn, 1999) was used as assessment tool, focusing on proprioceptive processing outcomes.

Results:

Significant differences were found in the following items: "moves stiffly" $z = 47.266$, $P < 0.001$; "tires easily, especially when standing or holding particular body position" $z = 26.223$, $P < 0.001$; "locks joints for stability" $z = 28.418$, $P < 0.001$; "seems to have weak muscles" $z = 24.505$, $P < 0.001$; "has a weak grasp" $z = 34.222$, $P < 0.001$; "can't lift heavy objects" $z = 23.574$, $P < 0.001$; "props to support self" $z = 31.337$, $P < 0.001$; "poor endurance/tires easily" $z = 30.301$, $P < 0.001$; "appears lethargic" $z = 36.600$, $P < 0.001$.

Conclusion:

As far as no organic causes may be identified, proprioceptive information processing might be the cause of motor clumsiness, muscular weakness and poor coordination.

Application to practice:

Better knowledge of proprioceptive needs in AS children may help occupational therapists address interventions leading to participation in social and leisure activities.

REHABILITATION APPROACHES IN DEMENTIA: AN EVALUATION OF THREE INTERVENTIONS FROM AN OCCUPATIONAL THERAPY PERSPECTIVE

Thursday, 16th June - 16:20 - OS - 2A.01 - Living With Dementia - AC213 - Abstract ID: 291 - Oral

Mrs. Orla Dolan¹, Prof. Agnes Shiel¹, Dr. Micheal O’Cuill²

¹National University of Ireland, Galway, ²HSE

Dementia is a complex, progressively degenerative condition resulting in loss of cognitive and functional capabilities, along with a significant increase in degree of dependency.

Phase one was a single blind prospective controlled trial which examined and compared two group intervention approaches, Cognitive Stimulation Therapy (CST) and Sonas - with 28 participants with moderate dementia. Results of phase one supported CST to a greater extent than Sonas with participants in the CST group showing significant changes in cognition ($p=.032$), and communication ($p=.006$). Both groups had significant changes in carer rated quality of life (CST $p=.019$; Sonas, $p=.035$) and occupational performance within a group setting (CST $p=.005$, Sonas $p=.002$).

Phase two presents two single case studies which examine the impact of goal focused Errorless Learning (EL) interventions combined with compensation and modification of the environment with two community dwelling participants. Results supported the use of the interventions in both cases with significant changes in the participants’ abilities to carry out their desired occupations.

The outcomes of this study are positive. This study provides evidence that OT intervention can impact on the trajectory of the condition with people with dementia and demonstrates clearly that they do have rehabilitation potential. Participants responded to all three interventions tested to varying degrees. These interventions could be implemented immediately within existing services and have potential to have a significant impact on the lives of people with dementia and their carers.

CAN THE EVERYDAY TECHNOLOGY USE QUESTIONNAIRE PREDICT OVERALL FUNCTIONAL LEVEL AMONG OLDER ADULTS WITH MILD COGNITIVE IMPAIRMENT OR MILD-STAGE ALZHEIMER'S DISEASE? – A PILOT STUDY

Thursday, 16th June - 16:40 - OS - 2A.02 - Living With Dementia - AC213 - Abstract ID: 613 - Oral

Mrs. Charlotta Ryd¹, Prof. Louise Nygård¹, Dr. Camilla Malinowsky², Prof. Annika Ohman¹, Prof. Anders Kottorp³

¹Karolinska Institutet, ²Department of Neurobiology, Care Sciences and Society, Karolinska Institutet,, ³University of Illinois at Chicago

Introduction: The number of older adults living with mild cognitive impairment or mild-stage Alzheimer's disease is increasing and they are often expected to live in their own homes without support, despite limited ability to perform daily life activities. The Everyday Technology Use Questionnaire has proven to be able to separate these groups and might also have potential to predict their overall function.

Aim: To investigate if the Everyday Technology Use Questionnaire can predict overall function among older adults with mild cognitive impairment or mild-stage Alzheimer's disease.

Method: Participants were older adults with a mean age of 76 years with mild cognitive impairment (n=28) or mild-stage Alzheimer's disease (n=39). A three-step scale indicating level of needed assistance in daily life was dichotomised in two ways and used as outcome variables in two logistic regression models. Predictors were perceived ability to use everyday technology and amount of relevant everyday technologies measured by the Everyday Technology Use Questionnaire.

Result: Perceived ability to use everyday technology discriminated individuals who were independent or in need of minimal support from those in need of moderate to maximal assistance (OR=1.82, p<0.01, Confidence Interval=95%; 1.76-2.82). The amount of relevant everyday technologies discriminated individuals who were independent from those in need of assistance (OR=1.39; p<0.01; Confidence Interval =95%; 1.11-1.75).

Conclusion: Both amount perceived ability to use ET and amount of relevant everyday technologies had potential to predict overall function but at different levels. The findings support further research developing cut-off criteria for the Everyday Technology Use Questionnaire.

MORE MEANINGFUL ACTIVITIES AND BETTER SELF-MANAGEMENT THANKS TO TABLETS? A PERSON-CENTRED PROGRAMME TO SUPPORT PEOPLE WITH MILD DEMENTIA AND THEIR CARERS

Thursday, 16th June - 17:00 - OS - 2A.03 - Living With Dementia - AC213 - Abstract ID: 1239 - Oral

Dr. Maud Graff¹, Mrs. Yvonne Kerkhof², Prof. Rosemarie Dröes³

¹Radboud University Medical Centre, Donders Centre for Neuroscience, Department of Rehabilitation, Nijmegen, ²Saxion University of Applied Sciences, Centre for Nursing Research, Deventer/ Enschede, ³VU University medical center. Department of Psychiatry, Alzheimer Centre, EMGO Institute, Amsterdam

Background:

To offer good support to people with dementia and their carers in times of scarcity the deployment of the tablet and its apps can be viable and desirable. However, at the moment it is not clear which apps are usable and useful for supporting people with dementia in daily life and how people with dementia can be coached to learn to use a tablet and its apps.

Method:

A person-centred programme, with tool and training, will be developed that aims to support people with mild dementia and their formal and informal carers in how to use the tablet for self-management and meaningful activities. The programme will be developed in accordance with the Medical Research Council's (MRC) framework for developing and evaluating complex interventions. People with dementia and their carers will be involved in the development, by means of individual interviews, focus groups and case studies.

Discussion:

The iterative process of this framework makes it possible to develop a user-oriented intervention, in this case a person-centred programme, for the use of tablets in dementia care. Preparatory work will be done to enable a methodologically sound randomised controlled trial (RCT), which aims to investigate the contribution of this person-centred programme for tablet use to the quality of life of people with dementia and their carers.

Application to Practice:

Working with this new client-centred programme requires a 'shift' in thinking and acting of carers, so that the personal strength of people with dementia is appealed to and developed in an optimal way.

WHY DO PARENTS PLACE THEIR LEARNING-DISABLED CHILDREN IN RESIDENTIAL FACILITIES? SOCIO-CULTURAL CONTEXT OF A MINORITY GROUP.

Thursday, 16th June - 16:20 - OS - 2B.01 - Children and Young People - O' Flaherty Theatre -
Abstract ID: 548 - Oral

Dr. Kareem Nasser¹, Dr. Dalia Sachs², Dr. Amalia Sa'Ar³

¹School of Education, Hebrew University of Jerusalem, ²School of Occupational Therapy,
University of Haifa, ³department of Anthropology, University of Haifa

Background:

There is growing evidence that de-institutionalization of learning-disabled people LDP is not permeating equally in all countries and social groups. Among the Arab Palestinian minority in Israel, who suffer from social inequality, residential placement of LDP is relatively new, constantly increasing and yet scarcely investigated. The present study aimed at exploring the factors that shape residential placement decision among Arab parents of LDP in Israel.

Method:

Semi-structured interviews were held with 18 parents of LDP living in two private residential facilities. Sampling was purposive, and data were analyzed thematically.

Results:

Three main themes emerged reflecting personal, social, cultural and political contexts that shape parents' placement decision: accumulation of difficulties, insufficient familiar and social support and lack of services and resources. The parents chose residential placement after prolonged resistance and despite feelings of pain and guilt.

Conclusion:

Residential placement is a consequence of intricate interactions between factors related to the families, their LD children and the particular socio-cultural and political contexts. The development of the de-institutionalization movement in post-industrial countries is not linked solely to values that emphasize the importance and centrality of the family and community, but more importantly to the availability and accessibility of community support services for the family.

Application to Practice:

Findings of this study will help occupational therapists understand the socio-cultural complexity of residential placement phenomenon. It will contribute to the development of comprehensive and culturally sensitive interventions to promote social inclusion of LDP and community-based residential services and settings.

ENABLING CHILDREN WHO USE WHEELCHAIRS TO PARTICIPATE: WHAT'S THE EVIDENCE?

Thursday, 16th June - 16:40 - OS - 2B.02 - Children and Young People - O' Flaherty Theatre -
Abstract ID: 892 - Oral

Mrs. Jackie Casey¹, Dr. Rachael Mc Donald², Prof. Suzanne Martin¹, Dr. Laura Mckeown¹

¹Ulster University, ²Department of Occupational Therapy, Monash University - Peninsula Campus

With increasing numbers of children who use wheelchairs, advancements in technology and finite resources, it is vital that as prescribing occupational therapists we evidence the effectiveness of wheelchair provision. With the implementation of the WHO (2001) ICF-CY wheelchairs can be used to address the complex needs of children, specifically body structures and functions (mobility impairment), activity and participation across a range of environmental contexts.

This paper presents the results of a Cochrane systematic literature review investigating the evidence that wheelchair provision facilitates children's participation. Despite a significant volume of research exploring the use of wheelchairs the primary focus has been on design, efficient propulsion, wheelchair skills training programmes, and readiness to drive. Little research has focused on functional outcomes for these children. This Cochrane review found one eligible study with promising results that powered wheelchairs can facilitate the development, participation and performance of children as young as 14 months. No evidence was found on whether manual wheelchairs promote child participation.

Currently it appears that wheelchairs are still primarily provided to compensate for mobility limitations. This review highlights that there is a need for greater clinical emphasis focusing on wheelchairs as a potential enabler, facilitating children's development, participation and performance in everyday activities at home, school and in the community. Further, more research employing robust methodologies with randomisation is needed to help develop an evidence base for the provision of wheelchairs to children.

ELICITING DISABLED CHILDREN'S VOICES IN RESEARCH - METHODOLOGICAL AND PRACTICAL CONSIDERATIONS

Thursday, 16th June - 17:00 - OS - 2B.03 - Children and Young People - O' Flaherty Theatre -
Abstract ID: 915 - Oral

Prof. Snaefridur Thora Egilson¹

¹Disability Studies Program, Faculty of Social and Human Sciences, University of Iceland

Background:

Although children's perspectives are increasingly included in research, these ideas have mainly applied to typical children. Disabled children are much less commonly involved in research, perhaps because of perceived difficulties with access and negative assumptions about their competence. Their views seem to be undermined by questions about their competence and ability to have clear opinions. The act of conducting research with children presents various ethical and practical dilemmas and in spite of intentions of listening to children's voices, research is inevitably driven by adult research agendas, time frames, priorities, and theoretical principles. Interpretation of data is not a neutral process either. In this presentation various methodological and practical considerations of conducting research with disabled children will be in focus.

Application to Practice:

In spite of some increases in research with disabled children, there are indications that this may not be applied to the same extent in actual practice. Thus, although the children may be consulted about issues regarding their schools and therapy services, they may not, in reality, be heard. Involving disabled children in research can be empowering in itself and promote positive changes, such as when they experience that their views and opinions are respected and valued, knowing that they can make a difference and that their efforts may even help other disabled children. Additionally, if we seek out and listen to the diverse voices of disabled children, we will be more likely to treat them as equals, attend to their needs, and promote their rights.

DEVELOPMENT AND INITIAL VALIDATION OF THE CHILDREN PARTICIPATION QUESTIONNAIRE –SCHOOL (CPQ-S)

Thursday, 16th June - 17:20 - OS - 2B.04 - Children and Young People - O' Flaherty Theatre -
Abstract ID: 371 - Oral

Dr. Limor Rosenberg¹, Dr. Orit Bart¹

¹Tel Aviv University

Background:

There is a paucity of measures to assess the participation of school aged children. The goals of this study were to adapt the Child Participation Questionnaire (for preschoolers) to be suitable for 6- to 12 year-old children and to perform a preliminary examination of its psychometric properties, including internal reliability and criterion and construct validity.

Method:

The CPQ-School is a questionnaire for parents designed to measure a child's participation patterns in seven occupational domains. It incorporates five participation dimensions: diversity, intensity, child's independence, child's enjoyment and parental satisfaction. The study comprised 329 typically developing children, 15 children with High Functioning Autistic Spectrum Disorder (HFASD), 25 children with Low Functioning Autistic Spectrum Disorder (LFASD), 20 children with Attention Deficit Hyperactive Disorder (ADHD), and 13 children with Sensory Processing Disorder (SPD). All the children were 6- to 12 years-old. All the parents completed the CPQ-School, and 98 children completed the Child Assessment of Participation and Enjoyment (CAPE) while their parents completed the Strength and Difficulties Questionnaire (SDQ).

Results:

A satisfactory level of internal reliability was found. The CPQ-School was significantly correlated with the CAPE and the SDQ. Participation differences were detected between children with different developmental disabilities.

Conclusion:

The CPQ-School was found to be a reliable and valid measure to assess participation of school-aged children.

Application to Practice:

The CPQ-School may be used as a first step in carrying out a "top down" evaluation. It supports collaboration between parents and therapists and may contribute to the process of setting intervention goals.

CLIENT-CENTRED OCCUPATIONAL THERAPY IN THE HOMES OF ELDERLY CITIZENS IMPROVES THEIR OCCUPATIONAL PERFORMANCE. RESULTS FROM A RANDOMIZED CONTROLLED TRIAL.

Thursday, 16th June - 16:20 - OS - 2C.01 - Older Adults - Anderson Theatre - Abstract ID: 554 - Oral

Mrs. Tove Lise Nielsen¹, Dr. Kirsten Schultz Petersen², Prof. Helene Polatajko³, Prof. Claus Vinther Nielsen⁴

¹VIA University College, DK-8200 Aarhus, ²University of Aalborg, ³University of Toronto, ⁴Aarhus University, Department of Public Health

Background:

In Denmark, community-based rehabilitation services, including occupational therapy, are offered to senior citizens who struggle with performing daily activities. The intention is to improve clients' level of functioning while ensuring that intervention goals are decided through shared decision-making. However, occupational therapists fear that current restorative home care models, that focus mainly on problems addressed by municipal home care services (self-care and domestic chores), may erode their client's access to meaningful occupation.

Method:

In this randomized controlled study, intensive, client-centred occupational therapy (ICC-OT) was compared to usual non-client-centred practice (usual-care). Performance and satisfaction on the COPM served as primary outcomes.

All participants (N=119) could receive home care, physiotherapy and assistive devices if found to meet the requirements of the municipality.

In addition, the ICC-OT group (n=59) received 11 weeks of home occupational therapy addressing client-chosen performance issues.

The usual-care group (n=60) received no additional services or up to three weeks of restorative home-care.

Results:

The initial results show that the ICC-OT group improved significantly on performance and satisfaction on the COPM compared to the usual-care group. Further analyses are performed in winter 2015/16.

Conclusion:

Outcomes suggest that ICC-OT is more effective in improving performance and satisfaction with client-identified occupational goals than usual-care.

Application to Practice:

This may inspire planners of restorative home care to take a more client-centred perspective when aiming to improve senior citizens' performance of daily activities.

Financial support by The Tryg Foundation, MarselisborgCentret, VIA University College and The Danish Association of Occupational Therapists is gratefully acknowledged.

ELLAN – EUROPEAN LATER LIFE ACTIVE NETWORK - TRANSNATIONAL DEVELOPMENT OF AN AGREED CORE EUROPEAN COMPETENCIES FRAMEWORK FOR WORKING WITH OLDER PEOPLE

Thursday, 16th June - 16:40 - OS - 2C.02 - Older Adults - Anderson Theatre - Abstract ID: 586 - Oral

Mrs. Inge Lange¹

¹University College of Northern Denmark

The need for cooperation throughout Europe to meet new challenges in professional work with older people seems to be undeniable. In this context a competency based education is considered as crucial. Therefore, it is regarded as essential to build on both, inter- and transnational partnerships between Higher Education Institutes and transprofessional partnerships, including older adults on the one hand and students on the other hand, as experts of their own experience. In this context the EU-funded Project ELLAN (2013 – 2016) takes place with a consortium of 28 partners from all over Europe.

The overarching aim of ELLAN is to develop a European Core Competencies Framework for working with older people (ECCF) in the horizon of positive ageing and social cohesion. Moreover, the ECCF is being developed as an instrument for transnational curriculum design in this field. Consequently, the project is designed to share good practice and innovative approaches of both, the work with older adults and competency based learning.

An underlying Europe-wide literature review to explore competencies required for working with older people has been conducted. Accordingly, qualitative research has been carried out to explore the older people's ideas about required and desired competencies of professionals. The exploration of the older people's perception has been completed by a mixed method's research related to the professionals and the student's outlooks, accompanied by innovative educational approaches. Finally, the results will be consolidated in the ECCF.

UNFOLDING FAMILIARITY: RESUMING DAILY OCCUPATION BY OLDER PERSONS WITH PHYSICAL DISABILITIES, IN JAPAN.

Thursday, 16th June - 17:00 - OS - 2C.03 - Older Adults - Anderson Theatre - Abstract ID: 729 -
Oral

Mr. Peter Bontje¹, Ms. Sissel Alsaker², Prof. Staffan Josephson³

¹Graduate School of Human Health Sciences, Tokyo Metropolitan University, Tokyo, ²Department
of Occupational Therapy, Sør-Trøndelag University College, ³Division of Occupational Therapy,
Karolinska Institutet, Stockholm

Background:

As older persons increasingly recover from health conditions within their home and community, there is a need to gain a greater understanding of how they resume occupations in daily life contexts. The aim of this study was to explore and understand how engaging in daily occupations unfolds over time for some older persons with physical disabilities, in Japan.

Method:

This study followed a narrative-in-action research approach (Josephsson and Alsaker, 2015), further informed by a transactional theory. Data was gathered through qualitative interviews and participant-observations conducted with four participants at two to three weeks' intervals over six months, with a follow-up visit at nine months. Narrative methods of emplotment were used to analyze the qualitative data.

Results:

Though participants experienced situations that were unfamiliar, familiarity was a quality that often assisted participants to deal with ambiguities and challenges met in their daily life. Further, participants strived for repertoires of past, changed and new occupations that created familiarity in terms of fulfilling their occupational needs and meanings. Familiarity also emerged as engaging in occupations in line with participants' expectations, which were possible to be adjusted to changing situations.

Conclusion:

Plots illustrated a central role for 'unfolding familiarity'. It is created and re-created as daily life situations evolve. This was seen as familiarity unfolding.

Application to Practice:

Unfolding familiarity is put forth as a possible way of understanding the resumption of occupation of older persons with physical disability.

DRIVING-FORCES FOR HOME-BASED REABLEMENT; A QUALITATIVE STUDY OF OLDER ADULTS' EXPERIENCES

Thursday, 16th June - 17:20 - OS - 2C.04 - Older Adults - Anderson Theatre - Abstract ID: 313 - Oral

Prof. Kari Margrete Hjelle¹, Prof. Hanne Tuntland², Prof. Oddvar Førland³, Prof. Herdis Alvsvåg⁴

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As a result of the aging population, there is growing international interest in the new intervention reablement'. Reablement is an early and time-limited home-based intervention with emphasis on intensive, goal-orientated and interdisciplinary rehabilitation for older adults in need of rehabilitation or at risk of functional decline. However, there is little knowledge on the older adults experiences of the reablement process. The aim of this study was to describe how older adults experienced participation in reablement. Eight older adults participated in semi-structured interviews. A qualitative content analysis was used as the analysis strategy. Four main themes emerged: (1) My willpower is needed, (2) Being with my stuff and my people, (3) The home-trainers are essential for me, and (4) Training is physical exercises, not everyday activities. Driving-forces are intrinsic motivation in interaction with extrinsic motivation. Intrinsic motivation was based on the person's willpower and responsibility, and extrinsic motivation was strengthened by being in home environment with stuff and people, as well as by the co-operation with the reablement team. The reablement team encouraged and supported the older adults to regain confidence in performing everyday activities as well as participating in the society. Our findings have practical significance for politicians, health care providers and health care professionals. Some persons have special needs of extrinsic motivational support also after the time-limited reablement period is completed. The municipal health and care services need to consider individualised follow-up programmes after the intensive reablement period in order to maintain the achieved skills to perform everyday activities.

RELATIONSHIP BETWEEN VITAL SATISFACTION AND OCCUPATIONAL ROLES IN PEOPLE PHYSICALLY DISABLED

Thursday, 16th June - 16:20 - OS - 2D.01 - Quality Of Life For People With Chronic Conditions -
D'Arcy Thompson Theatre - Abstract ID: 824 - Oral

Ms. Laura Vidana Moya¹, Prof. Jordi Fernandez Castro², Dr. María Rodríguez Bailón³, Dr.
Sandra Ezquerro¹

¹School of Science Health and Wellfare, University of Vic-UCC, ²Department of Basic, Evolutive and Educational Psychology, Universitat Autònoma de Barcelona, ³Department of Physiotherapy (Occupational Therapy), University of Malaga

Background:

The relationship between health and wellbeing and occupational aspects has been widely documented. The purpose of this research was to explore the predictors of life satisfaction (LS) level regarding the amount of roles performed, the level of significance and time used in people with physical disabilities (PD) compared to people without disabilities.

Method:

83 participants were evaluated by a questionnaire consisting of the Diener Satisfaction with Life Scale and adapted version of Role Checklist. Correlation and regression analyses were carried out with these variables.

Results:

We found a positive significant relationship between LS and the occupational roles variables in the group with PD but not in the group without disability. Besides, regression analyses showed that LS was predicted by sex (being a woman), the presence of disability and number of roles. By last, the impact of the number of roles in life satisfaction has a different performance depending on the group (Figure 1)

Conclusion:

One of the most remarkable results is the relationship between having more occupational roles and LS for the people with PD, and the fact that not exist this relationship in people without disabilities. Some hypothesis can explain that LS tends to be higher among people with PD depending on the augmentation of the occupational roles. Because the challenge involved, it may be that people with PD choose highly motivating activities. Maybe it's achievement in participating has a positive impact in LS.

Note the importance of the number of occupational roles when working with PD people.

SOCIAL MEDIA USE BY PEOPLE WITH MULTIPLE CHRONIC CONDITIONS: IMPLICATIONS FOR SELF-MANAGEMENT

Thursday, 16th June - 16:40 - OS - 2D.02 - Quality Of Life For People With Chronic Conditions -
D'Arcy Thompson Theatre - Abstract ID: 1059 - Oral

Ms. Jenny Leese¹, Dr. Anne Townsend², Mr. Paul Adam³, Prof. Linda Li¹, Prof. Michael
Macdonald¹, Ms. Sheila Kerr², Prof. Catherine Backman¹

¹The University of British Columbia, ²Arthritis Research Canada, ³Vancouver Coastal Health

Background:

Social media is increasingly popular in healthcare to engage and empower self-management among some clients/patients (DeBronkart 2013; Hamm 2013). There is little evidence, however, to describe patients' use of social media from their own perspectives (Househ 2014). Dealing with multiple chronic conditions complicates self-management: we examine the benefits and harms of the use of social media by patients with multi-morbidity.

Methods:

We purposively sampled adults with self-reported multiple chronic conditions to participate in this qualitative study involving one face-to-face interview and a follow-up phone interview. Interviews were audio-recorded and transcribed verbatim. A constant comparative analysis, guided by ethnographic traditions, is ongoing. Preliminary findings are visually depicted in a Mindmap diagram.

Results:

17 participants (14 women; 3 men) aged 23-67 years were recruited. All had accessed social media in the previous 6 months (mostly commonly blogs and social networking sites). Findings reveal insights into patient experiences under three emerging themes. First, participants describe how connecting with others via social media could mitigate feelings of isolation and losing control. Second, participants feel cautious in setting boundaries to sharing personal information via social media. Third, participants describe how they experience new kinds of responsibility through using social media.

Conclusion:

Recognition of emerging ethical issues in using social media for health purposes from the clients' view may help reduce perceived and potential burdens while still supporting reported benefits like reduced loneliness.

Practice Implications:

Findings inform ethical reasoning by occupational therapists and ways to support client self-management approaches in the digital era.

SHINING A LIGHT ON SLEEP - DEVELOPING OCCUPATIONAL THERAPY INTERVENTIONS FOR CLIENTS WITH RHEUMATOLOGICAL DIAGNOSES

Thursday, 16th June - 17:00 - OS - 2D.03 - Quality Of Life For People With Chronic Conditions -
D'Arcy Thompson Theatre - Abstract ID: 148 - Oral

Mrs. Verena Langlotz Kondzic¹, Ms. Nicole Dudler²

¹Zurich University of Applied Science, ²Rheumaliga Zürich

Background:

To satisfy the need of clients with rheumatological diagnosis, the league against Rheumatism Zurich (RLZ) developed a new Occupational Therapy (OT) consulting service focusing on ergonomic positioning in bed and on sleep. Bridging the gap between theory and practice for sleep in OT has been discussed by Fung, C. et al. (2013) and encourages OTs to take a more active role regarding this important topic.

Theoretical underpinning:

The American Occupational Therapy Association recognized the importance of sleep as an occupation (Mercer Picard, 2012) and included it in the Occupational Therapy Practice Framework (AOTA, 2008).

Assessment / Intervention / Technique:

The consultation and interventions took place in the client's homes. In the first phase educational methods were used informing clients about sleep physiology and impact on daily life. The second phase consisted of assessing and adapting the sleep surrounding. Furthermore habits and routines were addressed to support the main intervention according to each clients need.

Evaluation of outcome:

Since 2011 more than a hundred clients have been consulted. Right from the start a surprisingly quick reduction of pain, enhancement in quality of sleep and through that a more satisfying participation in the clients' life emerged.

Application to practice:

It is promising that the empirical findings could be reproduced by OTs who received little training in the intervention method and transcend different OT fields. Inclusion into education as well as more research on the subject is needed and a study lead by the University of Applied Science Zurich is underway.

EXPLORING QUALITY OF LIFE FOR PEOPLE WITH ADVANCED CANCER AT HOME

Thursday, 16th June - 17:20 - OS - 2D.04 - Quality Of Life For People With Chronic Conditions -
D'Arcy Thompson Theatre - Abstract ID: 334 - Oral

Mrs. Hanne Peoples¹, Dr. Åse Brandt², Dr. Eva Wæhrens³, Dr. Karen La Cour¹

¹Department of Public Health, University of Southern Denmark, ²Department of Public Health, University of Southern Denmark, and The National Board of Social Services, Odense, Denmark and, ³Department of Public Health, University of Southern Denmark, and Parker Institute, Copenhagen University Hospital Bispebjerg & Frederiksberg, Copenhagen, Denmark

Background:

Cancer in advanced stages influences the everyday life and research shows that quality of life (QOL) is often affected for people with advanced cancer. QOL is a complex human phenomenon that may be difficult to investigate through standardized measures. There is limited knowledge on how QOL is experienced and connected to everyday life of people with advanced cancer. The purpose is to understand how people with advanced cancer perceive and experience QOL.

Method:

Ten people with advanced cancer were purposefully selected as a subsample from a larger qualitative study. Each participant was interviewed twice in their home using in-depth interviews and photo-elicitation. A hermeneutic analysis was performed according to van Manen.

Results:

Preliminary results suggest that QOL is associated with the ability to preserve a familiar everyday life. This included maintaining independence and significant relationships and engagement in personally meaningful occupations. Spiritual experiences such as attending church or spending time in nature provided a sense of connectedness to personal history and a higher power.

Conclusion:

The study proposes that QOL may be closely related to preserving a familiar everyday life and the opportunity to have spiritual needs meet.

Application to Practice:

The study contributes with knowledge on what influences QOL for people with advanced cancer at home. This knowledge can inform future occupational therapy interventions targeted at enhancing QOL for this group.

Financial support: The Danish Cancer Society, The Tryg Foundation and The Danish Association of Occupational Therapists.

LEADERSHIP SKILL DEVELOPMENT IN ENTRY-LEVEL OCCUPATIONAL THERAPY EDUCATION

Thursday, 16th June - 16:20 - OS - 2E.01 - Developments in Education - Tyndall Theatre -
Abstract ID: 809 - Oral

Ms. Catherine Killian¹

¹University of Illinois at Chicago

Background:

To build public awareness of the distinct value of occupational therapy, leadership skill development is an essential component of entry-level education. Specific educational leadership competencies are identified by the Accreditation Council for Occupational Therapy Education (American Occupational Therapy Association, 2011) and other accrediting bodies.

Educational Philosophy or theory:

Application of Transformative Learning Theory supports leadership skill development as it promotes significant changes in thinking, is applicable across settings, and facilitates lifelong learning.

Pedagogy/educational approach(es) used:

This presentation describes strategies to develop, deliver and evaluate curricular components designed to address the primary goal of a U.S. based entry-level occupational therapy program: to graduate practitioners who will become leaders and advocates in the profession. This goal is achieved, in part, through the program's Leadership and Management class which utilizes leadership-oriented guest lectures, an extensive program development project, and creation of a professional learning plan.

Evaluation:

Multiple sources of data support the described approach to leadership training. The results of a program evaluation, which students complete upon graduation, indicate that students feel prepared to use leadership skills in practice.

Application to Education and /or practice:

This presentation highlights the value of raising students' awareness of the importance of leadership to occupational therapy practice and the design of transformative learning experiences to interface with current occupational therapy leaders, apply skills, and reflect on future leadership opportunities.

References

American Occupational Therapy Association. (2011) 2011 Accreditation Council for Occupational Therapy Education (ACOTE) Standards and Interpretive Guide, Bethesda: AOTA. Available at: <https://www.aota.org/-/media/Corporate/Files/EducationCareers/Accredit/Standards/2011-Standards-and-Interpretive-Guide.pdf> (Accessed: 29 October 2015).

IS THERE A RELATIONSHIP BETWEEN TEAMWORK SKILLS, PERSONALITY STYLE AND EMOTIONAL INTELLIGENCE IN UNDERGRADUATE OCCUPATIONAL THERAPY STUDENTS?

Thursday, 16th June - 16:40 - OS - 2E.02 - Developments in Education - Tyndall Theatre -
Abstract ID: 29 - Oral

Dr. Ted Brown¹

¹Department of Occupational Therapy, Monash University - Peninsula Campus

Objectives: To investigate the relationship between teamwork skills, personality style and emotional intelligence in occupational therapy students.

Methods: 117 undergraduate occupational therapy students completed the Ten-Item Personality Inventory (TIPI), Genos Emotional Intelligence Inventory (GEII), and the Team Skills Scale (TSS). Data was analysed using multiple linear regression where the TSS was the dependent variable and the TIPI and GEII subscales were the independent variables.

Findings: When the TSS was the dependent variable and the GEII subscales were the independent variables, the total regression model accounted for 30.8% of the total TSS variance. In this model, it was also found that the GEII 'Emotional Reasoning' and 'Emotional Management of Others' subscales each made unique contributions of 8.3% and 2.4% of the TSS's total variance. When the TSS was the dependent variable and the TIPI subscales were the independent variables, the total regression model accounted for 13.3% of the total TSS variance. In this model, it was also found that the TIPI 'Extraversion' and 'Emotional Stability' subscales each made unique contributions of 7.6% and 3.6% of the TSS's total variance.

Practice & Education Implications: It appears that the personality styles and emotional intelligence factors of occupational therapy students are predictive of their team work skills.

Conclusion: Personality style and emotional intelligence factors are both predictive of undergraduate occupational therapy students' team work abilities. Academic and practice educators should be aware of this and when introducing students to team work concepts, consider the impact of their personality style and emotional intelligence.

OBESITY AND BARIATRIC CARE: EMBEDDING RESEARCH INTO THE UNDERGRADUATE OCCUPATIONAL THERAPY CURRICULUM

Thursday, 16th June - 17:00 - OS - 2E.03 - Developments in Education - Tyndall Theatre -
Abstract ID: 220 - Oral

Mrs. Fiona Howlett¹, Dr. Hannah Spring¹

¹York St John University

There is growing evidence to suggest that the numbers of people with obesity are rising (WHO, 2015). As a consequence these people will increasingly be users of health and social care services. Amini (2013) suggests there is a comprehensive role in the development of Occupational Therapy interventions for people with obesity and bariatric needs. Furthermore, guidelines on obesity (NICE 2014) identify key roles for occupational therapists, however the profession needs to provide a much stronger evidence base within this emerging field (Haracz et al, 2013).

At York St John University, our occupational therapy students are encouraged to participate in a Students as Co-Researchers (SCoRe) project in their final year of study. This presentation will focus on a research strand we have been developing over the previous three years as a SCoRe project focusing, within the context of occupational therapy, on issues in obesity and bariatric care. Our interest in this subject area stemmed from clinical experience of diversity in service provision for people with obesity and bariatric needs.

The SCoRe project offers students the opportunity to work alongside academics to learn about and apply research methodologies within the context of a 'live' research project.

The project is evaluated through formal summative assessment processes linked to completed student work, and dissemination of the results through conference presentations and publication in peer-reviewed journals.

Through the educational process of undertaking research, the students actively develop the evidence-base through contributing to a developing area of practice relevant to occupational therapy practice.

OCCUPATION, COMMUNICATION AND CULTURE – INNOVATIVE APPROACHES TO CURRICULUM DESIGN AND LEARNING.

Thursday, 16th June - 17:20 - OS - 2E.04 - Developments in Education - Tyndall Theatre -
Abstract ID: 822 - Oral

Dr. Fiona Kennedy¹, Ms. Riitta Keponen², Mrs. Katie Thomson¹

¹Glasgow Caledonian University, ²Helsinki Metropolia University of Applied Sciences

Understanding occupation in the broadest sense is an integral component of the Occupational Therapy curriculum (WFOT, 2002). Given the importance of exploring the relationship between culture and occupation as part of this curriculum, Helsinki Metropolia University of Applied Sciences (Metropolia) and Glasgow Caledonian University (GCU) recently collaborated on a joint project to introduce students to cultural diversity and occupation using class based activities and international communication strategies.

Teaching staff from GCU and Metropolia designed the activities to meet learning outcomes specific to their individual programmes, but maintained a shared focus on communication skills, collaboration and cultural diversity in relation to occupations.

First year undergraduate students were engaged with activities that facilitated their understanding of how apparently 'similar' occupations could be experienced and performed differently, depending on the cultural context of the individuals involved. Further to exploring this with peers from their own country, digital communication strategies were used to bring students from Scotland and Finland together to share their experiences through discussion and informal interviewing. Working in small collaboration groups, GCU and Metropolia students learned about how their own perceptions and engagement with an occupation compared with that of their peers in the partner country.

On completion of the activities, students were able to articulate their understanding of how culture could influence perceptions and engagement with occupations. Furthermore, the students involvement with this collaborative activity allowed them to learn about, and manage, communication challenges and strategies in an innovative way that was contextualized to their development as student therapists.

PERCEIVED DIFFICULTY IN EVERYDAY TECHNOLOGY USE AMONG PERSONS WITH ACQUIRED BRAIN INJURY OF DIFFERENT SEVERITY: A COMPARISON WITH CONTROLS

Thursday, 16th June - 16:20 - OS - 2F.01 - Enhancing Engagement Following Brain Injury -
Larmor Theatre - Abstract ID: 251 - Oral

Dr. Mandana Fallahpour¹, Prof. Anders Kottorp², Prof. Louise Nygård³, Prof. Maria Larsson
Lund⁴

¹Karolinska Institutet, ²University of Illinois at Chicago, ³Karolinska Institutet, ⁴Luleå University
of Technology

Background:

Acquired brain injury (ABI) might lead to difficulties in using everyday technology (ET) which can restrict individuals in their participation. The overall aim of this study was to compare the perceived difficulty in everyday technology use in persons with ABI with different levels of severity of disability, and people with no known impairments.

Method:

This comparison study recruited two samples of persons with ABI and controls, consisting of a total of 161 participants (age range: 18-64 years). The long and short versions of Everyday Technology Use Questionnaire (ETUQ) and the Extended Glasgow Outcome Scale (GOS-E) were used to assess the participants.

Results:

The results showed that persons with ABI demonstrated higher mean level of perceived difficulty in everyday technology use than the control group ($F = 21.84$, $df = 1$, $p < 0.001$). Further analysis between three sub-samples of persons with ABI and the control group demonstrated a statistically significant difference between two samples ($F = 13.251$, $df = 3$, $p < 0.001$).

Conclusion and application to practice:

Findings indicate that perceived difficulty in using everyday technology increases in people with ABI and is significantly increased among persons with severe to moderate disability compare to controls. Findings stress the importance of rehabilitation services to consider the use of ET in order to increase participation in everyday activities after ABI.

Financial support by Promobilia Foundation, the Strategic Research Programmes in Care Sciences at the

Umeå University, the Swedish Research Council and the Luleå University of Technology are gratefully acknowledged.

THE WHIM-II: INITIAL DEVELOPMENT AND PILOTING

Thursday, 16th June - 16:40 - OS - 2F.02 - Enhancing Engagement Following Brain Injury -
Larmor Theatre - Abstract ID: 1144 - Oral

Ms. Sharon Leahy¹, Prof. Agnes Shiel², Ms. Annmarie Morrissey², Ms. Rachel Leonard², Prof.
Barbara Wilson³

¹National Rehabilitation Hospital, ²National University of Ireland, Galway, ³Oliver Zangwill
Centre

The aim of this study is to develop a revised and improved version of the Wessex Head Injury Matrix (WHIM). A behavioural assessment tool developed by Shiel et al (2000). The scale was based on behaviours observed in 88 brain injured patients after a traumatic brain injury. It comprises of 62 behaviours, arranged in a proposed hierarchy. An exploratory design was implemented in a two phased pilot study. An initial retrospective study analysed data provided by participating centres in United Kingdom. These data included the behavioural recovery pattern as measured by the original WHIM of both traumatic and non-traumatic patients.

This analysis produced a preliminary reordering of the WHIM through the use of analyses within and between cases. Correlational analyses was then used to establish the accuracy of the reordered scale. This suggested the proposed reordering was no more accurate than its predecessor. Additional analysis evaluating the hierarchy separately for traumatic and non-traumatic cases identified two different sequences and improved the accuracy for both.

The second stage of the study piloted the proposed scale was piloted with two single case studies; both traumatic brain injuries.

It was hypothesised that if the scale was truly hierarchical there would be no discrepancy between the total and highest number of behaviours. The reordered scale was more accurate in capturing the behavioural repertoires in a hierarchy than the original WHIM. This confirms the need to update the WHIM and highlights how a homogenous scale may not be sensitive to traumatic and non-traumatic brain injuries.

THE MATCH BETWEEN THE DEMAND OF EVERYDAY TECHNOLOGY IN PUBLIC SPACE AND ABILITY TO USE EVERYDAY TECHNOLOGY: A COMPARISON OF PEOPLE WITH ACQUIRED BRAIN INJURY AND CONTROLS

Thursday, 16th June - 17:00 - OS - 2F.03 - Enhancing Engagement Following Brain Injury -
Larmor Theatre - Abstract ID: 490 - Oral

Prof. Maria Larsson Lund¹, Dr. Camilla Malinowsky²

¹Lueå University of Technology, ²Department of Neurobiology, Care Sciences and Society,
Karolinska Institutet,

The accessibility and usability of everyday technology (ET) i.e., mechanical, technical, electronic artefacts and services as cell phones and internet based service can be considered as condition for participation in most tasks in the digitalized society of today. The aim was to determine and compare levels of perceived access to and difficulties in the use of common ET in the public space between people with acquired brain injury (ABI) with different functional outcome and controls. Method: The Everyday Technology Use Questionnaire (ETUQ) was used to investigate access to and difficulty in the use of 14 ETs commonly used in the public space in a sample with ABI (n=59) and matched controls (n=52). Rasch-generated measures from the ETUQ were used in comparison statistical analyses. Result: The access to the ETs was high in both groups. Difficulties in the use of ET differed significantly between the controls and those with ABI in eight of the fourteen examined ETs. The difficulties were more pronounced in those who were more severely disabled following the ABI. Conclusion: The people with ABI had as high access to ETs in the public space as the controls. However, the match between the users with ABI and the demand of ET was not always optimal as they had significantly more difficulties compared to the controls. To enable participation and inclusion in the digitalized society it is not only important to provide access to ET but also consider the usability.

GOAL SETTING: ENGAGING PATIENTS WITH AN ACQUIRED BRAIN INJURY AND THEIR FAMILIES

Thursday, 16th June - 17:20 - OS - 2F.04 - Enhancing Engagement Following Brain Injury -
Larmor Theatre - Abstract ID: 714 - Oral

Ms. Kate D Cruz¹, Prof. Carolyn Unsworth², Ms. Karen Roberts³, Ms. Jacqui Morarty³, Prof. Lynne Turner Stokes⁴, Ms. Anna Wellington Boyd³, Ms. Joanne Matchado³, Dr. Natasha Lannin¹

¹La Trobe University, ²School of Human, Health & Social Sciences, Central Queensland University, Australia, ³Alfred Health, ⁴Kings college

Background:

Patient-centred goal setting is an essential part of care planning for persons with a severe brain injury however, there is limited research exploring how healthcare workers facilitate patient and family engagement in goal setting. This study sought to examine patients', families' and healthcare workers' perceptions of patient engagement in goal setting.

Method:

A mixed methods exploratory study of a novel approach to using the Goal Engagement Scale (GES) was conducted in both inpatient trauma and rehabilitation units at a healthcare service. Participants were twenty-two triads (patients with moderate-severe traumatic brain injury or stroke, their family member/s and a treating healthcare worker) participating in routine goal setting interviews. Goal setting interviews were recorded, transcribed and thematically analysed whilst the GES scores were analysed descriptively.

Results:

Perception of patient's level of engagement in goal setting differed between healthcare workers, patients and families, whilst healthcare worker views dominated the goal setting process. Goal setting interview data revealed four main themes: i) The experience of injury and hospitalisation: supporting people through the unknown; ii) Building a trusting relationship; iii) Being responsive to the needs of patient and family and iv) Eliciting goals: a collaborative process.

Conclusion:

Drawing upon the findings of this study, 18 strategies for enhancing patient and family engagement in goal setting were identified.

Application to Practice:

Healthcare workers are encouraged to use reflective listening skills and build trusting relationships with patients and families to support their engagement in meaningful, collaborative goal setting.

INITIATIVES TO PROMOTE INTERPROFESSIONAL EDUCATION IN CLINICAL PRACTICE PLACEMENTS

Thursday, 16th June - 16:20 - OS - 2M.01 - Education: Placement - O' hEocha Theatre - Abstract
ID: 961 - Oral

Ms. Catriona Power¹, Mrs. Alison Mc Cann¹, Mrs. Maureen Roberts¹

¹School of Occupational Therapy, Trinity College Dublin

Background:

Interprofessional education (IPE) can be defined as learning that occurs when 'students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes' (WHO, 2010). It provides an opportunity to share skills and knowledge between professions and is an essential step in preparing undergraduate occupational therapy (OT) students to work collaboratively within inter professional teams and within the wider healthcare system. As a result, it is imperative to develop early IPE opportunities within undergraduate clinical practice placements in order to promote this culture.

Educational Philosophy or theory:

Knowles's (1975) Adult Learning Theory compliments the values and objectives of IPE where learning is more likely to become ingrained when active involvement and collaboration between the learners and facilitators takes place.

Pedagogy / educational approach(es) used:

The development of practical IPE resources to promote, enable and educate practice educators to implement IPE on clinical practice placements.

Evaluation:

Promote and increase IPE opportunities and exposure to undergraduate OT students on clinical practice placement.

Application to Education and /or practice:

Implementation and promotion of IPE learning opportunities for undergraduate OT students by educating practice educators and providing practical resources to support this practice.

References

World Health Organisation (2010). Framework for Action on Interprofessional Education and Collaborative Practice. Geneva: WHO

ENABLING OCCUPATION- ANOTHER KIND OF PRACTICAL PLACEMENT IN SWITZERLAND

Thursday, 16th June - 16:40 - OS - 2M.02 - Education: Placement - O' hEocha Theatre - Abstract
ID: 1084 - Oral

Ms. Dietlinde Arbenz¹, Mr. Josef Adam²

¹Zurich University of Applied Sciences (ZHAW) Winterthur, ²University of Applied Sciences
ZHAW Winterthur Switzerland

In the context of a revision of the BSc Occupational Therapy course at the University of Applied Sciences (ZHAW) in 2012, a new practical module (enabling occupation) was implemented in the second academic year, with the aim of adapting to the changes in the health system and to stress our main competence, occupation. Further we saw the need to carry occupational therapy into areas where it is not yet familiar.

These placements are totally different from the normal placements in hospitals or classical OT settings, where students in Switzerland normally do their practical work. Students have to evaluate their own ideas, plan an entire project and find a partner with whom they can carry out their project. They have to arrange everything on their own: the employer, advertising, clients, finances, etc.

This is a big challenge for the students, so they need to be prepared. We offer them an introduction in project management and further skills which are necessary to manage their placement before they start. We also offer tutoring. During the entire duration of their projects students can rely on permanent assistance from lecturers, either in groups or in individual meetings.

These project placements have taken place twice and after evaluation we can confidently say that there are many benefits. OT is being brought into areas which are unfamiliar with our profession and the students have the opportunity to develop their professional identity.

But of course there are also many challenges which still have to be managed.

TRENDS IN AUSTRALIAN OCCUPATIONAL THERAPY PRACTICE EDUCATION

Thursday, 16th June - 17:00 - OS - 2M.03 - Education: Placement - O' hEocha Theatre - Abstract
ID: 740 - Oral

Dr. Carol Mc Kinstry¹, Dr. Ted Brown², Dr. Louise Gustafsson³, Ms. Anne-maree Caine³

¹La Trobe University, La Trobe Rural Health School, ²Department of Occupational Therapy, Monash University - Peninsula Campus, ³The University of Queensland

Practice education is acknowledged as an essential component of professional entry level education programs. The World Federation of Occupational Therapists require education programs or courses to have a minimum of 1000 hours in addition to a breadth of experience working with people of different ages and conditions and within various practice settings. In Australia there has been a significant increase in the number of universities offering occupational therapy courses and existing courses enrolling more students. With an increased demand for practice education, different practice education models are being implemented. The aim of this research project was to gain a detailed understanding of how Australian practice education was being undertaken. An electronic survey was sent to all eighteen Australian universities offering occupational therapy programs. Data was collected on twenty-eight programs including thirteen bachelor degrees with an honours option, four bachelor (Honours) degrees, eight graduate entry masters degrees and three dual degrees. Most of the practice education hours were undertaken in third and fourth years of bachelor degrees with an average of 363 hours and 544 hours respectively. For graduate entry masters courses, an average of 486 hours in the second year and 732 hours in the third year. Traditional practice education model (one therapist to one student) was still the most commonly used. Project placements are being utilised by 19 bachelor courses and eight masters programs. Nineteen bachelor programs are using simulation and twenty-three were using service-learning. Further results will be reported providing a detailed overview of practice education in Australia.

MANAGING THE UNDERPERFORMING STUDENT: THE APPLICATION OF CONTRACTING

Thursday, 16th June - 17:20 - OS - 2M.04 - Education: Placement - O' hEocha Theatre - Abstract
ID: 462 - Oral

Mrs. Caroline Hills¹, Ms. Valerie Flattery², Ms. Fiona Haughey³, Ms. Lenore Mc Loughlin⁴, Ms.
Rosaleen Kiely⁵

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Leinster, ⁵HSE West

Background:

All students must pass 1000 hours of placement. Some students may have difficulties in demonstrating the required level of performance competency. The relationship between the practice educator and the student can be complex when these situations arise as the educator is both teacher and evaluator of the student but is also a practicing clinician.

Educational theory

Malcolm Knowles adult learning theory (1984) postulated that adults learn best when their previous experience is considered, when learning is goal orientated and relevant, when they can be self-directed, when learning is practical and when they feel respected.

Educational Approach

With cognisance of Knowles theory, a two-step process to manage underperforming students was introduced. 1. The written identification of performance concerns from the practice educator perspective for the student and university. 2. The establishment of a weekly graded contract between the university, the practice educator and the student which delineates specific performance outcomes required of the student.

Evaluation of outcome:

Whilst formal evaluation of this approach has yet to be completed, practice educators who attended a recent meeting on the underperforming student praised this process as it a) Supported both educator and student b) Gave responsibility of goal achievement to the student c) Reduced ambiguity of performance for the student d) Enabled clear self -evaluation of performance by the student e) Provided clear evidence of student's progress.

Application to education:

Contracting is one method that has been found to be effective in managing underperforming students. The process and documentation used will be shared.

CHOICE AND CONTROL FOR PEOPLE AGEING WITH INTELLECTUAL DISABILITY IN GROUP HOMES

Thursday, 16th June - 16:20 - OS - 2N.01 - Occupational Engagement - Fottrell Theatre - Abstract
ID: 584 - Oral

Dr. Ida Kåhlin¹, Dr. Anette Kjellberg¹

¹Linköping University

Background:

In Sweden, many people with intellectual disabilities ID age in place in group homes. A group home can be understood as being made up of both private spaces, and of semi-private spaces that are shared with other residents. This study is focused on having choice and control, which means being able to decide what you want to do, and when and with whom you want to do it. The aim is to explore how choice and control in the everyday life of people ageing with ID is expressed and performed in the group home's semi-private spaces.

Method:

An ethnographic approach with participant observations and qualitative interviews was used. Data collection were conducted in four different group homes.

Results:

We found four categories that can be understood as aspects of choice and control. These categories included spatial and temporal aspects, as well as aspects related to staffing and organization.

Conclusion:

People ageing with ID are vulnerable when it comes to maintaining choice and control in various situations in the home's semi-private spaces. Ageing, as a multidimensional and interactive phenomenon, shapes the outcome of choice and control. Choice and control could be restricted by life course experiences. Discussions on occupational justice therefore need to be influenced by a life course perspective.

Application to practice:

Occupational therapists should include semi-private spaces in group homes as an occupational arena in their evaluations and interventions. A life course perspective could strengthen the understanding of concepts related to occupational science, informing occupational therapy practice.

THE ROLE OF THE OCCUPATIONAL THERAPIST IN THE MANAGEMENT OF COMPULSIVE HOARDING

Thursday, 16th June - 16:40 - OS - 2N.02 - Occupational Engagement - Fottrell Theatre - Abstract
ID: 449 - Oral

Ms. Sophie Dissanayake¹, Ms. Emma Barnard¹, Ms. Suzie Willis¹

¹Central and North West London NHS Foundation Trust

Background:

Compulsive hoarding (DSM-V, 2013) is recognised to have a severe impact on all aspects of a person's occupational, vocational and social functioning (Tolin et al, 2008). While it has been argued that a multi-disciplinary approach and close cooperation between professionals and agencies is most effective in addressing its complexities (Koenig et al 2013, Bratiliotis et al 2011), Dissanayake (2012) has posed that occupational therapists have a specific role in the assessment and treatment of hoarding. This study aimed to identify: to what extent occupational therapists employed within a large NHS Trust in Central London had encountered hoarding within clinical settings, their perspectives on the role of occupational therapy with this client group, and required training and development needs.

Method:

An anonymous, structured online survey was sent to a total of 222 qualified occupational therapists working within a wide range of physical and mental health services.

Results:

The survey yielded a 50% response rate. Findings included: 76% of participants (n84) had encountered those who hoard within their clinical practice, 82% (n91) felt that occupational therapy has a key role in the assessment and treatment of compulsive hoarding, and 78% (n87) felt that they needed additional support and information regarding working with individuals who hoard.

Conclusion:

The hypothesis was confirmed that there is a role for occupational therapy with those who hoard.

Application to Practice:

Conduct further research to evaluate the effectiveness of occupational therapy interventions for those who hoard. Hoarding assessment and treatment to be included in pre-registration training.

ENCLAVE EMPLOYMENT MODEL FOR PERSONS WITH MODERATE INTELLECTUAL DISABILITIES

Thursday, 16th June - 17:00 - OS - 2N.03 - Occupational Engagement - Fottrell Theatre - Abstract
ID: 932 - Oral

Ms. Aariyapillai Rajagopal Reena¹, Mr. Manigandan Chockalingam²

¹MINDS-Woodlands Employment Development Centre, ²National University of Ireland, Galway

Background:

An enclave employment model is a business model that provides job opportunities for individuals with special needs using a 'group supported employment approach' in an actual employment premise. Little is known about the service-delivery process for such an enclave employment model

Method:

The purpose of this study is to demonstrate the use of a service-delivery model in the implementation of an enclave employment service for a group of individuals with moderate intellectual disability (trainees) and to identify the level of support required to achieve an acceptable work performance. 12 trainees participated in the enclave project over a six-month period. The nature of the work was packing and replenishing of airline snacks and drinks trollies. Number of trollies replenished by the trainees in an hour were used to quantify the trainees' productivity and was measured weekly.

Results:

A steady rate of trainees' productivity was achieved by 3 months. Initial need of three-member staff support was reduced to just one by two months. 83% of trainees were able to retain work successfully and sustain productivity for the entire study period of six months. A number of challenges encountered and various solutions we implemented during the execution of this service-delivery model have been systematically presented and discussed.

Conclusion:

Enclave employment model enables individuals with moderate intellectual disability who are unable to take up open employment, to participate in gainful work.

Application to Practice:

Enclave employment model is a productive and a feasible employment solution for individuals with intellectual disability.

‘HAVING SOMETHING MEANINGFUL TO DO’ SHOULD BE CORRELATED WITH QUALITY OF LIFE IN RESIDENTIAL CARE, BUT IT ISN’T... WHERE DO WE FAIL?

Thursday, 16th June - 17:20 - OS - 2N.04 - Occupational Engagement - Fottrell Theatre - Abstract
ID: 856 - Oral

Prof. Patricia De Vriendt¹, Ms. Elise Cornelis¹, Mr. Ruben Vanbosseghem¹, Mrs. valerie Desmet¹,
Ms. Lien Van Malderen², Mrs. Ellen Gorus³, Dr. Dominique Van De Velde⁴

¹Artevelde University College, ²vri, ³Vrije Universiteit Brussel, ⁴Ghent University - Department of
physiotherapy and rehabilitation sciences - Occupational Therapy Program

Background:

Engagement in meaningful activities of daily living (MADL) optimizes people's Quality of Life (QoL). This study explores the meaningfulness of activities of nursing home residents' (NHR) and its correlation to QoL.

Method:

A survey was administered to 143 cognitively healthy NHR (M 85 years ± 5.72 ; 43 men; 100 women) including cognitive, functional and mobility evaluations, a MADL questionnaire and the Anamnestic-Comparative-Self-Assessment (ACSA) for QoL.

Results:

NHR reported a QoL of 1.78 (range -5+5; modus 3) and an important loss of MADL since their admission in the NH (household M 4.39 ± 1.73 and leisure M 15.87 ± 7.29). Selfcare-activities remained intact although help was needed. 38 respondents gained 'new' activities (e.g. making crosswords, using a computer). Participants scored low on their activity-performance (4.5/10), performance-satisfaction (5.3/10) and the activity-challenge (5.4/10). Inhibiting and facilitating factors were related to the capacities of the NHR, the support of the environment and the organized activities, experienced as unchallenging. No correlations were found between QoL and the number of MADL, performance nor satisfaction. A small, although significant correlation was observed between QoL, 'activities according to the individual wishes' ($r = .272$; $p < 0.05$) and 'activities within the neighbourhood' ($r = .167$; $p < 0.05$).

Conclusion:

Professionals are expected to enable MADL and to promote NHR' autonomy and QoL. Based on our study, this appears, however, to be hardly the case. It remains a challenge to identify the needs of NHR and enable them to engage in MADL.

Application to Practice:

An approach guiding NHs to develop a creative and innovative attitude towards NHR' MADL is needed.

ADVANCING AN OCCUPATIONAL PERSPECTIVE IN HEALTH PROMOTION: THE DO-LIVE-WELL PROJECT

Thursday, 16th June - 16:20 - OS - 2O.01 - Health Promotion - O' Tnúthail Theatre - Abstract ID:
153 - Oral

Prof. Nadine Lariviere¹, Dr. Sandra Moll², Dr. Rebecca Gewurtz², Dr. Lori Letts², Dr. Terry
Krupa³, Prof. Mélanie Levasseur¹

¹Université de Sherbrooke, ²McMaster University, ³Queen's University

Background: Active and healthy living campaigns aimed at promoting health and well-being have traditionally focused on nutrition and physical activity. Our perspective as occupational therapists can add a valuable contribution to this field by bringing attention to how patterns of everyday activities can promote not only physical health, but also mental, social and spiritual health. The purpose of this presentation is to share the “Do Live Well” (DLW) project, an occupational therapy driven health promotion and knowledge translation initiative designed to articulate the evidence-based links between what people do every day and their health and well-being.

Methods: The DLW framework was developed through a series of scoping literature reviews and stakeholder consultations. The framework includes eight key dimensions of occupational engagement, five characteristics of activity patterns and personal and social forces that shape both engagement and health and well-being outcomes.

Results: Our efforts to date have been dissemination of the framework into accessible language and tools for various English and French-speaking audiences. At this time, we have developed an online portal (www.dolivewell.ca) and a workshop for older adults in the community.

Conclusion: The DLW framework offers an approach to active living that is relevant to populations that have traditionally been excluded from active living efforts.

Application to Practice: The DLW project is a good opportunity for occupational therapists to be involved in the promotion of ways in which everyday activity patterns impact the health and well-being of all people at individual, community and societal levels.

AN OCCUPATIONAL THERAPY BASED HEALTH PROMOTION INTERVENTION FOR SUPERMARKET WORKERS AS EXAMPLE OF AN INNOVATIVE TEACHING CONCEPT FOR OCCUPATIONAL THERAPY IN HEALTH PROMOTION

Thursday, 16th June - 16:40 - OS - 2O.02 - Health Promotion - O' Tnúthail Theatre - Abstract ID: 225 - Oral

Dr. Mona Dür¹, Ms. Sabine Kromoser¹, Ms. Katrin Krähan¹, Ms. Irene Haunold¹, Mrs. Astrid Kisser¹

¹University of Applied Health Sciences Krems

Background: Health promotion is an emerging and promising field in occupational therapy (Holmberg and Ringsberg, 2014). Although occupational therapists believe in a health promoting effect of occupations, occupational therapy in health promotion is rather new. Thus, a facilitation of health promotion skills in occupational therapy students and thereby an increase of future occupational therapy based health promotion interventions (OTHP-I) are needed. The teaching concept will be described with an example of OTHP-I in supermarket workers.

Educational theory and approach: An innovative, occupation-, evidence- and research-based approach with involvement of teacher and students' performance was used as preparation for students' internships. Based on systematic literature searches students determined i) potential health promotion needs of supermarket workers, ii) OTHP-Is (Mccauley, 1990, Wang et al., 2012) and iii) measurements to evaluate these interventions, and developed an OTHP-I. Within one session, the lecturer gave an introduction to the health and health risks of supermarket workers, and the students presented the rationales for the respective OTHP-I, the selection of the measurements and implemented the intervention with the use of different media embedded in an exemplary pre- and post-evaluation.

Evaluation: Students were quite challenged by this lecture but very excited about it. They were happy about a successful use of their scientific and health promotion skills. Furthermore, the implementation of the intervention with their colleagues was fun.

Application to Education and practice: The acquired knowledge and skills could be used in their internship based on the detailed information of each OTHP-I provided by the students.

INTRODUCING THE CONCEPT OF HEALTH LITERACY TO GERMAN OCCUPATIONAL THERAPISTS

Thursday, 16th June - 17:00 - OS - 2O.03 - Health Promotion - O' Tnúthail Theatre - Abstract ID:
954 - Oral

Eva Denysiuk¹

¹Zuyd University of Applied Sciences, Heerlen

Background:

Health Literacy (HL) concerns people's ability to access, understand, appraise and apply health information in different contexts throughout the life course. It therefore has considerable effect on everyday life and occupations. While a hot topic in European public health, no research from European Occupational Therapy (OT) has been published on the relevance and application of the concept.

Method:

A mapping review was carried out to inform a participatory action research (PAR) approach. Three focus groups were conducted with an overall of 16 participants, introducing HL to German OT practitioners, students and teachers.

Results:

The mapping review resulted in ten categories across four topics relevant for consideration for OT with regard to HL. Focus groups revealed little prior knowledge but a good fit of basic assumptions in the profession with HL and a skill-set for fostering HL in clients, especially due to concepts such as client-centred practice and shared-decision making. HL was therefore identified as profound to the profession.

Conclusion:

HL should be disseminated, for example through the professional curriculum and trainings for OTs in order to keep up-to-date, provide client-centred services and contribute to public health discourse.

Application to Practice:

Participants easily linked theoretical concepts of HL to their daily work. Examples for practice and education were given throughout the focus groups. Ongoing reflection on one's own HL as well as the client's was suggested.

LINKING REALITY WITH EDUCATION: A REAL-LIFE WORKPLACE HEALTH PROMOTION PROJECT

Thursday, 16th June - 17:20 - OS - 2O.04 - Health Promotion - O' Tnúthail Theatre - Abstract ID:
670 - Oral

Mrs. Brigitte Loder Fink¹, Ms. Julia Unger¹, Mrs. Gabriele Schwarze¹

¹University of Applied Sciences FH JOANNEUM, Bad Gleichenberg

Background:

Occupational Therapy students took part in a work experience internship at a company offering cleaning services. Subsequently, the company commissioned the department of Occupational Therapy to implement a workplace health promotion project. The students' participation was co-ordinated within the project workflow.

Educational Philosophy or theory:

When students have the chance to apply their theoretical knowledge in practical conditions, they become more actively involved in their educational development and the act of learning becomes much more meaningful. Jarvis (2004, p.280) describes this experience as a pre-requisite for the "life-long learning" attitude.

Pedagogy / educational approach(es) used:

We used "Project-based learning" as an educational approach: Our students acquired theoretical background information about health promotion and applied ergonomic principles to occupation at work. The students worked together with the cleaning personnel to identify resources and problems of the living and working environment of the cleaning staff. Based on these findings the students designed, planned and set interventions for the target group.

Evaluation:

The goal was the maximum benefit for both sides – the students get the opportunity to put their education and theoretical competence to practical use and the company benefits from the latest scientific advancements.

Application to education and /or practice:

The project work presented various challenges, but all of them relate in some way to the techniques and skills of an Occupational Therapy discipline. Furthermore, the students expanded their communication skills and teamwork experience.

THE USE OF OCCUPATIONS TO CHALLENGE PERCEPTIONS OF AGE AT A SENIOR CAMP

Thursday, 16th June - 16:20 - OS - 2P.01 - Older Adults - Kirwan Theatre - Abstract ID: 1043 - Oral

Dr. Lisa Ekstam¹, Dr. Gabriella Nilsson², Dr. Janicke Andersson³

¹Lund university, Department of Health Sciences, ²Lund University, Department of cultural sciences, ³Lund University, Department of Health Care Sciences

Background:

Senior camps have been established with the purpose to decrease social exclusion and improve health amongst elderly people. These senior camps build on notions of what it means to age and to "be old" in relation to functional abilities, activity, participation and health.

Method:

Eight persons who participated in a senior camp were interviewed in their homes before and after the stay. The data was analysed using a narrative case-centred approach.

Results:

Seniors going to the camp were looking forward to meet friends and do things they did not commonly do. The pace at the camp, just being and not doing much, was appreciated by some while others wished for more organized activities. Being together with others, including eating together, talking and even sharing rooms was appreciated. Being close to nature was described to contribute both to peace of mind and to become spirited and strong, feelings that persisted after returning home. Being at a camp close to nature and the serving of traditional food was linked to memories from the childhood.

Conclusion:

Occupations were used both to consolidate and to challenge perceptions of age at the camp. The stay contributed to a feeling of belonging and experiences of doing during the camp and being in nature influenced the participants' everyday life.

Application to Practice:

The experience of pace and place at the camp was important for a successful stay that could contribute to wellbeing. This presentation will elaborate on how occupations were used to challenge perceptions of age.

EFFECTIVENESS OF COMMUNITY OCCUPATIONAL THERAPY FOR PHYSICAL FRAIL OLDER PEOPLE

Thursday, 16th June - 16:40 - OS - 2P.02 - Older Adults - Kirwan Theatre - Abstract ID: 1085 - Oral

Ms. Leen De Coninck¹, Mrs. Geertruida Bekkering², Ms. Leen Bouckaert³, Prof. Anja Declerck⁴, Dr. Maud Graff⁵, Prof. Bert Aertgeerts⁶

¹KU Leuven - University College Arteveldehogeschool Ghent, ²ACHG KU Leuven, ³University college Arteveldehogeschool Ghent, ⁴LUCAS - Centre for Care Research and Consultancy KULeuven, ⁵Department of Rehabilitation, section Occupational Therapy, Radboud University Medical Center, Nijmegen, ⁶Catholic University of Leuven

Background:

Living safely and independently is a priority goal. The provision of high quality home care services results in a decrease in the number of admissions in hospitals and residential care centers. Occupational therapists aim, in collaboration with other health and medical professionals, to facilitate the independent living and participation of older persons in everyday activities at home. (Béland et al., 2006; Glendinning et al., 2008; Fisher, 2007)

Objectives:

The purpose of this meta-analysis is to systematically review the effectiveness of occupational therapy interventions either as mono-disciplinary intervention, or as part of a multidisciplinary approach for community dwelling physically frail older people.

Method:

Electronic databases were searched for original studies. This meta-analysis was carried out in accordance with the EPOC-guidelines and using the Cochrane Handbook for Systematic Reviews of Interventions version 5.1.0.

Study selection and quality appraisal was also done independently by two authors.

Results:

There was a significant improvement in the primary outcomes mobility, function in activities of daily living and participation. In the secondary outcome fear of falling, we also found a significant improvement in the intervention group versus the control group. There was no effect on the secondary outcomes cognition, disability and the number of falling persons.

Conclusion:

Occupational therapy makes a difference in the improving and maintaining of functionality in community dwelling physical frail older people.

Application to Practice:

The outcome of this meta-analysis can be used to convince governments to invest in occupational therapy for physical frail community dwelling older people.

EASY AS PIE? OLDER ADULT´S CHOICE AND PERFORMANCE OF ACTIVITIES OF DAILY LIVING

Thursday, 16th June - 17:00 - OS - 2P.03 - Older Adults - Kirwan Theatre - Abstract ID: 627 - Oral

Mrs. Almut Spaeth¹, Mrs. Gun-Marie Hariz¹, Mrs. Ingeborg Nilsson¹

¹Umeå University

Background:

The number of old people in the community is constantly rising, and more and more older adults live alone. There are indications that the sufficient performance of activities of daily living (ADL) can be a problem for many individuals in this age group.

Insufficient ADL performance can lead to a greater need of help from relatives or the community, lack of social contacts and physical problems such as malnutrition.

Research shows that ADL performance in older age may not be equally shared between men and women and little is known about gender aspects in ADL performance and it´s possible implications for occupational therapy (OT) interventions.

Method:

Data from a large cross-regional survey was used. Questionnaires were sent out and included aspects related to living conditions, choice of daily activities and use of aids. The final sample consisted of 1978 women and 1800 men aged 65-80 years. Data was analysed using non-parametric statistics.

Results:

The analysis shows that ADL performance decreases with older age, but the rate of decrease varies for different activities. Differences related to gender and marital status can be found, with women performing more ADLs than men.

Conclusion:

It is necessary to further investigate gender aspects in the domain of ADL. This knowledge could not only inform OT intervention, but also benefit preventive programs and OT education.

Application to Practice:

As a profession we need to reflect on connections between various activity problems among older men and women and patterns of gendered norms and power in society.

EFFECTIVENESS OF AN OCCUPATIONAL THERAPY WELLNESS PROGRAMME FOR OLDER ADULTS LIVING IN LONG-TERM CARE.

Thursday, 16th June - 17:20 - OS - 2P.04 - Older Adults - Kirwan Theatre - Abstract ID: 517 - Oral

Ms. Ruth Usher¹, Ms. Monica Devine¹

¹Our Lady's Hospice and Care Services

Background:

This study evaluates the impact of participation in a 12-week occupational therapy (OT) wellness programme in long-term care (LTC) on residents'

- Performance and satisfaction in daily tasks
- Confidence
- Mental well-being
- Overall life satisfaction.

This was based on 'Lifestyle Matters', an occupation-based health promotion programme for older people, and focused on enabling participants to undertake new or neglected activities, make lifestyle choices and undertake personal goal-setting.

The delivery of similar occupation-based wellness programmes has been found to be effective for community-dwelling older adults, however there is a need to explore applicability in a range of settings.

Method:

A small-scale randomised, wait-list controlled design was used.

Canadian Occupational Performance Measure; Generalised Self-Efficacy Scale; Hospital Anxiety and Depression Scale and Life Satisfaction Index were used as outcome measures. Data collection occurred at three time-points (baseline, immediately post-programme and 12 weeks post-programme).

A qualitative focus group explored the experiences of participants following programme completion.

Results:

There were improvements in Occupational Performance and Satisfaction, Self-efficacy, Anxiety and Depression, and Life Satisfaction for the treatment group over time, but not for the control group.

Improved Confidence/Self-efficacy, Peer Support, and Goal Attainment were some of the perceived benefits described by focus group participants.

Conclusion:

As an exploratory study, results confirm the tangible benefits that older people living in LTC can obtain from a health-promoting, occupation-based intervention. Further study is required with a larger sample size.

Application to Practice:

The delivery of the programme was feasible and its benefit to participants was observed.

MOVING BEYOND INDIVIDUALISM: CRITICAL PERSPECTIVES IN OCCUPATION-FOCUSED RESEARCH AND PRACTICE

Thursday, 16th June - 16:20 - Symposium.01 - 2G - Dillon Theatre - Abstract ID: 575 - Symposium

Dr. Alison Gerlach¹, Dr. Gail Teachman², Dr. Debbie Rudman³, Dr. Suzanne Huot³, Dr.
Rebecca Alrich⁴

¹University of British Columbia, ²McGill University, ³University of Western Ontario, ⁴St Louis
University

Summary of the Symposium:

This innovative symposium explores the advantages of creating synergies between critical social theories, occupational science, and occupational therapy. Drawing on their respective research, each discussant will examine: (1) how dominant discourses and practices within and outside occupation-based literature and practice tend to locate 'problems' at the individual level; (2) how occupations and occupational engagement are shaped by structural inequities, and (3) implications for occupational therapy research and practice.

Precise timetable:

Introduction: 10 minutes

Three presentations: 45 minutes

Key points: 5 minutes

Discussion: 15 minutes

Background:

The impact of social determinants on individual and population health and wellbeing continues to garner international attention. However, both occupational science and occupational therapy have been critiqued for employing an individualistic lens. Such a lens can foster uncertainty about how to address social and occupational injustices.

Method:

Given a commitment to enacting occupational therapy's social mandate, contributors draw on their research which examines how: structural factors create social and health inequities for Indigenous families and children (Gerlach); prevailing understandings of social inclusion reinforce social inequities for disabled youth (Teachman), and contemporary understandings of long-term unemployment shape occupational possibilities (Rudman, Aldrich & Huot).

Results:

Participants will gain insights into how critical perspectives can facilitate occupational justice and inform occupational therapy.

Conclusion:

Critical perspectives challenge occupational scientists and therapists to attend to the socio-political context of occupations and inform socially responsive forms of occupational therapy.

Application to Practice:

Critical perspectives have the potential to shift intervention towards addressing sociopolitical mediators of occupational engagement.

INSIDERS' PERSPECTIVES REGARDING STUDENT CLINICAL PLACEMENT

Thursday, 16th June - 16:20 - Symposium.01 - 2L - AC201 - Abstract ID: 569 - Symposium

Dr. Nancy Krusen¹, Ms. Jane Hibberd²

¹Pacific University, ²University of East Anglia

Summary of the Symposium:

The symposium provides insiders' perspectives of professional preparation during clinical education. The first paper explores the experiences of occupational therapy, and speech and language therapy practice educators who have supervised a student with a disability. The second paper investigates adaptive strategies of occupational therapy students following fieldwork failure. The third paper illuminates reflective thinking by students during clinical placements, using learning analytics as a novel tool. As a collective, these works enrich knowledge of teaching and learning during clinical placement.

Precise timetable:

5 min – Introductions, announcements, agenda, meet your neighbor

20 min – Paper 1. An explorative study of the experiences of practice educators who have students with a

disability on placement

5 min – Paper 1. Questions and comments

20 min – Paper 2. Student voices following fieldwork failure: A phenomenological inquiry

5 min – Paper 2. Questions and comments

5 min – Quick stretch. Collaborate with a neighbor

20 min – Paper 3. Revealing reflective thinking during clinical placement through learning analytics

10 min – Paper 3. Questions and comments. Symposium summative comments. Participant dialog. Next steps.

3 Individual Abstracts follow

ACTIVITY CARD SORT WORKSHOP: BLENDING DUTCH AND BRITISH FLAVORS

Thursday, 16th June - 16:20 - Workshop.01 - 2J - AC202 - Abstract ID: 831 - Workshop

Dr. Alison Laver Fawcett¹, Mr. Soemitro Poerbodipoero²

¹York St John University, ²Amsterdam University of Applied Sciences

Summary of the Workshop:

Rationale: Understanding people's level of participation in daily social activities is a particular interest of occupational therapists. The Activity Card Sort, is a photo-interview instrument which measures participation. It has been translated, adapted and validated to address the activities of older adults according to the cultural context of countries. Two of them are the Dutch version (ACS-NL; Poerbodipoero, et al. 2015) and the British version (ACS-UK; Laver-Fawcett & Mallinson, 2013).

Purpose: Participants will have the opportunity to compare, contrast and learn the different ways of using the ACS.

Objectives:

To describe the purpose, format and administration of the ACS-UK/NL

To discuss the strengths and limitations of the ACS-UK/NL and reflect on its potential for practice and / or research.

Session format:

- Brief introduction to the research underpinning the standardisation of the ACS-UK and ACS-NL
- Participants will view the category and activity cards and scoring forms.
- Role-play administering the assessment.
- Discussion to consider participants' views of the strengths and limitations of the ACS and its potential for their practice, education and / or research.

Maximum number of participants: 24

Intended participants:

Occupational Therapy practitioners, students, researchers, managers

References

Laver-Fawcett, A.J. & Mallinson, S.H. (2013) 'Development of the Activity Card Sort - United Kingdom version (ACS-UK)', OTJR: Occupation, Participation and Health, 33(3), pp.134-139.

Poerbodipoero, S.J., Sturkenboom, I.H., van Hartingsveldt, M.J., Nijhuis-Van der Sanden, M.W.G., Graff, M.J. (2015) 'The Construct Validity of the Dutch Version of the Activity Card Sort', Disability and Rehabilitation, in press.

THE OCCUPATIONAL THERAPIST AND ASSISTIVE TECHNOLOGY.

Thursday, 16th June - 16:20 - Workshop.01 - 2K - AC203 - Abstract ID: 474 - Workshop

Mrs. Anne Marie Deleyn¹, Ms. Leen Bouckaert², Mr. Stijn De Baets³, Ms. Leen De Coninck⁴, Ms. Aline Ollevier⁵

¹Member of the staff Department of Welfare, Health and Family, Flemish Agency for People with a disability, Knowledge Centre Assistive Technology, anne-marie.deleyn@wvg.vlaanderen.be, anne-marie.deleyn@vaph.be, ²Flemish Professional Association, VE, ³Ghent University - Department of physiotherapy and rehabilitation sciences - Occupational Therapy Program, ⁴Artevelde University College, ⁵Vives University College

Summary of the Workshop:

The change in the situation of the occupational therapist in Flanders, Belgium (getting a master degree, starting a private practice), a changing society (an aging population, more empowerment of the people with disabilities, the UN-convention, inclusion of people with disabilities in the educational programs,...) and the rapidly evolving market of the assistive technology (new technologies, common products that provide a solution, universal design, the need for training and support) bring up new challenges for the occupational therapist.

Is there a place for the occupational therapist in the policy tools? Identifying the differences and similarities from different countries using predefined settings (Involvement in the product development? Re-use of the assistive technology? Ownership or usage of devices?)

Maximum number of participants:

Twenty persons is a maximum number of participants.

Brief description of intended participants:

This workshop would be suitable for persons who may have a role in the financing of the assistive technology, or in the development of assistive technology, but also for therapists working in a therapeutic setting and advising the assistive technology.

References

- United Nations, (1993). Standard Rules on the Equalization of Opportunities for Persons with Disabilities, Adopted by the United Nations General Assembly, forty-eighth session, resolution 48/96, annex, of 20 December 1993.
- WHO, (2001), International Classification of Impairments, Disabilities and Handicaps. Geneva.
- Kinébanian, A. & Thomas, C. (2003). Grondslagen van de ergotherapie. Maarssen: Elseviers Gezondheidszorg.

CREATING A THINK TANK FOR OCCUPATION-BASED SOCIAL TRANSFORMATION

Thursday, 16th June - 16:20 - Workshop.01 - 2Q - AC215 - Abstract ID: 952 - Workshop

Dr. Sarah Kantartzis¹, Dr. Hanneke Van Bruggen², Dr. Claire Craig³, Dr. Barbara Piskur⁴,
Dr. Sandra Schiller⁵, Dr. Salvador Simo⁶, Dr. Nick Pollard⁷

¹Queen Margaret University, ²Fapadag, ³Lab4Living, Sheffield Hallam University, ⁴Department of Occupational Therapy, Hogeschool Zuyd, Heerlen, ⁵HAWK University of Applied Sciences and Arts Hildesheim (Germany), HAWK Hildesheim/Holzminden/Göttingen, Fakultät Soziale Arbeit und Gesundheit, Goschentor 1, 31139 Hildesheim, Germany., ⁶Universitat de Vic, Universitat Central de Catalunya, C. Sagrada Família, 708500 Vic. Spain, ⁷Sheffield Hallam University

Summary of the Workshop:

The convenors of this workshop recognise the context of contemporary Europe, including:

- The hardening political climate
- The economy and the limitations to health and social care provided by state organisations
- Expanded understandings of health that incorporate the impact of social determinants on inequalities of health
- Societal and cultural changes including demographics and the ageing population
- The increasing mobility of populations including that of refugees
- The strengthening of social accountability by citizen participation in practice, education and research (although with considerable regional and cultural variation)

We also recognise the beginnings of a shift within occupational therapy education, practice and research towards addressing these challenges. As a result we see the need for critical analysis and conceptual development that will provide coherent foundations for ongoing developments around occupation-based social transformation.

The objective of the workshop is the development of a think tank to work on these issues. This workshop will be an initial forum for interested people to engage in discussion and debate, and to prepare an agenda for the ongoing work of the think tank, with final output a publication.

Critical questions will be introduced by the convenors, which participants may use to guide debate.

Maximum number of participants: 20

Brief description of intended participants: This workshop is suitable for those wishing to engage in such conceptual development addressing current and future challenges in education, practice and research.

PERCIEVED POTENTIAL FOR A ROLE FOR OCCUPATIONAL THERAPY IN GENERAL PRACTICE IN ENGLAND OR EQUIVALENT IN OTHER COUNTRIES

Thursday, 16th June - 16:20 - Workshop.01 - 2R - AC214 - Abstract ID: 1233 - Workshop

Mrs. Morag Nicolle¹, Dr. Farzaneh Yazdani¹

¹Oxford Brookes University

Summary of the Workshop:

Changes in healthcare delivery towards a more preventative community based approach is evidenced by legislative changes, funding pressures and changes in population demographics together with responsibilities to take steps to prevent, reduce or delay the need for care and support for people.

Therefore, this workshop has been planned to establish a dialog about the perceived potential for a role for occupational therapy in general practice in England or equivalent in other countries. At first the workshop will provide evidence as to the significance of the OT role in primary care, and health promotion. The workshop then introduces a model practice and invites participants to develop a discussion, sharing experiences in order to identify consensus about the topic.

This workshop will be a call for further exploration and research to the limited body of knowledge for this emerging area of practice and support the development of occupational therapy services by establishing a group of advocates to take the idea further.

Maximum number of participants:

10 to 30 participants are expected for 1 workshop. The workshop will be divided into groups in order to facilitate group activity and discussion.

Brief description of intended participants:

The workshop is suitable for occupational therapists with practice experience in particular the ones who are interested for role emerging roles for occupational therapy.

PRACTICING IN A CULTURALLY COMPETENT MANNER – HOW CAN THIS BE ACHIEVED?

Thursday, 16th June - 16:20 - Workshop.01 - 2S - AC216 - Abstract ID: 298 - Workshop

Mrs. Sue Waters¹, Mrs. Susan O'neill¹, Ms. Victoria Nolan¹

¹Coventry University.

Summary of the Workshop:

It is recognised that the internationalisation of occupational therapy education has the potential to equip students to practice competently within a multi-cultural society and to be responsible global citizens. (Thibeault 2006, Horton 2009). An understanding of the meaning of culture including an awareness of ones own cultural biases facilitates the development of cultural competency and enables students to understand the relationship between occupation and culture. (Horton, 2009, Chiang and Carlson, 2003)

This workshop will provide an opportunity to share perspectives regarding international educational experiences and the subsequent development of cultural competency, allowing critique from a theoretical and personal perspective. Discussion will focus on potential future developments for education in the context of an ever-changing world.

Learning Outcomes

Explore, debate and clarify the meaning of cultural competence.

Consider benefits and challenges of developing practice, teaching and learning with an international perspective

Recognise possibilities and develop strategies for enabling the development of cultural competency for future practice.

Maximum number of participants:

60

Brief description of intended participants:

This workshop would be suitable for educators and students.

References

Chiang, M. and Carlson, G. (2003) Occupational Therapy in Multicultural Contexts: Issues and Strategies, *British Journal of Occupational Therapy*, 66(12), 559-567.

Horton, A. (2009) Internationalising occupational therapy education, *British Journal of Occupational Therapy*, 72(5), 227-230

Thibeault, R. (2006) Globalisation, universities and the future of occupational therapy: dispatches for the majority world. *Australian Occupational Therapy Journal*, 53(3), 159-65.

DEVELOPING PROBLEM BASED LEARNING IN OCCUPATIONAL THERAPY

Thursday, 16th June - 16:20 - Workshop.01 - 2T - Dunican Theatre - Abstract ID: 348 - Workshop

Mrs. Miranda Cunningham¹, Dr. Alison Warren¹, Mrs. Tanja Krizaj¹, Dr. Susan Mitchell¹, Mrs.
Rebecca Twinley¹

¹Plymouth University

Problem based learning (PBL) is a pedagogic method first developed in medical education to cope with the expanse of knowledge available to students (Allen, Donham, and Bernhardt, 2011). PBL encourages case based learning in small groups and is said to support the development of employability skills (Visshers-Pleijers et al, 2006) alongside development of content knowledge. The purpose of the workshop is to explore the use of PBL within occupational therapy education, drawing from experience and research at Plymouth University. The occupational therapy teaching team have adopted the use of PBL across a number of modules, and academic levels, in both the BSc and MSc pre-registration programmes. The workshop aims to give participants new to PBL an understanding of the method and the inherent advantages and disadvantages of using PBL based on the evidence base and teaching experience. Additionally, there will be an exploration of how to enhance the learning experience for students drawing from students' perspectives of the process. The workshop intends to be interactive, with discussion, taught elements, and modelling of PBL activity.

Maximum number of participants:

20

Brief description of intended participants:

This workshop would be suitable for occupational therapy teachers or practitioners who are new to PBL and are interested in learning about the theory and practical application of this exciting pedagogical method.

OCCUPATIONAL THERAPISTS' PERCEPTION OF OCCUPATIONAL BALANCE AND EXPERIENCE OF ITS APPLICATION IN PRACTICE

Friday, 17th June - 09:40 - OS - 3A.01 - Occupational Science - AC 213 - Abstract ID: 167 - Oral

Dr. Farzaneh Yazdani¹

¹Oxford Brookes University

Introduction

Occupational balance is an interdisciplinary concept with no consensus on its definition. Literature demonstrates different perspectives on applying this concept in practice and its link to other concepts such as health and well-being. This study focused on occupational therapists' perception and experience of use of the concept of occupational balance with their clients.

Method. A qualitative method was employed. Fourteen occupational therapists volunteered for the study. Nine occupational therapists practitioners were interviewed individually and five attended a focus group. **Thematic analysis** was applied for analysing the data. **Findings.** Six themes identified as follows: concept of occupational balance: what is it?, how do people develop the concept of occupational balance?, subjective and objective representation of occupational balance, factors related to occupational balance, what disrupts/affects occupational balance, occupational balance/imbalance and occupational therapy practice. **Conclusion.** Occupational balance is a process that can be planned towards. In practice the interaction of the occupational therapist and client helps to develop an understanding of what the right occupational balance is for the client.

Key words: occupational balance, occupational therapy, occupational science, qualitative study, focus group

OCCUPATIONAL THERAPY THROUGH A PRACTICE THEORY LENS

Friday, 17th June - 10:00 - OS - 3A.02 - Occupational Science - AC 213 - Abstract ID: 242 - Oral

Dr. Elise Bromann Bukhave¹, Dr. Jennifer Creek²

¹University of Southern Denmark and University College Zealand, ²Freelance

Background:

During the twentieth century, occupational therapists were based mainly in hospitals and other institutions. When people were treated away from their usual environments, conceptualisations of occupation did not take full account of the embeddedness of people's activities within specific social structures and practices. With changing patterns of disease and disability, and new modes of health service delivery, occupational therapists are seeking to develop theories that better support a community-based practice.

Method:

Two European occupational therapy scholars are using practice theory to construct a more socially embedded understanding of occupation (Reckwitz 2002, Schatzki 2001). Practice theory shows us how individuals and social structures develop and evolve together through ongoing interactions. Within this framework, the occupational therapy client can be an individual, a group or a community. The theory is applied to a case example to illustrate how it can offer new ways of thinking and working.

Results:

Reconceptualising occupations as social practices indicates how occupational therapists might assist people to reproduce their chosen or necessary occupations and bring about beneficial social change through participation, thus creating a better fit between the individual and the social context.

Conclusion:

Practice theory has the potential to contribute to the development of new ways of theorising occupational therapy that are socially relevant and can support a community-based and community-focused practice.

Application to Practice:

As demonstrated in the case example, practice theory can make an important contribution to occupational therapy practice in community settings.

EXPANDING CONCEPTUALISATIONS OF OCCUPATIONAL IDENTITY: DRAWING FROM THE LIVED EXPERIENCE OF HOMELESSNESS

Friday, 17th June - 10:20 - OS - 3A.03 - Occupational Science - AC 213 - Abstract ID: 353 - Oral

Mrs. Miranda Cunningham¹, Dr. Anita Slade¹

¹Plymouth University

Background:

Occupational identity is an emerging construct in occupational science. Critiques of occupational identity suggest an over emphasis on achievement based doing and individual choice (Laliberte-Rudman and Dennhardt, 2008) consequently; there has been a move to broaden understandings of the construct (Phelan and Kinsella, 2009). This study aimed to expand the construct by exploring it from the position of a socially excluded population.

Method:

Data were collected from a sample of five men living in a homeless hostel in the UK and included semi-structured interviews and participant photography. Interpretative Phenomenological Analysis (Smith, Flowers and Larkin, 2009) was used to analyse the data.

Results:

Participants experienced a range of occupational engagement that influenced their identity. This included engagement in anti-social occupations that occurred as a result of homelessness and resulted in spoilt identities. Participants did not necessarily have control over their identity; both agency (the self) and structure (society/culture) influenced the participants' ability to engage in occupations which consequently impacted on identity. Engagement in previously enjoyable occupations supported positive identity maintenance. Participants also articulated aspirations for more positive future identities.

Conclusion:

Current conceptualisations of occupational identity are too narrow to adequately describe the relationship between occupation and identity. A multi-layered understanding of both identity content and processes is required.

Application to Practice:

Spoilt identities impact negatively on well-being. Occupational therapists working with the homeless population should support people to engage in pro-social occupations in order to experience themselves in a positive way, which could support changes in identity and consequently well-being.

DOING OCCUPATION: A NARRATIVE INQUIRY INTO OCCUPATION-BASED PRACTICE

Friday, 17th June - 10:40 - OS - 3A.04 - Occupational Science - AC 213 - Abstract ID: 301 - Oral

Dr. Susan Burwash¹

¹Eastern Washington University

Background:

Even with an avowed intent that occupational therapy (OT) practice should be occupation-based, practitioners identify that this can be difficult to achieve within many settings. Aiken, Fourn, Cheng and Polatajko (2011) labeled this challenge the “meaning gap” in our practice.

Method:

This narrative inquiry examined stories of four occupational therapists as they had encountered, and explored ways to bridge, this meaning gap. Therapists with varying educational preparation, number of years of experience, and from diverse practice areas and settings participated in individual interviews with the researcher along with “research dinners” in which participants shared practice stories. Transcribed interviews and group discussions were examined within the three-dimensional inquiry space (Clandinin, 2007), exploring narratives in terms of continuity, interaction of personal and social, and impact of place. Narrative accounts of each participant were shared with them individually to ensure that narratives were represented accurately. Further revisions to the narrative accounts were completed and the four accounts compared for points of connection/disconnection.

Results:

Participants reported that they struggled with the meaning gap, and employed a variety of bridging strategies. The value of strong theoretical underpinnings, occupational language, and venturing into new practice areas/settings were some identified strategies. Across narrative accounts, OT identity, real over simulated activities, spiritual dimensions of practice, and resisting dominant messages were identified as common issues.

Conclusion:

Occupation-based practice is rewarding and possible, though challenging, and can be supported with a variety of strategies.

Application to Practice:

Findings can be used in support of occupation-based practice.

ASSISTING AUTISTIC ADULTS IN TRANSLATING SOCIAL MEDIA SKILLS INTO OFFLINE SOCIAL SKILLS: WHAT IS OCCUPATIONAL THERAPY'S ROLE?

Friday, 17th June - 09:40 - OS - 3B.01 - Exploring Occupation - O' Flaherty Theatre - Abstract ID:
157 - Oral

Dr. Bill Wong¹

¹Interface Rehab

Many autistic individuals highlighted their experiences with anxiety during face-to-face social interactions, which such struggles is one of the key reasons why they have difficulty in friendships and employment in their published autobiographies (Birch, 2003; Likens, 2012; Robinson, 2007; Willey, 2003; Shore, 2003; Shore 2004). Meanwhile, research showed that individuals with higher social anxiety levels experienced more interpersonal control with social media interactions than offline social interactions despite decreased well-being (Weidman et al, 2012; Lee & Stapinski, 2012). In addition, research showed autistic social media users are more likely to have close friends (Mazurek, 2013). According to the latest edition of Occupational Therapy Practice Framework (AOTA, 2014), occupational therapy practitioners are capable to help their clients with stress and anxiety management and social skills to increase participations in these clients' communities. This presentation will feature the perspective of the presenter- an expert networker in the occupational therapy profession who is also autistic. The presenter will share tips on how autistic individuals can be more successful in offline interactions based on his own experiences in the occupational therapy profession.

‘TWEAKINGS’ AND ‘TACTICS’ SHAPING THE ONGOING FLOW OF OCCUPATION

Friday, 17th June - 10:00 - OS - 3B.02 - Exploring Occupation - O’ Flaherty Theatre - Abstract ID:
945 - Oral

Dr. Sarah Kantartzis¹

¹Queen Margaret University

Background: It is suggested that research focusing on occupation may encourage alternative perspectives to those traditionally presented in the literature (Dickie, 2003). Such a study led to recognition of small moments of occupation shaping the ongoing flow of occupation.

Method: An ethnographic study explored occupation in a Greek town. Primary data included observations, participation and interviews, recorded over 30 months. Ethical approval was obtained.

Results: An understanding developed of occupation as an ongoing transactional process that maintained the person, the family and the social fabric. Within this process, occupation at the moment to moment, micro, level included ‘tweakings’ (small events) that changed the flow of occupation, and ‘tactics’ used strategically by the person to maintain autonomy.

Conclusion: ‘Tweakings’ were an inevitable part of the situation, where numerous contingent and changing elements transacted, leading to the ongoing reconfiguration of occupation (Aldrich, 2008). ‘Tactics’ were employed in struggles around power and control, success requiring an ability to read the scene and seize opportunities, while any victory was temporary.

Application to Practice: This micro level of occupation, subtle and often sub-conscious, is important in understanding the moment by moment development of the flow of occupation, and in enabling people to maintain balance and control within the complex transactions of their lives.

References

- Aldrich, R. (2008) From complexity theory to transactionalism: Moving occupational science forward in theorizing the complexities of behavior, *Journal of Occupational Science*, 15(3), pp. 147-156.
- Dickie, V. (2003) The role of learning in quilt making. *Journal of Occupational Science*. 10(3), pp.120-129

EXPLORING THE OCCUPATIONAL IDENTITY OF ADAPTIVE PADDLERS: DO THEY IDENTIFY AS ATHLETES?

Friday, 17th June - 10:20 - OS - 3B.03 - Exploring Occupation - O' Flaherty Theatre - Abstract ID:
494 - Oral

Ms. Katie Moyes¹, Dr. Michele Verdonck¹, Dr. Lisa Martin²

¹Discipline of Occupational Therapy, School of Health and Sports Sciences, University of the
Sunshine Coast, ²School of Health and Sports Sciences, University of the Sunshine Coast

Background:

An acquired disability may disrupt self-identity and limit engagement in meaningful occupations (Laliberte-Rudman & Dennhardt 2008). The purpose of this study was to explore the occupational identity of adaptive paddlers and determine if they identify as athletes.

Method:

The mixed method study design included 10 adaptive paddlers with a physical disability whom competed at a national competition. Participants completed athletic identity and quality of life outcome measures. Qualitative interviews were conducted with 5 participants and thematically analysed. Word frequency function triangulated the findings; as seen in the word cloud represented in Figure 1.

Results:

Participants identified as an athlete, abled not disabled, a paddler, and family member. The majority of participants reported a higher overall quality of life than comparative samples with similar physical disabilities. There was no statistically significant difference found between participants' athletic identity and the athletic identity of elite athletes with and without disabilities.

Conclusion:

Participants did identify as an athlete, as indicated by the AIMS and qualitative reports. They identified more specifically as a paddler in addition to being abled not disabled and a family member. The findings could be conceptualised through the Model of Human Occupation (Kielhofner 2008) or identity theory, emphasising the complexity of one's identity and their encompassment of a variety of roles.

Application to Practice:

This study suggested that occupational therapists should explore participation in adaptive sport for individual's with an acquired disability to assist with maintaining a positive occupational identity, encouraging engagement in meaningful occupation and enhancing quality of life.

UNSANCTIONED OCCUPATIONS: A FIGURED WORLD ANALYSIS

Friday, 17th June - 10:40 - OS - 3B.04 - Exploring Occupation - O' Flaherty Theatre - Abstract ID: 21 - Oral

Dr. Niki Kiepek¹, Dr. Shanon Phelan², Dr. Lilian Magalhaes³

¹Dalhousie University, ²University of Alberta, ³Western University

Background: A critical and epistemic analysis of occupation was undertaken, using the “figured world” discourse analysis approach. Figured worlds are “typical” representations of a particular construct based on taken-for-granted theories and stories developed through experience and “guided, shaped, and normed” through social interactions. Implicit and explicit values and beliefs that contribute to current understandings of occupation are examined.

Method: This research involved an interpretative literature synthesis using the figured worlds discourse analysis approach to inform concept development. The literature review included peer reviewed articles published in the Journal of Occupational Science between 2000 and 2012.

Results: Findings indicate a tendency to identify occupations as those activities that are considered to be “positive.” Occupation-related theory and research focuses on the relationship between occupation and enhanced health or well-being. There has been an implicit exclusion of activities that are considered “negative,” “unhealthy” or “deviant” from the figured world of occupation.

Conclusion: The role of occupational science in (re-)presenting occupations is a social justice issue that contributes to social constructions of sanctioned and unsanctioned ways of doing, being, becoming, and belonging. Occupational science has the potential to play a significant role in advancing critical understandings about the social construction of occupations as moral or immoral, deviant or normal, and healthy or unhealthy.

Application to Practice: It is imperative to conceptualise a broader spectrum of occupations inherent to daily life. This may minimize the potential to render particular occupations as invisible and mitigate risks of further stigmatizing, marginalizing, and oppressing individuals and collectives.

AN OCCUPATIONAL THERAPY NEEDS ASSESSMENT FOR AN ORGANIZATION ATTENDING TO CHILDREN WITH AUTISM SPECTRUM DISORDER IN ADDIS ABABA, ETHIOPIA

Friday, 17th June - 09:40 - OS - 3C.01 - Supporting Education - Anderson Theatre - Abstract ID:
110 - Oral

Ms. Silje Hammarlund¹

¹Jönköping University

Aim: To identify the occupational therapy needs at the Nehemiah Autism Center by completing a needs assessment. **Method:** A mixed-methods design was adopted to construct a comprehensive needs assessment to identify the occupational therapy needs. **Result:** All areas of what an occupational therapist could assist with were selected as an area of need. Communication and social skills were most frequently reported and behavior management was ranked as most important among caregivers. Among staff members, leisure and play was reported most frequently and stress management was ranked as most important. Training opportunities, communication among staff members, and co-worker relationship were identified to be supporting factors in achieving the organization's goal. Stigma, religion, and cultural diversity were reported to be unsupportive factors. **Conclusion:** There is a great need for occupational therapy services to attend to children with autism spectrum disorder at Nehemiah Autism Center in Addis Ababa, Ethiopia.

Keywords: Developing country. Habilitation. Health. Horn of Africa. Low-income country. Mental health. Neurological. PEOP-model. Sub-Saharan Africa.

SUPPORT CENTERS FOR STUDENTS WITH DISABILITIES IN ISRAELI HIGHER EDUCATION: DEVELOPMENT OF A NEW SERVICE

Friday, 17th June - 10:00 - OS - 3C.02 - Supporting Education - Anderson Theatre - Abstract ID:
681 - Oral

Dr. Dalia Sachs¹, Dr. Naomi Schreuer¹

¹School of Occupational Therapy, University of Haifa

Background:

Despite worldwide changes in legislation, and the development of support programs for students with disabilities (SWD), low enrollment and high first-year dropout rates for SWD still remain (Dutta et al., 2009). Recognizing the physical, academic, and social barriers regarding SWD inclusion in higher education, and in order to promote social justice, the National Insurance Institute supported the development of accessibility centers. Human service professionals, including occupational therapists, have become service providers at these centers, developing a new professional specialization. This study aims to examine service providers' perceptions of their role and of the contribution of services they provide to SWD.

Method:

Using a qualitative-phenomenological approach, 16 service providers at 10 Support Centers were interviewed in 3 focus groups.

Results:

Content analysis revealed four main themes: (1) what are we doing and works for students; (2) are we responsible for the students' success - what are the boundaries of our services; (3) who are we? a new professional specialization; (4) are we service providers or social activists?

Conclusion:

The new support centers have an important impact on the success of SWD, and on the promotion of campuses' accessibility. However, there are no clear definitions of responsibilities. Identifying successful practices are crucial for the inclusion of SWD in higher education.

Application to Practice:

Many of the centers are coordinated by Occupational Therapists that draw upon previous knowledge to develop and shape practices. To improve services, practices should be shaped on the integration of professional and social justice models.

SUPPORTING THE TRANSITION INTO EMPLOYMENT: A SUPPORT SERVICE FOR STUDENTS WITH DISABILITIES- CAREER PATHWAYS

Friday, 17th June - 10:20 - OS - 3C.03 - Supporting Education - Anderson Theatre - Abstract ID:
829 - Oral

Mr. Kieran Lewis¹, Ms. Claire Gleeson², Dr. Clodagh Nolan³

¹Unilink Service, Trinity College Dublin, ²Discipline of Occupational Therapy, Trinity College, Dublin, ³discipline of occupational therapy

Background:

The European Union has been supporting students with disabilities for over ten years through the European Social fund. As a result more students than ever with disabilities are accessing and succeeding in higher education (AHEAD, 2015), however they are still experiencing difficulties entering the world of work as identified by Nolan and Gleeson (2015). Students/Graduates were experiencing difficulties such as challenges with negotiating disclosure and reasonable accommodations, concerns building work experiences, and fitting into the workplace.

The aim of this paper is to present the Career Pathways Service established in response to this research, and to share the innovative occupation-focused approaches developed to complement and enhance the career-focused services offered by Careers Advisers within higher education institutes.

Theoretical underpinning:

The approaches developed were guided by the Person-Environment-Occupation Model with Occupational Therapists utilising their expertise in occupation and occupational engagement to enable students to develop work-related skills, through their experiences with the student role.

Techniques:

Career Pathways utilised different approaches to supporting students, including one-to-one occupational therapy and careers advisory sessions, group based workshops, a peer support model, a three day Boot Camp and an online e-portfolio system.

Evaluation of outcome:

126 students have utilised Career Pathways over the past year and a half, with over 400 individual meetings, a three day boot-camp and 61 students registering on the ePortfolio.

Application to practice:

This presentation will share some lessons learnt and will provide information in how OTs can support this educated group of students to manage the transition into employment.

A CROSS-CULTURAL COMPARISON OF OCCUPATIONAL THERAPY STUDENTS' APPROACHES TO ACADEMIC STUDY

Friday, 17th June - 10:40 - OS - 3C.04 - Supporting Education - Anderson Theatre - Abstract ID:
27 - Oral

Dr. Ted Brown¹, Dr. Kenneth Fong², Mr. Tore Bonsaksen³

¹Department of Occupational Therapy, Monash University - Peninsula Campus, ²Department of Rehabilitation Sciences, The Hong Kong Polytechnic University, ³Occupational Therapy Programme, Faculty of Health Sciences, Oslo University College

Background: To investigate if cross-cultural differences exist between occupational therapy students from Australia, Norway and Hong Kong in their approaches to academic study.

Methods: 644 undergraduate occupational therapy students from Australia (n=376), Norway (n=159), and Hong Kong (n=109) completed the Approaches and Study Skills Inventory for Students (ASSIST). The ASSIST measures students' approach to student. Data were analysed using analysis of variance.

Findings: Australian students differed significantly from Norwegian and Hong Kong students on the 'Seeking Meaning', 'Organised Study', and 'Time Management' subscales. Hong Kong students were significantly different from Australian students on the 'Alertness to Assessment Demands', 'Monitoring Effectiveness', 'Lack of Purpose', and 'Unrelated Memorising' subscales. Norwegian students were significantly different from Hong Kong students on the following approaches to study: 'Monitoring Effectiveness', 'Lack of Purpose', and 'Unrelated Memorising'. Overall, there were no significant differences between the three student groups on Deep approaches to learning, however, there were significant differences on Strategic and Surface approaches to academic study.

Practice & Education Implications: From the results, it appears occupational therapy students have similar approaches to Deep types of learning, but differ in their Strategic and Surface approaches academic study. This provides valuable information for academic and fieldwork educators of students.

Conclusion: Students' cultural background appears to impact their approaches to study. When academic educators and practice education supervisors are designing learning opportunities, they should take students' cultural background into consideration. They should also provide a range of learning opportunities that facilitate Deep, Strategic, and Surface approaches to study.

DEVELOPMENT OF A CONSENSUS STATEMENT ON DE-BRIEFING PRACTICE EDUCATORS FOLLOWING FACILITATION OF A FAILED STUDENT PLACEMENT

Friday, 17th June - 09:40 - OS - 3D.01 - Education: Placement - D'Arcy Thompson Theatre -
Abstract ID: 187 - Oral

Ms. Valerie Flattery¹

¹Galway University Hospitals

Background:

Practice education is a fundamental component of occupational therapy (OT) education with the Practice Educator (PE) playing a pivotal person in the overall education of the student occupational therapist (CORU, 2014). Not all practice placements are successful and when there are challenges it can have an impact on the PE. Little literature exists on the topic of debriefing or supporting Practice Educators following failed OT student placements although it is cited and widely used as a recognised component of learning (Bender & Walker, 2012), yet no process or structure is apparent. Thus the research aim was to develop a consensus statement on the content of debriefing in an Irish context.

Methodology & Results:

A mixed methods approach allowed for a multifaceted topic to be explored comprehensively within a single research project with ethical approval in place. A cross sectional survey (n=79) to ascertain current practice was conducted as Phase 1 of the research. Phase 2 consisted of a focus group using the Nominal Group Technique (NGT) (n=10), inclusion criteria applied, aiming to reach a consensus statement on the content of debriefing. Within the NGT approach aggregate ranking of participants' scores is completed, making it non-hierarchical and representative of the sample (Kitzinger, 2006).

Application to Practice:

The conference session will discuss the findings of the NGT and their relationship to the literature in the area, which resulted in a consensus statement on the content of debriefing sessions.

THE DEVELOPMENT OF A RELEVANT AND RESPONSIVE OCCUPATIONAL THERAPY UNDERGRADUATE NEUROLOGICAL CURRICULUM WITHIN A SOUTH AFRICAN CONTEXT: A COLLABORATIVE APPROACH

Friday, 17th June - 10:00 - OS - 3D.02 - Education: Placement - D'Arcy Thompson Theatre -
Abstract ID: 1097 - Oral

Mrs. Lee Ann Jacobs Nzuzi Khuabi¹, Ms. Juanita Bester¹

¹Stellenbosch University

Background:

Neurological conditions are one of the top burdens of disease in South Africa and form a sizeable proportion of an occupational therapist's workload. The South African health system is characterized by limited resources, high bed turnover rates and a high therapist to patient ratio. This raises questions regarding the relevance and applicability of what undergraduates are taught, given the nature and demands of the South African public health system.

This paper focuses on the collaborative process followed with the restructuring of the neurology module.

Method:

The study design is an explorative, descriptive qualitative study which made use of purposive sampling. The study comprises of focus group interviews held with clinicians; third and fourth year students and experts. In addition the study included a review of relevant documentation and evidence based practice.

Data was captured on audiotape and transcribed verbatim. Thematic content analysis was used to delineate themes emerging from the texts.

Results:

Five themes emerged from the data sets namely: foundational knowledge, skills and attitude; assessment; treatment; limited resources and factors influencing optimal learning experiences.

Conclusion:

Numerous changes in the clinical platform have a direct impact on the training of students. It was highlighted that in order to practice in the field of neurology new graduates require competencies to address the evolving needs of society.

Application to Practice:

This study will assist in aligning undergraduate training and practice, addressing the current knowledge gaps, and utilize limited teaching time effectively.

EDUCATIONAL LEADERSHIP: ESSENTIAL QUESTIONS-DOORWAYS TO UNDERSTANDING

Friday, 17th June - 10:20 - OS - 3D.03 - Education: Placement - D'Arcy Thompson Theatre -
Abstract ID: 465 - Oral

Dr. Marian Gillard¹

¹Division of Health Sciences, Montgomery County Community College in the United States of
America, Blue Bell, Pennsylvania. mgillard@mc3.edu

Background:

Are occupational therapy practitioners prepared to ask essential questions that guide our understandings of human occupation as a determinant of health? Participants learn the results of analysis of key professional standards and their relevance to education and continuing competence.

Educational Philosophy or theory:

As demands increase for utilization of evidence-based, occupation-centred occupational therapy, practitioners and educators benefit from utilization of professional standards. At the same time, standards benefit from critical analysis to ensure relevance and timeliness to the communities we serve.

Pedagogy / educational approach used:

According to Wiggins & McTighe (2005, p. 107) essential questions are used to facilitate transfer of learning by pushing us to look for familiar patterns, connect ideas, and consider useful strategies when faced with novel challenges. Essential questions are used to help the learner achieve greater focus, understanding, and efficacy.

Evaluation:

Using critical analysis techniques the author analysed the 2013 ACOTE Standards for a doctoral-degree-level Educational Program for the Occupational Therapist.

Application to Education and /or practice:

In this session participants are guided to consider how professionally relevant standards can improve our ability to ask essential questions that influence our deepest beliefs, to reflect on our thinking and to move us to push boundaries and enact real change.

References

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2.Accreditation Council for Occupational Therapy Education. (2011) 'Occupational Therapy Educational Standards

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INFLUENCING POLICY AND LEGISLATION: SPIN OR EVIDENCE?

Friday, 17th June - 10:40 - OS - 3D.04 - Education: Placement - D'Arcy Thompson Theatre -
Abstract ID: 1143 - Oral

Mrs. Julia Skelton¹

¹British Association/College of Occupational Therapists

Introduction:

The College of Occupational Therapists (COT) over the last 10 years has been engaged in influencing policy and legislation (Great Britain. Parliament 2014), and key stakeholders to raise the profile of occupational therapy to demonstrate the value of occupational therapy to service users and their carers.

COT has had some success and employed a number of ways in which to influence using facts, evidence and spin with the result that occupational therapists has been named in legislation and a higher profile in governmental policies across the UK.

Description

This presentation seeks to explore the numbers of ways in which occupational therapy professional bodies can: develop products to assist influencing locally, lobbying at a governmental level, and how engagement early on within governmental policy groups can raise the profile of occupational therapy and services delivered.

Application to practice:

COT has developed occupational therapy evidence fact sheets in 20 areas of practice that include cost benefits of occupational therapy interventions (COT 2015), which has helped occupational therapists to influence service delivery locally. Occupational therapist being named in legislation has had an impact on their profile, delivery of services and workforce commissioning.

Outcomes:

This presentation will seek to look at some of the positive outcomes achieved across the UK. It will demonstrate how spin and evidence both have their place with examples of influencing gains for occupational therapy and their service users and carers. It is hoped that participants will leave with a better understanding of how to influence.

INTER-RATER AND TEST-RETEST RELIABILITY OF THE DANISH VERSION OF THE EVERYDAY TECHNOLOGY USE QUESTIONNAIRE WHEN USED WITH ELDERLY PEOPLE WITH AND WITHOUT CHRONIC OBSTRUCTIVE PULMONARY DISEASE

Friday, 17th June - 09:40 - OS - 3E.01 - Measurement and Assessment - Kirwan Theatre - Abstract
ID: 597 - Oral

Ms. Rina Juel Kaptain¹, Prof. Anders Kottorp², Dr. Lena Rosenberg³, Prof. Louise Nygård², Dr.
Tina Helle¹

¹University College of Northen Denmark, ²Karolinska Institutet, ³Karolinska Instiutet

Background: Everyday technologies are today naturally integrated in people's daily life. For elderly people and people living with a chronic disease like chronic obstructive pulmonary disease (COPD), the ability to use e-health technologies to monitor and survey their disease becomes increasingly important. Yet, only few clinical assessments to address perceived difficulties in using everyday technologies, including e-health technologies, that provides evidence of reliability and precision in measures. The aim of this study was therefore to investigate inter-rater and test-retest reliability of the Danish version of the Everyday Technology Use Questionnaire (ETUQ) in a sample of elderly persons with (n=23) or without COPD (n=24).

Method: ETUQ was initially translated following dual panel approach, and then administered in a sample of 47 persons. Svensson's method for paired ordinal data was utilized for calculation and analysis of reliability using different statistical measures of agreement.

Results: Overall, inter-rater and test-retest reliability of the Danish version of ETUQ demonstrated excellent percentage agreement (PA) (>75%). Yet, for test-retest reliability of nine items, the PA varied from fair (53%) to good (73%) agreement, and demonstrated systematic disagreement and individual variability.

Conclusion: This study support reliable use of the Danish version of ETUQ in samples of elderly people with or without COPD. The nine items with systematic disagreement and individual variability needs further considerations in future administration of ETUQ.

Application to Practice: The Danish version of ETUQ is an important contribution to clinical occupational therapy and research in Denmark with evidence of reliability and precision.

NEW OUTCOME MEASURES FOR PAIN AND FATIGUE DURING A TYPICAL DAY: PAIN AND FATIGUE GRAPHS

Friday, 17th June - 10:00 - OS - 3E.02 - Measurement and Assessment - Kirwan Theatre - Abstract
ID: 909 - Oral

Mrs. Renske Janssen¹, Dr. Edith Cup², Prof. Tanya Packer¹, Mrs. Mirjam Nijhuis³, Mr. Jos I
Jspeert¹, Dr. Nens Van Alfen⁴, Dr. Jan Groothuis¹

¹Radboud University Medical Centre, Donders Centre for Neuroscience, Department of
Rehabilitation, Nijmegen, ²Radboud University Medical Centre, Department of Rehabilitation,
Nijmegen, The Netherlands, ³School of Occupational Therapy, HAN University of Applied
Sciences, Nijmegen, ⁴Radboud University Medical Centre, Donders Centre for Neuroscience,
Department of Neurology, Nijmegen

Background:

Patients with a Neuralgic Amyotrophy (NA) often experience pain, fatigue and difficulties performing activities of daily life, which is correlated to scapular instability, increased fatigability and overuse of muscles in NA. To obtain insight in the relation between daily activities and their complaints, patients are asked to draw graphs for their pain and fatigue during a typical day. On the x-axis 24 hours of the day are represented and on the y-axis pain or fatigue are represented using numerical rating scales with 1 referring to no pain/no fatigue and 10 to maximum pain/maximum fatigue. To know whether these graphs can be used as outcome measures psychometric properties are studied.

Method:

To study reliability, the graphs were completed by 8 patients with NA twice within one week (test-retest reliability) and at two moments while two different therapists gave instructions (interrater reliability). To study construct validity and responsiveness, the graphs were correlated with valid measures of pain (Shoulder Rating Questionnaire) and fatigue (Checklist Individual Strength-subscale fatigue) in 70 patients before and after multidisciplinary rehabilitation.

Results:

Test-retest and interrater reliability appears good with high ($>0,08$) and significant ($p<0,001$) ICC's and Pearson correlation coefficients. Data for the construct validity and responsiveness are being analyzed.

Conclusion:

The graphs representing pain and fatigue during a typical day provide reliable data and validity data will be presented at the conference

Application to Practice:

Two new promising outcome measures for pain and fatigue during a typical day are under development and presented at the conference.

PRACTICE ORAL / A HUMAN RIGHTS PERSPECTIVE OF OCCUPATIONAL THERAPY ASSESSMENTS

Friday, 17th June - 10:20 - OS - 3E.03 - Measurement and Assessment - Kirwan Theatre - Abstract
ID: 1184 - Oral

Prof. Clare Hocking¹

¹Auckland University of Technology

Background:

Occupational therapy assessments gather information about people, the occupations that matter to them, and the environments in which they participate. The aim is to collect, synthesise and interpret information necessary to appropriately address people's occupational needs. In most practice settings, we collaborate directly with the recipients of occupational therapy to understand their capacities, challenges, resources, and environmental factors that support or prohibit engagement in occupation.

Theoretical underpinning:

Assessment practices focusing on individual clients are challenged by the World Report on Disability (WHO & World Bank, 2011), which asserts that disabled people 'experience exclusion from everyday life activities' (p. xxi). To address inequities in access to occupation, occupational therapists must attend to the social, political, policy, and economic context, which determines the opportunities available to disabled people.

Assessment:

Occupational therapy assessments must identify vulnerable groups and appraise the social conditions that create vulnerabilities and reduce opportunities. Such assessments must be broad-based because the information required is about groups, not individuals, and is available as demographic rather than diagnostic data.

Evaluation of outcome:

Attending to the social determinants of health is important because we treat what we measure.

Application to practice:

Incorporating assessment of societal factors will enable us to work for change at a societal level, such as policies enforcing disabled children's access to sports clubs or reasonable workplace accommodations for people with enduring health conditions.

References

World Health Organization and The World Bank (2011) World report on disability. Geneva: WHO Press. Available at: http://www.who.int/disabilities/world_report/2011/report.pdf (Accessed February 3, 2015).

VALIDITY OF THE DANISH VERSION OF OCCUPATIONAL BALANCE QUESTIONNAIRE (OBQ-DK)

Friday, 17th June - 10:40 - OS - 3E.04 - Measurement and Assessment - Kirwan Theatre - Abstract
ID: 736 - Oral

Dr. Anne Le Morville¹, Dr. Carita Håkansson², Dr. Petra Wagman³, Dr. Tina Hansen⁴

¹Metropolitan University College, Occupational Therapy Program, ²Lund University, ³Jönköping University, ⁴Division of Physical and Occupational Therapy, Faculty of Health and Technology, Metropolitan University College, Copenhagen

Background:

Occupational balance is a well-known concept within occupational therapy. The OBQ (Wagman and Håkansson, 2014) is developed to measure occupational balance. The OBQ is a 13-item questionnaire with 4 response categories and has been translated into Danish. The aim of this study was to investigate the construct validity of the OBQ-DK using the Rasch model.

Method:

Postal survey data to working aged participants (n=366; 69% women) were included. Their responses to the OBQ-DK were evaluated by Rasch analysis, partial credit model.

Results: Initially, Rasch analysis failed to support the unidimensional structure of the 13-item OBQ-DK (Chi-Square 104.5 (df 52; $p < 0.001$). All items had ordered threshold. Differential Item Functioning was absent across contextual factors (sex, age, education). Adjustment of local item dependency between two items and removal of four misfitting items resulted in perfect fit to the Rasch model (Chi-Square 36.85 (df 32; $p = 0.254$). Reliability was high (PSI = 0.82). The four deleted misfitting items formed an additional unidimensional scale (Chi-Square 19.35 (df 16; $p = 0.251$). Reliability was acceptable (PSI = 0.78).

Conclusion: The study provides evidence for OBQ-DK's construct validity. The Rasch analysis produced a 2-dimensional, 13-item questionnaire assessing the persons' perception of occupational balance. Further research is required to establish the measures' validity in various populations.

Application to Practice:

The results and small number of items makes it feasible to implement the OBQ-DK into clinical and/or research settings, where measuring occupational balance is needed.

HEALTH-PROMOTING PERSONAL PROJECTS OF OLD PERSONS IN NORTHERN SWEDEN

Friday, 17th June - 09:40 - OS - 3F.01 - Older Adults - Larmor Theatre - Abstract ID: 938 - Oral

Dr. Cecilia Bjorklund¹

¹Department of Health Sciences, Luleå University of Technology, Luleå, Sweden.
cecilia.bjorklund@ltu.se

Predicted longevity of old persons may impose a challenge to welfare and care systems. The concept personal project describes occupations that are extended, interrelated sequences of deliberate actions salient in time. They aim to achieve personal goals coherently contributing to health and well-being. Such personal projects create meaning in people's lives and enhance health and well-being. This study was aimed to explore personal projects relevant to health and well-being during the forthcoming 12 months described by old persons in northern Sweden.

Eleven old persons (mean age = 76 years) living in their community homes, who had reported high health in a previous study, were purposively selected and interviewed. Data was analysed by content analysis deductively guided by the concept personal project.

The findings revealed 14 personal projects which were categorised into the five core projects: Keeping the family together, Enjoying one's life at home, Being close to nature, Cultivating oneself, and Promoting conditions for healthy aging. Each of the 14 personal projects comprised several sequential occupations constructing the personal projects.

Coherently, findings illuminate a projects system relevant for health and well-being constructed by core projects including personal projects comprising sequential occupations. These findings are discussed in relation to promotive health aspects elucidated by earlier research on the concept personal project, which found core projects to be essential for anchoring project systems.

Core projects and personal projects identified in this study may contribute to health professionals' knowledge of a coherent structure of occupations promoting healthy ageing.

A PUBLIC HEALTH PERSPECTIVE ON HOUSING ACCESSIBILITY FOR SENIOR CITIZENS: ESTIMATING EFFECTS ON GROUP AND POPULATION LEVELS

Friday, 17th June - 10:00 - OS - 3F.02 - Older Adults - Larmor Theatre - Abstract ID: 460 - Oral

Dr. Cecilia Pettersson¹, Dr. Marianne Granbom¹, Dr. Björn Slaus¹, Dr. Marianne Kylberg¹, Prof. Susanne Iwarsson¹

¹Lund University

Background:

Aggregated occupational therapy knowledge on accessible housing and its support for activity and participation is of great value to inform public health policy. Making use of existing databases of environmental barriers in the housing stock, this project aimed to display the severity of housing accessibility problems for senior citizens with different functional limitation profiles (FLPs) and investigate the potential effects of eliminating five selected environmental barriers (frequently targeted in individual housing adaptations) in the housing stock throughout Sweden.

Method:

Environmental barriers (60 items) of 1,021 dwellings were assessed with the Housing Enabler instrument. FLPs representing large groups of senior citizens were used in simulated analysis to generate accessibility problem scores for dwellings of different type and building period. Effects on the Swedish housing stock of eliminating five selected environmental barriers were estimated for each FLP.

Results:

In median, 31-32 environmental barriers were present in all dwellings, causing accessibility problems for all FLPs – however more substantially for FLPs including mobility-device use. By elimination of five selected environmental barriers the accessibility score would improve with 3-39% depending on type of FLP and building period of the dwellings. For elimination in the total housing stock, 22-82% of all dwellings would need to be addressed.

Conclusion: Despite high housing standard in the Swedish housing stock the results show substantial accessibility problems for senior citizens with functional limitations. To make housing accessible large-scale and systematic efforts are required.

Application to Practice:

The results can be used to inform public health and housing policy.

OPTIMAL: A PRIMARY CARE-BASED INTERVENTION FOR PEOPLE WITH MULTIMORBIDITY

Friday, 17th June - 10:20 - OS - 3F.03 - Older Adults - Larmor Theatre - Abstract ID: 602 - Oral

Dr. Deirdre Connolly¹, Ms. Jess Garvey¹, Dr. Fiona Boland², Prof. Susan Smith²

¹Discipline of Occupational Therapy, Trinity College, Dublin, ²Department of General Practice, Royal College of Surgeons

Background:

Interventions are needed to improve health outcomes for individuals with multimorbidity. A six-week occupation-focused, self-management programme (OptiMaL) was designed based on the Stanford model (Lorig, et al., 1999) to increase occupational participation. A randomised controlled trial investigated the effectiveness of OptiMaL in a primary care setting.

Method:

Fifty participants were randomised to an intervention (n=26) or waiting-list control group (n=24). The primary outcome was frequency of occupational participation. Secondary outcomes included satisfaction with occupational performance, self-efficacy, quality of life, anxiety and depression, impact of health education on self-management and health care utilisation.

Results: A multiple linear regression model showed significant improvements in frequency of occupational participation for the intervention group (p=0.003). There was also a significant difference between the groups for occupational performance (p<0.001) and satisfaction with same (p<0.001), self-efficacy (p<0.001), quality of life (p=0.001) and positive and active engagement in life (p=0.002). There were no significant differences in mood or health care utilisation.

Conclusion: OptiMaL significantly improved the frequency of occupational participation which is an important components of effective self-management of chronic diseases. The trial contributes evidence on the effectiveness of an intervention for patients with multimorbidity which can be implemented at primary care.

Application to Practice:

The results of this study support the role of occupational therapists in designing and delivering self-management programmes for those with single and multiple chronic diseases.

WETAKECARE – A NEW ICT BASED AAL PROGRAM TO PROMOTE THE PERFORMANCE OF ADL IN ELDERLY

Friday, 17th June - 10:40 - OS - 3F.04 - Older Adults - Larmor Theatre - Abstract ID: 625 - Oral

Prof. Heidrun Becker¹, Mrs. Silke Neumann², Mrs. Ursula Meidert³, Mr. Arno Wienholtz⁴, Mr. Ricard Barberà Guillem⁵, Dr. Rakel Poveda Puente⁶

¹Zurich University of Applied Science, ²Zu, ³Zuyd University of Applied Sciences, ⁴KAA,
⁵Instituto de Biomecánica de Valencia, ⁶I

Background:

In the context of the European Active and Ambient Assisted Living (AAL) Joint Program (Call 5, 2012), an interactive and multimodal system was developed to promote independent living of elderly people in their homes. “WeTakeCare” aims to empower collaborative caring and training between an elderly person and their non-professional caregiver. The target users are people aged 50+, having mild to moderate physical limitations.

Method:

Literature review and dataset analysis, focus group interviews and design methods were used to develop the system. Usefulness and usability of the system was validated in focus group interviews, by usability tests and field tests.

Results:

The main ADLs that need to be trained are: walking, climbing stairs, getting up from sitting position, bathing, dressing, prepare meals, shopping, light and heavy housework.

The system covers: serious games, compensating strategies visualized by videos and photos, information about assistive devices, environment adaptation, health tips, tips for caregivers, calendar and reminder function, social interaction via video and email chat. WeTakeCare is considered interesting, satisfactory and useful for seniors in the first and second validation. Field validation with 20 couples in Spain and Switzerland are starting in December 2015. First results can be given at the COTEC congress.

Conclusion:

WeTakeCare promotes the performance of ADL, independent living and supports family caregivers by transferring knowledge to a population that is hard to reach: the healthy ageing, home dwelling people 50+.

Application to Practice:

OTs can use ICT to support health promotion and reach new target groups.

DO YOU KNOW THE BIEL MODEL? HOW A SWISS OT MODEL COULD CONTRIBUTE TO THE OT WORLD TODAY

Friday, 17th June - 09:40 - OS - 3N.01 - Models and Theoretical Approaches - O' hEocha Theatre -
Abstract ID: 325 - Oral

Mrs. Franziska Wirz¹, Mrs. Marie-Theres Nieuwesteeg², Mrs. Brigitta Spiegel Steinmann¹, Mrs. Franziska Heigl³

¹University of Applied Sciences ZHAW Winterthur, ²former School of Occupational Therapy, Biel,
³Inselspital, University Hospital Berne

As other models of occupational therapy, the Biel Model was developed in the 90ties of the last century for OT-practice, interventions, and education. Unique to the Biel Model is the approach of developing an understanding of human occupation through the profound examination of action theories (Levin, Leontjev, Hacker, Volpert and Von Cranach). Most models of OT have been developed in the Anglo-Saxon world. On the contrary, the Biel Model can be seen as the first documented process of how European respectively Swiss OTs understood "occupation". German translators of Anglo-Saxon models encounter the problem of how to accurately convey the meaning of the term "occupation." Based on the terminology used in existing action theories, the Biel Model refers to the occupational competence of a human being. The authors had the chance of discussing the Biel Model with G. Kielhofner (MOHO), H. Polatajko (CMOP-E) and J. Ranka and C. Chapparo (OPM Australia), but for a broader international accessibility the Biel Model had the disadvantage of being described only in German. In February 2015 we held a symposium and discussed the actual relevance of the model with A. Fisher and I. Illot (Wirz, 2015). Currently, the Biel Model is evaluated in German speaking countries and further development is initiated with an expert conference. The publication by Nieuwesteeg & Somazzi (2010) will be updated and published in English. At the COTEC conference we share insights in the challenging process of deciding upon the Biel Models actual relevance in and beyond Switzerland.

SKILL&CO: OUR JOURNEY IMPLEMENTING A NEW SKILL CONCEPT

Friday, 17th June - 10:00 - OS - 3N.02 - Models and Theoretical Approaches - O' hEocha Theatre -
Abstract ID: 369 - Oral

Mrs. Franziska Wirz¹, Mrs. Maria Auer²

¹University of Applied Sciences ZHAW Winterthur Switzerland, ²University of Applied Sciences,
Winterthur

Background: Skills are essential to OT curricula. But what skills do we integrate and how to we teach them? While developing a new curriculum, we started a challenging journey of finding consensus, defining structures and finally implement our new skill concept. Educational Philosophy: We initiated with a broad discussion among lecturers, including an advisory board of practitioners. In our discussions we identified various needs for skill acquisition in an OT curriculum. As a result we defined basic skills taught in all modules and a special track in a longitudinal module over the study course linked to upcoming fieldwork placements. Educational approach: The first obstacle was to find an overall suiting systematic for the skill-labs. Within the longitudinal modules we provide OT based skill-labs (Fisher 2013) including the OTPF domains (AOTA 2014), concept based skill-labs, creative projects and an enablement skill week (Townsend & Polatajko 2013). The enablement skills are also used as an overall systematic to link skill acquisition to interventions of OT and underling theories and evidence. Based on the “simple model of competence” developed by Miller (1990), the methods of role play (Joyner & Young 2006, Bosse et al 2010), the cognitive apprenticeship (Collins 1989), and the integration of simulated patients (Barrows 1993) and real patients by now are experienced as suitable learning concepts. Evaluation: We share hindrances and benefits based on examples of skill-labs (including videos) and present our journey to find the most suitable mix and combination of OT concepts and learning methods for our students.

UNPACKING THE CONCEPT OF PERSON-CENTRED CARE WITHIN OT IN DEMENTIA CARE

Friday, 17th June - 10:20 - OS - 3N.03 - Models and Theoretical Approaches - O' hEocha Theatre -
Abstract ID: 745 - Oral

Dr. Sanetta Du Toit¹, Dr. Lena Rosenberg², Mrs. Margarita Mondaca², Dr. Meryl Lovarini³

¹University of Sydney, ²Karolinska Institutet, ³University of Sydney

Person-centred care (PCC), especially for frail and vulnerable elders with advanced dementia, remains in many ways an elusive concept. There appears to be a persistent strain between the medical and social models of care in institutionalised environments that strives to provide the last homely comforts to the people living there. A scoping review was conducted to determine how PCC is reflected by occupational therapy (OT) practice.

The scoping review methodology followed guidelines by Arksey and O'Malley (2005). Eligibility criteria include peer-reviewed studies published between 1995 and 2015 focusing on OT within aged residential care with people who have moderate to severe cognitive impairment associated with dementia. Studies retrieved from the searches were first independently screened for relevance and then assessed for inclusion. Relevant data were extracted and summarised using a critical interpretive synthesis developed for this study.

Key characteristics of each study will be presented to demonstrate how the advancement of PCC is supported or inhibited.

PCC that is reflective of occupational engagement and supports natural scenarios of everyday life is paramount when providing services in someone's last home. The diverse nature and holistic approach of OT; a history evident of pressure to conform to the medical model; and expanding into new areas of practice delivery continue to impact the day-to-day business of OT. In our efforts to contribute as professionals within institutional dementia care settings for older persons, we need to consider how we can better support and expand our services to reflect the essence of PCC.

A NEW APPROACH TO EMPOWER CLIENTS RESILIENCE; AND ITS THEORETICAL UNDERPINNING

Friday, 17th June - 10:40 - OS - 3N.04 - Models and Theoretical Approaches - O' hEocha Theatre -
Abstract ID: 1188 - Oral

Mrs. Barbara Aegler¹, Mrs. Franziska Heigl², Mrs. Fay Zischek³

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³Praxis für Handrehabilitation und Ergotherapie GmbH Zürich

Background:

In the last years resilience has been receiving growing interest regarding its potential influence on health, well-being and quality of life. For a long time resilience was thought to be inborn or hereditary. Recent research shows now that it is influenced by inter- and intrapersonal factors as well as environmental factors and that it can be developed throughout life. Together with the OT Department of the University Hospital Bern, we have developed an approach to empower clients in strengthening their resilience.

Theoretical underpinning: In social science, resilience has been defined as the ability of a person to recover from, adjust to, change or resist stressful circumstances.

Resilience is closely related to the core concept of the acceptance and commitment therapy (ACT), which is to gain positive psychological flexibility. Resilience can also be view from the perspective of “doing”. This perspective gives deeper insights in the meaning of doing in relation to resilience.

Intervention: The new approach focuses on mini-activities that can be integrated into daily routines. Doing these specific mini-activities will empower clients to strengthen their self-efficacy as relevant factor of resilience.

Evaluation: The focus of the presentation will be to shortly introduce and critically discuss the theoretical underpinning of this new approach.

Application to practice:

Participants will increase their awareness of the importance of resilience in OT practice. Furthermore they will know the theoretical background of a newly developed approach to empower client's resilience.

PERCEPTIONS OF OCCUPATIONS IN EVERYDAY LIFE AMONG EU CITIZENS BEGGING IN SWEDEN

Friday, 17th June - 09:40 - OS - 3P.01 - Social Participation - O' Tnúthail Theatre - Abstract ID:
98 - Oral

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

¹Jönköping University

Background:

Poor people from EU member states, begging in order to sustain themselves, have become common in Swedish city centers. The phenomenon has been much debated but insufficient knowledge exists about the EU citizens' own perceptions of their situation (Uliczka, 2015). The aim of this study is to describe the perceptions of everyday life occupations in people having experience from begging in Sweden.

Method:

The qualitative study will be conducted in cooperation with a local NGO and adult participants from EU member states, with experience from begging in Sweden, will be interviewed individually about their everyday occupations.

Results:

The results are expected to provide insights in the perceptions of everyday life and occupations from the begging persons' own perspective, which is knowledge that is currently lacking. Some of the results will be presented at COTEC.

Conclusion:

Increased knowledge about everyday life and its occupations in begging people from EU member states would be valuable for planning useful interventions for this population.

Application to Practice:

This population may benefit from interventions provided by the occupational therapy profession aiming to enable health and well-being through occupations. However, to form these interventions it is of importance to know how begging people perceive their everyday life and its occupations.

References

Uliczka H. (2015). Inventering av forskning och kunskap rörande FEAD:s målgrupper - resultat och reflektioner. Inventing the research and knowledge regarding the target populations of FEAD – result and reflections. European Union.

MOVING STORIES: USING PHOTOGRAPHY TO UNDERSTAND THE EXPERIENCES OF OLDER PEOPLE LIVING IN CARE HOMES

Friday, 17th June - 10:00 - OS - 3P.02 - Social Participation - O' Tnúthail Theatre - Abstract ID:
1005 - Oral

Dr. Claire Craig¹

¹Lab4Living, Sheffield Hallam University

The move into the care home has been conceptualised as one of the most difficult transitions in later life (Sussman and Dupuis 2014, Lee et al 2002). This study shares the findings of a research study that sought to understand the experiences of older people living in care homes located in the north of England.

The research employed a participatory photographic research method. Following ethical approval for the study older people living in three care homes participated in a series of photography workshops and were invited to take pictures of aspects of their life that reflected what was important to them. These images then formed the basis of interviews, the content of which was analysed using an interpretative phenomenological method.

Through this method older people participating in my study described the multiple transitions they faced and the challenges of simultaneously navigating this new environment whilst also making sense of the 'alien' body they now inhabited. The life-world of the older person in my study is one conceptualized as betwixt and between past and present, place and space, being in time and out of time, between hope and despair.

The study highlighted the importance of occupation in enabling individuals to navigate the transitions they faced.

This study has important implications for occupational therapists working in care homes, particularly in relation to the role of occupation in enabling individuals to navigate the multiple transitions they face. The study also highlights the value of photography as a method for occupational therapy research.

NO BYSTANDERS - POSITIVE ROLE MODELS FOR THE OT LGBT COMMUNITY

Friday, 17th June - 10:20 - OS - 3P.03 - Social Participation - O' Tnúthail Theatre - Abstract ID:
918 - Oral

Ms. Maria Parks¹

¹York St John University

Introduction / Background:

This presentation will present and discuss the importance of creating LGBT friendly and inclusive workplaces and occupational therapy services in order to re-address some of the negative impacts on the health and wellbeing for LGBT people, who feel invisible, marginalised or discriminated in the workplace or by service providers. Stonewall (2015) provide evidence of examples of such discrimination by health and social care providers in the UK.

Description of the policy

In 2010, the UK Government revised previous anti-discriminatory legislation and brought these all together under the Equality Act 2010. Previously, UK legislation, made it illegal to discriminate in the workplace or in the provision of services, but under the Equality Act 2010, the legal duty upon employers and service providers is to PROMOTE equality and inclusivity for people protected under the Act.

Application of the policy to practice:

York St John University responded to this legal requirement by supporting the Stonewall 'No By-standers' campaign and setting up a LGBT staff network which, which has successfully raised the profile of LGBT issues and creating a visible LGBT inclusive environment. This paper will share ways that the author has participated and contributed to the promotion of inclusivity and equality for our LGBT community.

References

Stonewall (2015) Unhealthy Attitudes, the treatment of LGBT people within health and social care services. Accessed online 30.10.15 http://www.stonewall.org.uk/sites/default/files/unhealthy__attitudes.pdf

Stonewall (no date) Role Models being yourself: Sexual Orientation and the Workplace. Accessed online 30.10.15

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DOES ETHNICITY AFFECT RETURN TO WORK IN JEWISH AND ARAB MANUAL WORKERS THREE MONTH AFTER HAND INJURY?

Friday, 17th June - 10:40 - OS - 3P.04 - Social Participation - O' Tnúthail Theatre - Abstract ID: 1123 - Oral

Dr. Batia S. Marom¹, Prof. Navah Ratzon², Prof. Rafael S. Carel³, Dr. Moshe Sharabi⁴

¹School of Public Health, University of Haifa, Occupational Therapy Unit, Clalit Health Services, North and Haifa District, Israel., ²Tel Aviv University, ³School of Public Health, University of Haifa, Israel., ⁴Sociology and Anthropology Department, The Max Stern Yezreel Valley College, Israel

Background: Traumatic hand injuries (HI) are common and limit the patients' ability to participate in work. The purpose of the study was to examine the effect of ethnicity among other factors on return to work (RTW) of Jewish and Arab manual workers three months after HI.

Methods: Study participants included 178 adult males after HI. Baseline medical information was obtained from medical records in addition to socio-demographic information, several questionnaires, and interviews three months after the injury about their work status. Potential determinants related to RTW were entered in multivariate logistic regression analysis in two steps.

Results: A significant difference in RTW rate between the two groups was found (45.5% for Jews compared to 28.9% for Arabs). In step one, the odd of Jewish participants to RTW was almost twice that of Arabs. In the final model, lawyer involvement, education, and the WHO Disability Assessment Schedule 2.0 were associated with RTW.

Conclusions: A difference of the rate of employment was found. Nevertheless Arab-Jewish differences in employment were not correlated with ethnicity per se. Disparities in employment primarily derive from differences in the level of education, self-report of function and disability, and legal involvement. Further studies are recommended in order to examine other cultural factors that may explain the discrepancies in RTW between ethnic groups.

Application to Practice: patients with a lower level of education need special attention and close guidance in the process of RTW. It is recommended considering the WHO Disability Assessment Schedule 2.0 during the rehabilitation period.

INTERPROFESSIONAL COLLABORATION (IPC) IN NURSING HOMES

Friday, 17th June - 09:40 - OS - 3Q.01 - Interprofessional Working - Tyndall Theatre - Abstract ID:
844 - Oral

Ms. Britta Tetzlaff¹

¹University Medical Center Hamburg-Eppendorf

Background:

An increasing number of residents in nursing homes, who are chronically ill and in need of care (Destatis, 2013), lead to challenges for all health care professionals. Zwarenstein, Goldman & Reeves (2009, p.2) suggested “that practice-based IPC interventions can improve healthcare processes and outcomes”. Furthermore there is a relation between perceived teamwork and job satisfaction (Körner, Göritz & Bengel, 2014, p.4). But relatively little is known about how IPC occurs in daily occupations of health professionals in nursing homes as well as its meaning. The aim of the study is to analyse IPC in nursing homes.

Method:

A qualitative research design based on ‘constructivist grounded theory’ (Charmaz, 2014) was used. In episodic interviews (Flick, 2014) nurses, occupational and physical therapists were asked about their experiences and perspectives on IPC in nursing homes. The data were initially and focused coded and continually constant compared.

Results:

IPC occurs as various occupations, in the phases of each therapy session, and with a change of the residents’ occupational performance. IPC is influenced by the environment, e.g. the culture of the nursing homes, and the professional’s occupational identity, e.g. to feel responsible for particular residents.

Conclusion:

IPC in nursing homes are different occupations and influenced by the persons view and interaction with the environment. Based on the conceptual understanding of collaboration researchers and practitioners can establish interventions.

Application to Practice:

A conceptual understanding of IPC in nursing homes is a potential base for improving IPC, health and well-being in nursing homes of all stakeholders.

INTERPROFESSIONAL TEACHING GRAND ROUNDS: IMPLEMENTATION FOR EARLY LEARNING OF TEAM COLLABORATION

Friday, 17th June - 10:00 - OS - 3Q.02 - Interprofessional Working - Tyndall Theatre - Abstract ID:
552 - Oral

Dr. Patricia Scott¹

¹Indiana University

Background:

The 2003 IOM report “Health Professions Education: A Bridge to Quality” reflected 5 core competencies including: “All health professionals...deliver patient-centered care as members of an Inter-Professional (IPE) team, ...” (1,2) This paper describes an inaugural IPE event at one University, initiated by an occupational therapist which involved 120 learners from 10 health disciplines in an InterProfessional Teaching Grand Rounds.

Educational Philosophy or theory:

R. Keith Sawyer’s style of experiential learning: Sawyer is a leading expert on creativity, collaboration, and learning. The classroom is a learning laboratory where active engagement builds student confidence, competence, and the ability to collaborate.

Pedagogy / educational approach(es) used:

My approach, reflective of Sawyers educational theory is reflected in Figure 1. High levels of engagement both with the material and learners from other disciplines were used as a motivational tool.

Evaluation:

The process evaluation revealed high levels of support among faculty for the concepts of InterProfessional education coupled with a resistance to change of long-standing curricular structure. We therefore relied on engaging students outside scheduled time in the evening. Formative evaluation from the 120 student pilot, informed changes to subsequent events involving 280 students in 24 groups. Results show high learner engagement and significant changes in ranking of perceptions of roles of other health professionals.

Application to Education and /or practice:

Occupational Therapy Education is often taught in silos when learners move into systems reliant on teamwork. IPE enables early learning of collaboration with learners in other health disciplines to promote optimal patient centered care.

INTERDISCIPLINARY EXPERIENCES IN A COMMUNITY-BASED MOBILITY CLINIC

Friday, 17th June - 10:20 - OS - 3Q.03 - Interprofessional Working - Tyndall Theatre - Abstract ID:
243 - Oral

Dr. Yvonne Randall¹

¹Touro University Nevada

Summary of the Workshop:

Occupational and physical therapy professionals work collaboratively in practice in a variety of client treatment settings. However, experiences to work collaboratively while engaged in the academic process continue to present challenges. One opportunity for interprofessional collaboration between occupational and physical therapy for a community-based mobility (wheelchair) clinic will be discussed in this presentation. The process of establishing the agreement between the university and the community setting, selecting students, and personal statements from participants will be provided.

Objective 1: Explore student experiences within an interdisciplinary community setting.

Objective 2: Promote interdisciplinary student engagement within a mobility clinic.

Objective 3: Determine effective methods to enhance cooperative learning within an interdisciplinary setting.

Brief description of intended participants:

Occupational and physical therapy professionals work collaboratively in practice. Experiences to work collaboratively during the academic process continue to present challenges. One opportunity for interprofessional collaboration will be discussed in this presentation.

Reference:

ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION(ACOTE, 2013). 2011 ACOTE Standards and Interpretative Guide. Retrieved June 16, 2014 from <http://www.aota.org/-/media/Corporate/Files/EducationCareers/Accredit/Draft-Standards/2011-Standards-and-Interpretive-Guide-August-2013.pdf>

COMMISSION ON ACCREDITATION FOR PHYSICAL THERAPY EDUCATION(CAPTE, 2014). Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. Retrieved June 16, 2014 from http://www.capteonline.org/uploadedFiles/CAPTEorg/About_CAPTE/Resources

HOWELL, D. (2009). Occupational therapy students in the process of interprofessional collaborative learning: A grounded theory study. *Journal of Interprofessional Care*, 23 (1), 67-80.

EFFECTS OF THE MULTIDISCIPLINARY INTERVENTIONS FOR CAREGIVERS WITH AND WITHOUT CARE RECIPIENTS

Friday, 17th June - 10:40 - OS - 3Q.04 - Interprofessional Working - Tyndall Theatre - Abstract ID:
715 - Oral

Mrs. Kristiina Juntunen¹, Dr. Timo Törmäkangas¹, Dr. Anna-Liisa Salminen²

¹Department of Health Sciences, University of Jyväskylä, ²Kela, The Social Insurance Institution
of Finland

Background:

The purpose of this study was to investigate the extent to which two multidisciplinary interventions (MDI); individual caregiver (IC) and pair-course (PC) in the rehabilitation centre (RC) influence in depressive symptoms, quality of life and caregiver burden of caregivers of impaired persons. Both interventions included three five-day RC-periods during one year and one home visit.

Method:

Nonrandomized, controlled trial with caregivers (n=64) and caregiver-care recipient dyads (n=67) in the seven RCs in Finland. The control group included 49 caregivers without MDI. The outcome measures consisted of depressive symptoms (BDI-II), quality of life (WHOQoL-BREF) and caregiver burden (COPE Index). Assessments were completed at the beginning (0 months) and end of the intervention (12 months) for the intervention groups and within a 12 months' time period for the control group.

Results:

In the physical health domain of WHOQoL a statistically significant interaction effect between time and intervention grouping ($p = 0.016$) indicated that mean level dropped statistically significantly in control group relative to IC ($p = 0.016$) and PC ($p = 0.007$). There was no statistically significant interaction for caregiver burden, but mean level increased statistically significantly in control group relative to PC ($p = 0.047$). BDI-II did not show statistically significant changes.

Conclusion:

MDI were beneficial to increase caregivers' physical health domain of quality of life. Also, caregiver burden did not increase in the pair-course intervention.

Application to Practice:

Caregiver burden seems to increase over time without MDI and further development of interventions is needed to support caregivers' psychological well-being.

RESEARCHING AND IMPLEMENTING AGEING WELL PROGRAMMES IN EUROPE: WHAT CAN WE LEARN FROM DIFFERENCES AND SIMILARITIES?

Friday, 17th June - 09:40 - Symposium.01 - 3G - Dillon Theatre - Abstract ID: 652 - Symposium

Dr. Fenna Van Nes¹, Mrs. Christina Jessen Winge², Mrs. Dorothea Harth³, Mrs. Caroline Rijkers⁴, Prof. Gail Mountain⁵, Ms. Rieke Hengelaar⁶

¹Research Group Occupational Therapy, ACHIEVE, Centre of Applied Research, Faculty of Health, Amsterdam University of Applied Sciences, Amsterdam, the Netherlands., ²Professionshøjskolen Metropol, Copenhagen, Denmark, ³Department of Social Work and Health, University of Applied Sciences and Arts, Hildesheim, Germany. Member of the TATKRAFT Network, ⁴Research group Occupational Therapy - Participation and Environment, Amsterdam Centre for Innovative Health Practice (ACHIEVE), Amsterdam University of Applied Sciences, Amsterdam, The Netherlands, ⁵University of Bradford, UK and Health Services Research, University of Sheffield, UK., ⁶Research Group Occupational Therapy, ACHIEVE, Centre of Applied Research, Faculty of Health, Amsterdam University of Applied Sciences, Amsterdam, the Netherlands

Summary of the Symposium:

In Europe, different occupation-based programmes designed to help older adults to redesign their later life have been developed inspired by the US Well Elderly Study. Differences and similarities of approaches will be presented and discussed with regards to the following topics: the development, cross-cultural adaptation strategies, content of the programmes, settings, implementation strategies, research strategies, research results and involvement of seniors.

Precise timetable:

Introduction (15'); German cooperation between practice and research (15'); a Dutch case study (15'); the results of a UK RCT study (15'). Facilitated discussion (30').

Background:

Cross-cultural adaption of both the intervention and methods of delivery is required when implementing programmes such as Lifestyle Redesign. Practising community-based programmes asks for new competences of occupational therapists.

Method:

Presentations with practice and research perspectives followed by a facilitated discussion using topics to compare the different programmes.

Results:

Compared Ageing Well programmes.

Conclusion:

The European Ageing Well programmes are in different stages of development and researching these context-based programmes poses methodological challenges. Learning from differences and similarities is required to enhance the knowledge-base of these programmes.

Application to Practice:

Facilitation in developing, practising and researching cross-cultural adapted Ageing Well programmes.

EXPLORING TRANSITIONS OF OCCUPATIONAL THERAPY GRADUATES WITH SEEN AND UNSEEN DISABILITIES: A EUROPEAN STUDY

Friday, 17th June - 09:40 - Symposium.01 - 3M - McMunn Theatre - Abstract ID: 177 - Symposium

Dr. Elizabeth Mc Kay¹, Dr. Clodagh Nolan², Dr. Sissel Horghagen³, Dr. Eva Magnus⁴,
Ms. Malin Eerola³, Ms. Mital Amin¹, Ms. Siobhan Keily¹

¹Brunel University London, ²Trinity College Dublin, ³Sør-Trøndelag University College,
⁴Sør-Trøndelag University College, Norway

Background:

Individuals with disabilities are encouraged into higher education however, to date; their experience of transition into the workplace has received less attention in the literature. Specifically, research examining the transition from HEI to work is limited in occupational therapy. The perspectives of occupational therapy graduates with seen and unseen disabilities from three different countries were explored. This symposium will share European graduates' experiences of their transition into the workplace and report research funded by European Network of Occupational Therapy in Higher Education (ENOTHE)

Method:

This research employed a mixed method approach using online survey and interviews. Interviews were conducted in Ireland (n=9), UK (n=8) and online survey Norway (n=50) and the UK (n=27). Data was collect in 2013/14 and analysed using content analysis and SPSS. Participants had a range of conditions including dyslexia, mental health issues and physical disabilities.

Results:

Across the studies a number of key themes emerged including disclosure, personal strategies to manage the workplace setting, professional relationships, physical and emotional adaptations and accommodations. Positive transition experiences were associated with workplace support and adjustments, which facilitated optimal working for the participants. Negative experiences included unsupportive attitudes and not being granted adjustments in a timely manner. These findings will be discussed and guidelines for good practice to support transition will be shared

Conclusion:

This symposium will facilitate discussion on these transitional issues and propose recommendations for graduates, educators and workplace providers.

Application to Practice:

Implications for students, Higher Education Institutes and workplace providers will be presented

THE ROLE OF OCCUPATIONAL THERAPY IN UNDERSTANDING AND RESPONDING TO DOMESTIC VIOLENCE

Friday, 17th June - 09:40 - Workshop.01 - 3J - AC202 - Abstract ID: 835 - Workshop

Dr. Jenna Breckenridge¹, Dr. Fiona Maclean²

¹University of Dundee, ²Queen

Summary of the workshop:

1 in 3 women in Europe experience domestic violence (European Agency for Fundamental Rights 2014). For disabled women, this figure rises to 1 in 2 (Hague et al 2008). Given the scale of the problem and occupational therapy's (OT) role in supporting disabled people, it is likely that OTs will encounter clients experiencing domestic violence in practice. However, evidence about the role of OT in this area is limited (Cage 2007).

This workshop will raise OTs' awareness of domestic violence and highlight opportunities for role development. It has three objectives:

- To increase therapists' knowledge about domestic violence.
- To explore domestic violence from an occupational perspective and identify the role of OT
- To co-create future priorities for practice, research and education

The workshop will begin with a presentation about the prevalence of domestic violence, types of domestic violence and negative consequences for health and well-being. Workshop participants will take part in three rounds of small group discussion focused on: 1. Practice; 2. Education; 3. Research. The session will close with a whole group discussion.

Number of participants:

To facilitate group work as well as meaningful whole group discussion, the workshop will be limited to a maximum of twenty people.

Intended participants:

The combined focus on practice, research and education means that the workshop is suitable for all delegates, with and without prior knowledge and experience of the topic. It provides an opportunity for learning as well as to set priorities for future collaboration.

PARTICIPATION-FOCUSED ASSESSMENT AND INTERVENTION: APPLYING EVIDENCE TO OT PRACTICE

Friday, 17th June - 09:40 - Workshop.01 - 3K - AC203 - Abstract ID: 888 - Workshop

Dr. Joy Hammel¹, Prof. Carolyn Baum², Prof. Tim Wolf³, Prof. Anders Kottorp¹,
Dr. Eric Asaba⁴, Dr. Susanne Guidetti⁴, Prof. Kjersti Vik⁵

¹University of Illinois at Chicago, ²Washington University, ³University of Missouri, ⁴Karolinska Institutet, ⁵Sør-Trøndelag University College

Summary:

Given the focus on participation as a process, outcome and a civil right, participation-focused assessment and intervention represents a critical area of practice. Evidence on the impact of participation-focused interventions on health, self-efficacy, participation, and quality of life from research in three countries will be shared, including assessments, intervention strategies, and outcomes. These include: 1) a clinical trial of an occupational therapy and self-management program for stroke survivors done in the U.S., 2) a clinical trial of an occupation-based program to integrate everyday technology use among adults at risk for stroke done in Sweden, and 3) a municipality-focused study evaluating reablement and participation-focused services for older adults in Norway. This workshop increases awareness of participation assessments, and critically evaluates evidence-based intervention strategies for integration within OT practice.

Number of participants: 75

Participants: This workshop is targeted toward OT practitioners and researchers who want to increase their integration of participation-focused assessments and interventions.

References:

Hammel, J., Baum, C., Wolf, T., & Lee, D. (2013). Examining Outcomes of the Improving Participation After Stroke Self Management Program: A Pilot Study. 90th ACRM Conference, Florida, U.S.

Nygård L & Kottorp A (2014). Engagement in IADLs, social activities and use of everyday technology in older adults with and without cognitive impairment. BJOT, 77, 565-573.

Vik, K., Eide, A. (2014). Evaluation of participation in occupations of older adults receiving home-based services. BJOT, 77, 139-46.

Financial support by the National Institute on Disability, Independent Living and Rehabilitation Research and the Swedish Ministry of Health is acknowledged.

CAN TECHNOLOGY BRIDGE THE GAP FOR OCCUPATIONAL THERAPISTS?

Friday, 17th June - 09:40 - Workshop.01 - 3L - AC215 - Abstract ID: 367 - Workshop

Mrs. Jo Anne Webb¹, Mrs. Deborah Harrison², Mrs. Katy Szczepura¹

¹University of Salford, ²A1 Risk Solutions Ltd.

This workshop will present the findings of a study carried out by The University of Salford to evaluate the effectiveness of an online Manual Handling system on student skill levels, number of errors and perceived level of confidence in 4 different manual handling tasks, compared with traditional moving and handling training.

Research suggests that, in order to decrease the risk of injury, educators of healthcare professions should teach Safe Patient Handling techniques as standard of practice (Nelson et al., 2007; Waters et al, 2006), considering the balance between theory and practical sessions and the timing and level of training, including regular “updates” prior to practice placement. Evidence exists to demonstrate that traditional manual handling training is largely ineffective in reducing back pain and back injury (Clemes, 2010) with techniques and principles often failing to transfer into the workplace (Haslam et al, 2007).

Learning objectives:

- Identify how new technologies can impact on manual handling skills development and reduce the risk of injury to handlers and patients.
- Introduce a new evidence base and robust research methodology, supporting improved retention, skills development and confidence in moving and handling tasks.
- Appreciate the application of technology with a practical based skill such as manual handling.

This will be an interactive workshop with powerpoint presentation and introductory practical tasks to deliver research findings with a “taster” of the online learning system.

Maximum number of participants:

No maximum

Brief description of intended participants:

Suitable for all healthcare professionals, students and educators.

JUGGLING MULTIPLE VIEWS IN MENTAL HEALTH CURRICULUM DEVELOPMENT

Friday, 17th June - 09:40 - Workshop.01 - 3R - AC214 - Abstract ID: 437 - Workshop

Ms. Jayne Webster¹, Ms. Marianne Bonassi², Ms. Priscilla Ennals³

¹School of Occupational Therapy, Otago Polytechnic, ²Discipline of Occupational Therapy, College of Healthcare Sciences, Division of Tropical Health & Medicine, James Cook University,

³Occupational Therapy, School of Allied Health, La Trobe University

Over the last decade, mental health service delivery has changed considerably. This has resulted in the need for ongoing modifications to occupational therapy curricula to ensure that students are prepared for these new practice environments. The Australia and New Zealand Occupational Therapy Mental Health Academics (ANZOTMHA) network established two quantitative complementary studies to examine educational priorities for mental health in occupational therapy schools. These studies targeted two groups:

1. Practicing therapists: to identify and prioritise “educational topics” in mental health practice.
2. Mental health academics from Australia and New Zealand universities: to identify if and how priority areas were covered in their degree.

Results from Study 1 identified a list of 98 priority areas, while results from Study 2 demonstrated that most university programs covered all essential and important priorities in their courses.

In this workshop, the design and outcomes of the initial priority-setting process will be described. Participants will then discuss the challenges of juggling multiple stakeholder views in curriculum development, reflect upon the appropriateness of identified priorities in current curricula, identify gaps in the priority list, and consider their relevance to health and education settings in the Northern hemisphere.

OBJECTIVE STRUCTURED CLINICAL EXAMINATION ADAPTED TO ASSESS WHOLE OT PROCESS AND FRAMEWORK: EXPERIMENT IT TO UNDERSTAND

Friday, 17th June - 09:40 - Workshop.01 - 3S - AC216 - Abstract ID: 480 - Workshop

Mrs. Carmen Moliner¹

¹Université de Sherbrooke

PURPOSE: To share knowledge regarding methodology related to objective structured clinical examinations (OSCE) developed to reflect OT roles (CAOT, 2012) and mapped to the Canadian practice process framework (Polatajko, p.274).

RATIONALE: OSCE are a common assessment tool in physiotherapy. However, little has been published regarding their use in OT programs. The question arises as to whether OT OSCEs can effectively measure competency. Obrien and McNeil (2013) studied the relationship between OSCE scores and academic outcomes such as overall marks and fieldwork performance. However, regardless of grading, the questions arise: Do OSCEs effectively measure competency in complex situations? How can they demonstrate content validity when used as a final summative assessment tool?

OBJECTIVES: To experiment an OSCE and the methodology used to develop scenarios depicting comprehensive integrative roles in complex OT situations.

WORKSHOP FORMAT: A twelve station OSCE used as a 2 day final exam will be used to illustrate the subject. First, participants will explore templates and experiment aspects of methodology (Wenger, p.272-292) involved in developing OT OSCEs. Secondly, participants will score a videoed OSCE. Then data depicting relationship between average OSCE scores, reflective essay scores, global academic results and level III fieldwork results of two graduating cohorts will be discussed. Finally, key messages will be generated through guided discussion: criteria, methodological challenges, logistics, and validity issues. At the end of the workshop, participants will know the steps to follow to develop OSCEs and understand the challenges involved in developing OT scenarios linked to an OT framework.

OPPORTUNITIES AND CHALLENGES FOR THE IMPLEMENTATION OF THE INTERNATIONAL CLASSIFICATION OF FUNCTIONING, DISABILITY AND HEALTH (ICF) IN OCCUPATIONAL THERAPY

Friday, 17th June - 09:40 - Workshop.01 - 3T - Dunican Theatre - Abstract ID: 486 - Workshop

Dr. Birgit Prodinger¹, Ms. Roxanne Maritz¹, Ms. Susan Darzins², Dr. Susan Magasi³,
Dr. Ursula Costa⁴, Prof. Sue Baptiste⁵

¹Swiss Paraplegic Research, ²School of Allied Health, Australian Catholic University, ³Department of Occupational Therapy, University of Illinois at Chicago, ⁴Department of Occupational Therapy, University of Applied Sciences Tyrol, ⁵School of Rehabilitation Sciences, McMaster University

There are great opportunities in having the World Health Organization's (WHO) International Classification of Functioning, Disability and Health (ICF) as a universal and interdisciplinary language. But what about the use of the ICF in occupational therapy practice, education, and research? What are the opportunities and challenges to implementing the ICF in occupational therapy reports? How can we bridge our profession specific knowledge with this universal language?

Building upon a Special Interest Group Meeting on the ICF at the WFOT Congress in 2014 (Japan), these questions were addressed in more detail (Prodinger et al., 2015) and further work has been conducted to link selected instruments derived from occupational therapy models to the ICF to inform the development of ICF-based reports for implementation in occupational therapy.

Building upon this previous work, this workshop aims to:

- i) exchange experiences on the use of the ICF in occupational therapy practice, education and research,
- ii) discuss opportunities and challenges in developing ICF-based reports for occupational therapy, and
- iii) specify future implications for ICF-based reporting in occupational therapy.

THE HIPPER PROJECT, DEVELOPING A PRACTICE FRAMEWORK USING SENSOR MONITORING

Friday, 17th June - 09:40 - Workshop.01 - 3H - AC204 - Abstract ID: 989 - Workshop

Mr. Robbert Kruijne¹, Mrs. Margriet Pol¹, Ms. Marleen Post¹

¹Hogeschool van Amsterdam

Summary of the Workshop:

The hipper study has been conducted among elderly recovering from hip surgery in several rehabilitation units based in nursing homes in the Amsterdam area . An action research approach was chosen in order to develop a treatment framework in which sensor monitoring is embedded, used to enhance coaching of selfmanagement that could be used in everyday practice. Therefore therapist working with these clients were recruited to actively participate to the development of the treatment framework and the development of the sensor monitoring system.

One of the main challenges of this study was to ensure that the therapist became an active member in developing their way of using sensor monitoring in rehabilitation. In this workshop, the methodology used to develop this framework will be presented and discussed followed by a “co-create session” as used in the hipper project. This method is following a structured approach assuring therapist are actively involved in developing the way of working with new technology. This workshop strives to give an insight about the way this is conducted in the study and inspire future projects. After the session, experiences of the participants are shared together with the researchers experiences and results of the Hipper project.

Maximum number of participants:

About 30 people.

Brief description of intended participants:

this workshop is open for everybody who is interested in developing a new practice framework. However very suitable for researchers involved in developing new technology., Therapist working with new forms of technology.

ETHICAL ISSUES IN PUBLISHING

Friday, 17th June - 09:40 - Workshop.01 - 3I - AC201 - Abstract ID: 970 - Workshop

Mrs. Christine Craik¹

¹British Journal of Occupational Therapy

This purpose of this workshop is to highlight some of the potential ethical issues that authors may encounter when submitting their work for publication and to recommend good practice to uphold ethical principles.

There is growing pressure on researchers not only to publish the results of their work but also to increase the number of their publications. Inexperienced or unsuspecting authors may be at risk of adopting practices in their writing that could be considered to infringe ethical principles. While these are likely to be unintentional, they may have serious consequences for authors.

The objective of this workshop is to inform authors of some of the more common ethical issues that they may encounter and to provide advice on upholding ethical principles in academic writing (Committee on Publication Ethics, 2015). These issues include eligibility for authorship; responsibilities of corresponding authors; declaration of conflicting interests; plagiarism and text recycling (British Journal of Occupational Therapy Submission Guidelines, 2015). Facilitated by a Power-Point presentation, participants will receive an explanation of these ethical issues. They will have the opportunity to share their experiences and engage in a question and answer session.

DEVELOPING A POSITIVE RESEARCH CULTURE: A SYSTEMATIC REVIEW

Friday, 17th June - 11:30 - OS - 4A.01 - Research Methods - AC213 - Abstract ID: 871 - Oral

Dr. Carol Mc Kinstry¹, Ms. Donna Borkowski¹, Dr. Matt Cotchett¹

¹La Trobe University, La Trobe Rural Health School

Research evidence is required to guide optimal occupational therapy practice and inform health policy. Factors influencing a positive research culture are not fully understood, nor the impact of a positive research culture on allied health professionals such as occupational therapists. The aim of this systematic review was to identify factors impacting on allied health research culture and capacity. An extensive search of 11 databases was conducted in June 2015. Studies were included if they were published in English, full text available and reported research findings relating to allied health. Study quality was evaluated using the McMaster critical review forms. Fifteen studies were eligible for inclusion and a meta-analysis was not performed due to heterogeneity between studies. Allied health professionals perceive that their individual research skills are lower in comparison to their teams and organisation. Occupational therapists may lack confidence in their research skills. Motivators for conducting research for allied health professionals include to develop skills, increase job satisfaction and career advancement. Barriers include a lack of time, limited research skills and other work roles taking priority. Multi-layered strategies such as collaborations with external partners and developing research leadership positions, aimed at addressing barriers and enablers are important to enhance allied health research culture and capacity. Further research is required to determine the impact of a positive research culture on career advancement, retention and uptake of evidence-based practice. Taking a whole of organisation approach or targeting individual health professionals interested in research maybe more effective in fostering a positive research culture.

MENTORING PROGRAMME - A WAY OF STRENGTHENING PROFESSIONAL IDENTITY AND DEVELOPMENT

Friday, 17th June - 11:50 - OS - 4A.02 - Research Methods - AC213 - Abstract ID: 162 - Oral

Ms. Vera Songer¹, Dr. Ida Kåhlin¹

¹The Swedish Association of Occupational Therapists

Background

The Swedish Association of Occupational Therapists decided to implement and evaluate a Mentoring Programme in 2013.

Educational Philosophy

The starting point was a proposal from the Association's student organisation, highlighting mentoring as a way of strengthening professional identity and bridging between educational theory and professional practice.

Pedagogy

The mentoring programme was conducted for one year. Mentors (OTs with at least two years professional and mentees (students nearing completion of their bachelor programme) were matched on the basis of location, fields of work and interests. 15 matches were approved by the Swedish Association. To support their roles, participants were provided with written guidelines. They were free to set their own agendas based on current needs. The initial phase was an online-course. After six months follow-up was provided online. At the end of the year participants evaluated input, progress and experiences.

Evaluation

The overall results were positive. The mentees gave positive feedback on being given opportunity to prepare for the profession, acquiring broader professional networks and benefitting from mentors' experience and advice. Mentors reported having gained inspiration and new perspectives on their work, as well as broader networks and new scientific knowledge.

Application

Given the positive evaluation, The Swedish Association of Occupational Therapists decided to implement the mentoring programme as a permanent part of the Association's practice. We hope that our mentoring programme will provide stimulus for similar developments in other countries.

SEEING THE RESEARCH PROCESS THROUGH AN OCCUPATIONAL LENS: PROMOTING INCLUSIVE RESEARCH DESIGN

Friday, 17th June - 12:10 - OS - 4A.03 - Research Methods - AC213 - Abstract ID: 843 - Oral

Dr. Jenna Breckenridge¹

¹University of Dundee

Background:

This presentation focuses on the methodological aspects of doing research with disabled people, arguing that occupational therapists' (OT) ability to analyse and adapt occupations offers a unique contribution to the research process. Disabled people are frequently excluded from research because of issues with informed consent, alternative communication needs or stigma and discrimination (Kroll 2008). This risks alienating disabled people and contributing to further discrimination and exclusion.

Method:

In this presentation, I describe how, by viewing research participation as an occupation, it is possible to facilitate inclusive research design. Using examples from a recently completed study of disabled women who experience domestic abuse (Breckenridge et al 2014; Bradbury-Jones et al 2015), I explore and explain the ways in which OT skills can be used to generate data in a way that meets the individual needs of research participants with physical impairments, learning disabilities and mental health issues.

Conclusion:

OTs are experts in grading and adapting occupation (Creek 2003); a skill that can be meaningfully applied within multi-disciplinary research to facilitate inclusive research design. OTs have a critical role to play in ensuring that the voices of disabled people are heard within research about the social and political issues that affect their lives.

Application to Practice:

OTs can market their unique occupational lens as having a significant contribution to make within the research arena. Inclusive research design is a growing area in which OTs can have influence and offers an emerging area of practice for research practitioners.

STEALING THE SPOTLIGHT: TAKING OWNERSHIP OF LEARNING AND CPD THROUGH STUDENT-LED CONFERENCING.

Friday, 17th June - 12:30 - OS - 4A.04 - Research Methods - AC213 - Abstract ID: 392 - Oral

Mr. Thomas Hawksworth¹

¹University of Derby

Following an excellent score in the National Student Survey, the Occupational Therapy (OT) school at the University of Derby, UK were given £500 to use to increase the learning opportunities for students across the OT courses at Derby. Typically, this money would have been used on books, where students maintain a more passive role in their acquisition of knowledge. A committee of lecturers and students decided that a student-conceptualised and student-led conference would be an innovative way of skill-building, skill-developing and peer knowledge sharing; with student leadership and autonomy at every stage. This has allowed students at the University of Derby to not only dictate what they want to learn but how they want to learn it; granting ownership of a wealth of CPD experiences that are rare at undergraduate level.

Student-led conferences not only develop academic rigor and presentation skills but provide students with the necessary scope to develop and invest in their professional interests and identity (Collins et al, 2011). Additionally, obtaining skills outside of the sphere of taught modules, like marketing and networking, expands the breadth of transferrable skills developed by students (Kennedy, 2011) thus enhancing student employability (Tymon, 2013).

The profession are also benefactors of these experiences as work to promote and provide the up-and-coming workforce with a skillset recognised across the continent; these are highlighted in the subject specific occupational therapy competencies by the Tuning Project (2008) and in the ‘Creativity in Higher Education’ paper by the European University Associations (2007).

OCCUPATIONAL THERAPY TRAINING PROGRAM: MEDIATED COMMUNICATION RECOVERY-WELLBEING (MCRW) FOR MENTAL HEALTH PRACTITIONERS

Friday, 17th June - 11:30 - OS - 4B.01 - Participation and Mental Health - O' Flaherty Theatre -
Abstract ID: 351 - Oral

Dr. Naama Katz¹, Dr. Dalia Sachs¹, Prof. Noomi Katz²

¹School of Occupational Therapy, University of Haifa, ²Ono Academic College

Background:

Communication is the foundation of any intervention chosen by OTs. This skill, cognitive at its base, can enable the process of personal recovery and well-being, for consumers of mental health services. Despite the importance of "Rehabilitative Communication" very little consideration exists as to how this type of communication is taught and how clinicians are trained to use it. It is seldom reviewed for accuracy and effectiveness. The present study aims to examine the efficacy of a communication training program for mental health practitioners.

Method:

The study sample included two teams of rehabilitation practitioners (n=40) who participated in a 12-week training program conducted by an O.T. Using Mixed Methods Design, attitudes toward recovery, mental health consumers and feelings of professional competence were examined. The quantitative (questionnaires) and qualitative (focus groups) outcome measures were conducted pre-post training.

Results:

One-way analysis of variance, examining the differences in study variables after participating in the training program, showed significant positive change in attitudes towards consumers and recovery ($p < .001$), and in the sense of occupational competence ($p < .001$). These findings were reinforced by qualitative analysis of focus groups

Conclusion:

Communication skills can and should be structured and taught to OTs. They can influence practitioner's attitudes and eventually promote recovery processes. Awareness and reflection of communication impacts practitioners' efficiency and attitudes

Application to Practice:

The practical contribution of this training provides structured process of refining the communication skill. Its clinical contribution is in allowing professionals to use mediation as basic communication technique which increases their ability to communicate with their consumers.

AN INVESTIGATION INTO THE PERCEPTIONS OF SERVICE USERS, THEIR SIGNIFICANT CARE-GIVERS AND CLINICIANS, ON THE USE OF ASSISTIVE TECHNOLOGY TO ENABLE SELF-MANAGEMENT FOR INDIVIDUALS DIAGNOSED WITH SCHIZOPHRENIA.

Friday, 17th June - 11:50 - OS - 4B.02 - Participation and Mental Health - O' Flaherty Theatre -
Abstract ID: 639 - Oral

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Background:

Schizophrenia has an adverse impact on an individual's occupational performance affecting both ADL and IADL's including medication management (Semkovska, Bédard, Godbout, Limoge & Stip, 2004). The maintenance of routine around medication is particularly important for people with schizophrenia due to the prophylactic nature of the medication they are prescribed. Traditionally family members and clinicians have often taken the responsibility for ensuring medications are adhered to. However, in line with the evolving recovery approach, the importance of "self-management" is being recognized as is the empowerment of individuals to manage these self-care occupations. This study aims to investigate the perceptions of users, their significant care-givers and clinicians on the use of assistive technology to assist individuals to self-manage their healthcare.

Method:

An exploratory sequential mixed methods approach will be employed for this study. Data will be collected through semi-structured interviews and questionnaires.

Results:

Results will be presented from the interviews and questionnaires.

Conclusion:

According to the literature assistive technology enables those with cognitive deficits such as dementia to self-manage their healthcare needs. The increased self-efficacy and sense of control that derives from everyday independence has a positive effect on those with mental ill-health.

Application to Practice:

This study will enable occupational therapists to gain an understanding of how assistive technology is being used to facilitate healthcare self-management for those with schizophrenia.

Reference List

Semkovska, M., Bédard, M-A, Godbout, L., Limoge, F. & Stip, E. (2004) 'Assessment of executive dysfunction during activities of daily living in schizophrenia', *schizophrenia research*, 69(2-3), pp. 289-300.

ART-MAKING AND PSYCHOSOCIAL RECOVERY: I CAME OUT OF MY SHELL

Friday, 17th June - 12:10 - OS - 4B.03 - Participation and Mental Health - O' Flaherty Theatre -
Abstract ID: 672 - Oral

Prof. Catherine Backman¹, Ms. Natasha Damiano¹

¹The University of British Columbia

Background:

“Psychosocial recovery” reflects a philosophy that respects client choice and autonomy in a healing journey, with outcomes best defined by individuals’ lived experiences (Stoffel, 2011). Occupational therapists skillfully use occupation to facilitate recovery and art-making as occupation shows promise to achieve recovery goals (VanLith et al., 2013). This project privileged clients’ accounts of structured art classes and individualized occupational therapy provided in a community-based program threatened with closure.

Method:

A mixed methods approach guided a one-year impact study. Focus groups and interviews generated qualitative data from clients, alumni, and staff, analyzed thematically. A chart audit extracted Recovery Assessment Scale (RAS) and Rosenberg Self-Esteem Scale (RSE) scores at baseline, 4, 8, and 12 months, and one-year Canadian Occupational Performance Measure change scores, each analyzed using descriptive statistics and t-tests.

Results:

Four focus groups (n=21) and 24 individual interviews yielded key themes related to getting back into the world, learning skills, building self-worth, and sustaining hope. Transcripts include compelling descriptions of life before and after art-making, stories crucial to the recovery journey: “I come here to be challenged to be social, creative, and give back. Because what they’ve given to me I can’t even measure.” One-year analyses of RAS and RSE (n=60) show stability, with no statistically significant differences; COPM change scores improved by 1.5 points (p<.01).

Conclusion:

The art-making program helped stabilize participants’ health rated by standardized measures with greater impact immensely more apparent in narratives.

Application to Practice:

Consistent with psychosocial recovery philosophy, assessing outcomes should privilege personal accounts.

THE NATURE OF OCCUPATIONAL THERAPISTS' CHANGE AGENT ROLE: RESULTS FROM A SCOPING STUDY

Friday, 17th June - 12:30 - OS - 4B.04 - Participation and Mental Health - O' Flaherty Theatre -
Abstract ID: 14 - Oral

Dr. Annie Carrier¹, Prof. Andrew Freeman², Prof. Mélanie Levasseur³, Prof. Johanne Desrosiers³

¹Université de Montréal and Université de Sherbrooke, ²Université Laval, ³Université de Sherbrooke

Background:

In light of healthcare services' rationalization and an increased focus upon health promotion, acting as a change agent may be a critically important, albeit challenging, role for occupational therapists (OTs) (1,2). A better understanding of this role is essential (2). The objective of this study was to describe the change agent role of OTs.

Method:

A scoping study (3) of the scientific literature from January 1975 to February 2012 was undertaken. Nine databases, including Medline and CINAHL, were searched with various keywords. Data were examined using thematic charts and analysis (4).

Results:

From the 43 documents analyzed, two change agent configurations were identified: global and clinical. Stemming from personal or organized-group initiative, the global configuration mostly operates at the macro-level (society), usually aimed at optimizing health and social justice for communities or populations. Actions include lobbying, public speeches, using media, promoting research results, collecting funds and assuming a formal duty in an advocacy group. At the micro-level (clinical setting), the clinical configuration's intent is mainly to inform, sustain and promote individuals' decision-making and protect their civil rights. Doing so primarily involves discussion with the client to understand his/her values and provide information about rights and options, as well as discussion with colleagues and managers.

Conclusion:

The change agent role entails two configurations, each operating at a different level, according to aims and persons targeted, leading to distinct actions. Better understanding these configurations is important to inform OTs about possible actions to optimize their change agent role.

DEMYSTIFYING THE MYTHS ABOUT THE ELDERLY – A QUALITATIVE STUDY OF HOW TECHNOLOGIES ARE USED BY THE ELDERLY FOLLOWING A STROKE

Friday, 17th June - 11:30 - OS - 4C.01 - Technology and Health Promotion - Anderson Theatre -
Abstract ID: 587 - Oral

Mrs. Marija Tomšič¹

¹Department of Occupational Therapy, Faculty of Health Sciences, University of Ljubljana

Background:

Through the concept of ageism, we highlight and explain how the society prejudices the elderly. Ritsatakis (2008) classified 12 most common stereotypes. The elderly are being excluded from social life due to their chronological age rather than any actual reduced physical and/or mental ability. Some of these stereotypes are directly related to the (un)willingness and ability of the elderly to use technology in everyday life. The study presented in this article aims to demystify these stereotypes.

Method:

A qualitative study, namely a qualitative content analysis was performed. It was implemented through 6 in-depth interviews with the elderly who have suffered a stroke concerning their views on the daily use of technology.

Results:

All older people who have suffered a stroke use technologies, which are basically divided into technologies that support mobility, care and personal hygiene, performing household chores and maintaining a social network. An elderly person's attitude towards the use of technology is connected to their social network and assistance from professional staff, as well as severity of their physical disability. We have found that by using various technologies the elderly are developing various coping strategies.

Conclusion:

Through the concepts of domestication and prosthetic materiality of technology (Berker, Hartmann & Punie, 2005), our qualitative study has completely or partly refuted all 12 stereotypes about the elderly.

Application to Practice:

Occupational therapists must constantly raise awareness about possible stereotypes regarding the elderly and understand that a professionally planned use of technologies can improve an older person's quality of life.

THE IMPACT OF A FALL DETECTION SYSTEM ON OLDER ADULT'S INTRINSIC FACTORS.

Friday, 17th June - 11:50 - OS - 4C.02 - Technology and Health Promotion - Anderson Theatre -
Abstract ID: 599 - Oral

Ms. Mary Rose Mulry¹, Prof. Agnes Shiel², Dr. Pauline Meskell¹, Dr. Adeline Cooney¹, Dr. Joan Manuel Moreno³, Prof. Joan Cabestany³, Dr. Albert Sama³, Dr. Carlos Perez³, Prof. Andreu Catala³, Dr. Esther Nunez⁴, Dr. Montse Nunez⁴, Dr. Roberta Annicchiarico⁵, Dr. Alessia Federici⁵, Prof. Gearoid O'Laighin¹, Dr. Leo Quinlan¹

¹National University of Ireland, Galway, ²School of Occupational Therapy, National University of Ireland, Galway, University Road, Galway,, ³Universitat Politècnica de Catalunya, ⁴Hospital Clínic Universitari, ⁵Santa Lucia Foundation, Rome

Background:

Falls are a leading cause of mortality and morbidity amongst the older adult population. Falls are multidimensional and have no single cause. They are the result of an interaction with the person's intrinsic factors and their external extrinsic factors. This research explores the effects a fall detection system known as FATE has the specific intrinsic factors of fear of falling and balance and gait, furthermore evaluating if this has an impact on their independence in activities of daily living (ADLs) (Igual et al, 2013).

Method:

A crossover design was adopted in carrying out the study with participants spending 6 months in the intervention phase using the FATE system (an accelerometer sensor based fall detection system), 1 month in wash out and 6 months in control. Comprehensive assessment of ADLs, balance and gait and fear of falling was carried out at pre and post of intervention and control phases.

Results:

The results indicate that the fall detection system had a significant effect on lowering the fear of falling of participants whilst maintaining balance and gait, and maintaining the participant's quality of life over the period of the study.

Conclusion:

The fall detection system known as FATE lowers fear of falling. This in turn translates to reducing the psychological intrinsic factor of fear that is commonly associated with falling or a risk of falling.

Application to Practice:

The use of fall detection systems like FATE should be encouraged by healthcare professionals in order to reduce fear of falling.

CHANGES IN THE TECHNOLOGICAL LANDSCAPE OVER TIME: RELEVANCE AND DIFFICULTY LEVELS OF EVERYDAY TECHNOLOGIES AS PERCEIVED BY OLDER ADULTS WITH AND WITHOUT COGNITIVE IMPAIRMENT

Friday, 17th June - 12:10 - OS - 4C.03 - Technology and Health Promotion - Anderson Theatre -
Abstract ID: 728 - Oral

Dr. Camilla Malinowsky¹, Prof. Anders Kottorp², Dr. Ann-Helen Patomella¹, Dr. Lena
Rosenberg¹, Prof. Louise Nygård¹

¹Department of Neurobiology, Care Sciences and Society, Karolinska Institutet,, ²University of
Illinois at Chicago

Background:

Everyday technology, ET (e.g. computers, cell phones, TV's and vending machines) perceived as relevant and used in everyday activities change continuously. Not being able to keep up with these changes may hinder participation in activities. The aim with this study was to investigate stability and change in perceived relevance of ET, and in levels of perceived ET difficulty across two different occasions in time and between two similar samples of older adults with and without cognitive impairment.

Method:

Data of perceived relevance and difficulty in ET use in two similar samples of older adults with and without cognitive impairment (n = 157/118), collected with the Everyday Technology Use Questionnaire (ETUQ) was investigated.

Results:

All of the 47 ETs examined were perceived as similar or as more relevant at the second occasion in time compared to the first occasion. Thirty-three (70%) of the ETs in the ETUQ significantly increased in relevance. The perceived levels of difficulty were statistically similar in 40/47 ETs (85%) across the two time occasions.

Conclusion:

The perceived relevance of ET among older adults with and without cognitive impairment was indicated to increase over time, but the levels of perceived levels of difficulty of ETs did not change as much.

Application to Practice:

The findings could be used to support and facilitate ET use in the aging population, and in general to influence society's view of older people as active users of ET in activities at home and in public spaces.

CONTRIBUTION OF OCCUPATIONAL THERAPY TO THE DEVELOPMENT, EVALUATION AND IMPLEMENTATION OF INNOVATIVE TECHNOLOGIES.

Friday, 17th June - 12:30 - OS - 4C.04 - Technology and Health Promotion - Anderson Theatre -
Abstract ID: 877 - Oral

Mrs. Rianne Jansens¹

¹Zuyd University of Applied Sciences, Heerlen

Introduction / Background:

The occupational therapists (OT) pioneers supplied assistive technology (AT) to support their clients' mobility and work. (Kinébanian & Van de Velde, 2012) AT was and is evidentially related to our profession. (Vlaskamp et al., 2011) Technology is fast-paced which creates new opportunities for professionals and clients to support their daily living.

Description of the proposed policy:

Counselling on technology use as a mean to enable participation is incorporated in the OT profiles. (WFOT, 2010) Meaning that the profession is good at providing information about different equipment to clients and their system, supporting the acquiring process and enabling its use.

However OT's could also be involved in design processes, setting up information services for client groups, and implementation processes in different communities. We present our vision on how OT's can enrich interdisciplinary groups at different stages from design to implementation on meso and macro level. The CMCE skills are very well applicable for this purpose. (Townsend & Polatajko, 2007)

Application of the policy to practice:

Illustrated by examples of AT, robotics, life-style and e-health we show the contribution and added value of the OT perspective. Enhancing the role of our profession to non-traditional interdisciplinary cooperation in the field of technology in care provides interesting opportunities but has some pitfalls as well.

Proposed evaluation:

Each project's outcome and process are evaluated. A systematic evaluation regarding the contribution of OT is not carried out. But national and European policies in health care (education) do encourage us in this work.

EXPLORING THE ROLE OF OCCUPATIONAL THERAPY IN THE INTENSIVE CARE UNIT (ICU) SETTING

Friday, 17th June - 11:30 - OS - 4D.01 - Acute and Neurological conditions - D'Arcy Thompson
Theatre - Abstract ID: 720 - Oral

Mr. Cornelius Dhivakar¹, Ms. Gillian Collins¹

¹Galway University Hospitals, Saolta University Healthcare Group

Background:

The role of Occupational Therapy (OT) in the Intensive Care Unit (ICU) has been shown to improve patient outcomes (Dinglas, et al., 2013) (Truong et al., 2009) however the literature regarding the nature of the OT service provided in ICU is limited, and thus it is difficult to form conclusive recommendations of interventions for Occupational Therapists working in ICU (Hellweg, 2012)

Theoretical underpinning:

Under the PEOP model, the occupational therapist must take into consideration the person, environment and occupational interaction when planning and implementing an OT program. This model is made more complicated in ICU due to the shifting of the occupation to mere survival, in a new foreign and restrictive ICU environment. Therapeutic goals in this situation must shift to ensure the survival of the patient, and to prevent secondary complications.

Assessment / Intervention/ Technique:

This article will detail the OT process used including specialised assessments, personalised interventions, establishing rehabilitation goals, and discharge planning. Our aim was to prevent ICU acquired weakness due to prolonged bed rest in ICU and to promote cognitive and physical recovery by using meaningful functional tasks in the ICU setting.

Evaluation of outcome:

Our outcome measurement was goal driven. We set patient specific short term goals with the aim that these would be achieved before the person was transferred out of ICU.

Application to practice:

We would hope that this information could begin as a basis from which the Occupational Therapists role may evolve and expand in the future within the ICU setting.

SELF-MANAGEMENT DEVELOPS THROUGH DOING OF EVERYDAY ACTIVITIES— A LONGITUDINAL QUALITATIVE STUDY OF STROKE SURVIVORS DURING TWO YEARS POST-STROKE

Friday, 17th June - 11:50 - OS - 4D.02 - Acute and Neurological conditions - D'Arcy Thompson
Theatre - Abstract ID: 277 - Oral

Mr. Ton Satink¹, Prof. Staffan Josephson², Dr. Edith Cup³, Mrs. Jana Zajec³, Dr. Bert De Swart⁴, Prof. Ria Nijhuis⁵

¹HAN University of Applied Sciences, ²Department of Neurobiology, Care Sciences and Society, Karolinska Institutet, ³Radboud University Medical Centre, Department of Rehabilitation, Nijmegen, The Netherlands, ⁴HAN University of Applied Sciences, Research Group Neurorehabilitation, ⁵Radboud University Medical Centre, IQ Healthcare

Background:

The way stroke survivors give meaning to their process of self-management post-stroke is unclear. This study explored how stroke survivors managed their lives, gave meaning to their self-management post-stroke and how this evolved over time.

Method:

Data was generated through participant observations and interviews of 10 stroke survivors at their homes at 3, 6, 9, 15 and 21 months post-discharge. A constant comparative method was chosen to analyze the data.

Results:

'Situating doing' was central in stroke survivors' development of self-management and their sense of being in charge of everyday life. 'Doing' provided stroke survivors with an arena to explore, experience and develop self-management and co-management and the feeling of being in charge. The influence of partners on this process was sometimes experienced as empowering and sometimes as constraining. The sense of self-management and being in charge differed from managing only at the level of activities to full role management and experiencing a meaningful life post-stroke.

Conclusion:

The findings of this study indicate that 'doing' is an important arena to develop self-management and being in charge post-stroke. Moreover, self-management interventions should not only focus on managing stroke consequences and activities but also address meaning full living post-stroke.

Application to Practice:

With their occupational lens on self-management, and a focus on role management and meaningful activities, occupational therapists can play an important role in the delivery of stroke self-management interventions. Moreover, concepts co-, and couple management between stroke survivors and their relatives will be discussed and applied to practice.

IMPLEMENTATION AND PROCESS EVALUATION OF THE ENERGETIC STUDY

Friday, 17th June - 12:10 - OS - 4D.03 - Acute and Neurological conditions - D'Arcy Thompson
Theatre - Abstract ID: 984 - Oral

Mrs. Yvonne Veenhuizen¹, Dr. Edith Cup¹, Mr. Ton Satink², Dr. Jan Groothuis¹, Prof. Baziel Van Engelen³, Prof. Ria Nijhuis Van Der Sanden⁴, Prof. Sander Geurts¹

¹Radboud University Medical Centre, Donders Centre for Neuroscience, Department of Rehabilitation, Nijmegen, ²School of Occupational Therapy, HAN University of Applied Sciences, Nijmegen, ³Radboud University Medical Centre, Donders Centre for Neuroscience, Department of Neurology, Nijmegen, ⁴Institute for Health Sciences, Scientific Institute for Quality of Healthcare, Radboud University Medical Centre, Nijmegen

Background:

'Energetic' is a self-management group programme aimed at improving social participation, physical endurance and alleviating fatigue in patients with a neuromuscular disease. Currently a randomised controlled trial is conducted out to evaluate the effectiveness of the Energetic program. The programme is implemented in three different settings: a rehabilitation department of a university hospital, a regional rehabilitation and a community health centre. A mixed method research design evaluates the implementation of the programme in these settings from the both patients and the professionals perspective.

Method:

Participating patients completed an evaluation form with numeric rating scales for the different modules of the programme, the organisation, the trainers and the results. The patients also participated in an individual semi- structured interview or focus group to evaluate facilitators and barriers related to the programme, trainers and organisation. In addition semi structured interviews were performed with all stakeholders. Protocol adherence by therapists was monitored by using a logbook, booster sessions and by organising process evaluation for the therapists .

Results/Conclusion:

From the patients perspective four themes emerged from the data analyses "Your life is changed after Energetic", "The program was useful", "Praise for the trainers" and "The organisation should be better".

In January 2016 we expect the results of the data analyses from the professionals' perspective.

Application to Practice:

The implementation evaluation allows us to assess barriers and facilitators for implementation of the Energetic programme in different settings, which will help future dissemination.

A STUDY TO EXAMINE THE EFFECTIVENESS OF A MEMORY STRATEGY EDUCATION GROUP FOR CLIENTS PRESENTING WITH MILD COGNITIVE IMPAIRMENT AND EARLY DEMENTIA IN AN ACUTE GENERAL HOSPITAL

Friday, 17th June - 12:30 - OS - 4D.04 - Acute and Neurological conditions - D'Arcy Thompson
Theatre - Abstract ID: 1119 - Oral

Ms. Áine Coe¹, Dr. Tadhg Stapleton², Dr. Mary Martin³

¹B.Sc. Occupational Therapy, Naas General Hospital, Naas, Co. Kildare, Ireland., ²TCD, ³Naas General Hospital, Naas, Co.Kildare

Background:

An occupational therapy Memory Strategy Education Group was developed to assist clients with MCI and their caregivers adopt strategies to manage memory impairment in everyday living. The study aimed to examine the impact of the programme on the person's everyday memory function, use of memory strategies, and quality of life, through the focus on setting and reviewing individualized memory goals over the course of the intervention.

Method:

A quasi experimental one group pre-test post-test prospective clinical study design was utilized. Clients and caregivers attended a one-hour occupational therapy led group session each week for six weeks. Outcome measures were taken at baseline, two-weeks post completion of the group, and at three month follow-up.

Results:

Over a 14 month period 60 clients participated in the programme with 47 consenting to participate in the research study. Preliminary findings on the initial groups (n=17) show statistically significant improvements in Rivermead Behavioural Memory Test1 scores ($P=0.017$), client rating of memory concerns using DEMQOL2 ($P=0.009$), and increased use of external memory aids ($P<0.001$). From the clients perspective there was a significant improvement in their self ratings of their performance on their individualized memory goals on the COPM 3 ($P<0.001$).

Conclusion:

Preliminary results indicate encouraging findings for clients engaging in the Memory Strategy Education group intervention that are maintained at three month follow-up.

Application to Practice:

This study provides evidence to support the role of occupational therapy in developing and delivering memory focused educational programmes as highlighted in the Irish National Dementia Strategy 4.

THE EFFECTS OF LACK OF OCCUPATION ON THE MENTAL HEALTH OF ASYLUM SEEKERS

Friday, 17th June - 11:30 - OS - 4E.01 - Refugees and asylum seekers - Kirwan Theatre - Abstract
ID: 962 - Oral

Mr. Abiola Dé Mojeed¹, Prof. Agnes Shiel¹

¹NUI Galway

Background:

Ban Ki-Moon (2008) suggests that there is no health without mental health. The mental health of the asylum seeker population and other marginalised groups is a concern for health services globally. The aim of this study was to investigate the effects of lack of occupation on the mental health of asylum seekers.

Method:

A mixed methods methodology was used and Interview questions addressed respondent's level of satisfaction with meaningful occupations. Data gathering tools included Occupational Circumstances Assessment Interview and Rating Scale, Hospital Anxiety and Depression Scale, and Beck's Depression Inventory II.

Results:

Analysis verifies that this group experiences occupational deprivation. The participants reported feelings of frustration and helplessness and its contribution on them perceiving their mental health to be poor. Emotional stress associated with these experiences was significant.

Conclusion:

The participants that were interviewed felt they were living on the margins of a society that had given them protection and a safer society, but is preventing them from engaging with it at any level, but instead promoting marginalisation.

Application to Practice:

Occupational Therapy as a profession must strive to encourage the continual development of "emerging areas of practice", and the occupational deprivation of marginalised groups is one such area. This study has highlighted environmental barriers and institutional restrictions as having effects on access to occupation over a prolonged period, and may promote occupational deprivation and difficulties with mental well-being.

EXPERIENCES WITH YOUNG REFUGEES IN AUSTRIA

Friday, 17th June - 11:50 - OS - 4E.02 - Refugees and asylum seekers - Kirwan Theatre - Abstract
ID: 747 - Oral

Ms. Andrea Draxler¹, Ms. Magdalena Samwald¹, Ms. Cornelia Grosinger¹

¹University of Applied Sciences Wiener Neustadt, Bachelor's Programme Occupational Therapy,
Austria

Background:

In our internship in January 2016 we work with young refugees and asylum seekers, in the age between 16 and 26 years. They are attending school in an Austrian refugee project. The goal of our internship is to understand the occupational needs of young people who have been forced to flee out of their home countries. We want to empower them so that they can be active and show them possibilities about how to manage their daily life. Due to their flight they cannot maintain their former occupations and therefore they lost their daily structure. As occupational therapist students we now offer support so that they can reactivate their old occupations or find new important ones.

Theoretical underpinning:

The theoretical underpinning refers to the CMOP-E and the concept of occupational deprivation.

Assessment / Intervention:

After we interviewed the refugees and found out about their occupational needs we want to provide them with a range of possibilities and ideas to perform some occupations that they have chosen in order to prevent occupational deprivation.

Evaluation of outcome:

The outcome will be evaluated through a questionnaire.

Application to practice:

Presenting work experiences with displaced people to a broad community seems important considering the political situation in Europe at the moment. Additionally thinking that this is currently a role that is emerging in occupational therapy all over Europe a platform for exchanging experiences and discussing core competencies in this field should be provided.

“THIS IS SURVIVAL, NOT LIVING THE LIFE” DAILY LIFE OF ASYLUM SEEKERS IN ICELAND

Friday, 17th June - 12:10 - OS - 4E.03 - Refugees and asylum seekers - Kirwan Theatre - Abstract
ID: 476 - Oral

Ms. Lilja Ingvarsson¹

¹University of Iceland

Background:

An ever-increasing number of people become refugees and asylum seekers in Iceland. The wait for resolution on application for asylum can take up to 3 years. During this time disrupted participation in daily occupations is common. This study was carried out to gain an understanding of the experience of living as an asylum seeker in Iceland. It explored asylum seekers' opportunities for participation in occupations as well as their overall experiences while waiting for the processing of their application.

Method:

Eleven semi-structured interviews were conducted with nine participants, of which six were asylum seekers. A constructivist grounded theory approach was applied in data analysis to categorize and identify key concepts.

Results:

Four major categories emerged that reflected the participants' difficult living conditions, lack of opportunities for participation, lack of belonging and feelings of powerlessness. The long processing time of the applications was extremely stressful as well as not being in charge of one's life, living conditions or income.

Conclusion:

The results indicate that waiting in idleness is extremely stressful and that the long processing time of applications has deteriorating effects on health and well-being. Attention needs to be focused on asylum seekers' living conditions and opportunities for participation in meaningful occupations, including work.

Application to Practice:

It has been pointed out that occupational therapy should focus more explicitly on occupational rights. Occupational therapists should explore and target conditions that constrain occupations whenever possible, such as those currently facing asylum seekers in Iceland and elsewhere.

ENGAGING STUDENTS IN WORK WITH REFUGEES AND ASYLUM SEEKERS: REF

Friday, 17th June - 12:30 - OS - 4E.04 - Refugees and asylum seekers - Kirwan Theatre - Abstract
ID: 799 - Oral

Ms. Lisette Rodenburg¹, Ms. Nadine Blankvoort²

¹University of applied sciences of rotterdam, ²Hogeschool van Amsterdam

Summary of the Presentation:

As the issue of refugees continues to become more relevant in Europe, it becomes increasingly evident that OT's as well as OT students have a valuable role to play.

At the time of this presentation, this group will have completed the first year of a student led project to engage students with refugees. Through a reflection via student video diaries, the successes, challenges, and lessons learned were explored. Drawing on these experiences, a model was developed. Attendees will engage in an interactive discussion on the application of the model and how it could be further developed, as well adapted to other places, schools and populations. Together we will formulate the challenges and potential directions for the future.

This reflection can inform as well as stimulate a discussion, for those academic institutions interested in a similar pursuit.

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KEEPING UP WITH CHANGE

Friday, 17th June - 11:30 - OS - 4M.01 - Education: Placement - O' hEocha Theatre - Abstract ID:
1242 - Oral

Ms. Juanita Bester¹

¹Stellenbosch University

Background:

As part of the undergraduate occupational therapy clinical training at Stellenbosch University all final year students are placed at various role-emerging community sites for a period of 6 weeks as part of their service learning module. The focus of the module in terms of student learning is to expose them to the primary health care setting where they have to deliver indirect occupational therapy services in order to manage a community project based on identified needs within the specific community. Students have to reflect on their development academically, personally and in terms of social awareness.

The service learning module needs to be evaluated to identify those program-elements which need to be retained, adapted and redesigned in order to optimize the learning opportunities for students.

Evaluation:

The focus of this paper is to evaluate if the outcome set for student learning is achieved. End of block reflections of students for a period of two years were used as the data source.

Application to education and /or practice:

The discussion will focus on the concept of service learning within the health science context, aiming to extract the unique learning opportunities offered by service learning.

ENTREPRENEURSHIP EDUCATION: DOES A ‘ONE-SIZE-FITS-ALL’ APPROACH WORK?”

Friday, 17th June - 11:50 - OS - 4M.02 - Education: Placement - O’ hEocha Theatre - Abstract ID:
933 - Oral

Dr. Patricia Mc Clure¹, Prof. Pauric Mc Gowan¹

¹Ulster University

Background:

Over the past two decades a key driver has been a growing interest in entrepreneurship education (EE) within Higher Education Institutions (HEIs). It can be argued that this interest has not been sufficiently translated into a defined body of knowledge that addresses the wider education paradigm.

Educational Philosophy:

General frameworks to guide entrepreneurship educators in supporting students’ entrepreneurial learning have been developed in recent years, however it can be argued that different subject areas require approaches more suited to their professional/subject context.

Pedagogy/educational approach used:

This paper investigates how entrepreneurship education happens in practice and offers a critique of current approaches and generic models of entrepreneurial learning. It questions whether these ideas are appropriate for and sufficiently sensitive to the learning approaches of students within health and social care programmes.

Evaluation:

The authors argue that a ‘one-size-fits-all’ approach is inappropriate for the development of student learning across educational programmes and may even be detrimental. The mentality, outlook, and learning approaches of students within health sciences faculties and, indeed, educators in this space, may differ fundamentally from those within other faculties.

Application to Education and Practice:

Implications for theory, policy and practice for entrepreneurship education within HEIs are considered and new insights to the challenges for EE within health sciences faculties are presented. The importance of success in this space is essential for the development of new and innovative ways of working in the health and social care sector to be achieved and sustained.

PREPARING OCCUPATIONAL THERAPY STUDENTS FOR FUTURE ROLES

Friday, 17th June - 12:10 - OS - 4M.03 - Education: Placement - O' hEocha Theatre - Abstract ID:
352 - Oral

Mrs. Almut Spaeth¹, Mr. Johan Hjelm¹, Mrs. Johanna Morin¹, Mrs. Caroline Fischl¹

¹Umeå University

Background:

As societal changes occur, new skills are demanded from entry-level occupational therapists. To meet these demands, occupational therapy (OT) students need to feel secure in taking on new roles in their future workplaces. The course “The Occupational Therapist as Supervisor, Entrepreneur and Leader” at Umeå University focuses on introducing the students to those emerging roles and on building up skills and knowledge to successfully take on those roles.

Educational Philosophy or theory:

The course is built on the principles of student-led learning and provides an environment in which students can apply and test theory on real-life problems. This enables students to control their own learning process and keep up a high level of motivation.

Pedagogy / educational approach(es) used:

The course provides the students with learning opportunities to take on various roles and to develop professional skills in a safe environment, to then test them outside the university walls. During the course's three assignments, students try out being a leader in project management, an entrepreneur in promoting new ideas, and a supervisor during coaching and facilitation.

Evaluation:

Student perspectives on how the course contributed to building up confidence in their ability to work within non-traditional fields in OT are discussed. Perspectives from right after the course and from one year later will be presented.

Application to Education and /or practice:

Understanding perspectives over time can help course leaders and occupational therapy program developers to further refine their teaching, in order to prepare students for future roles in practice.

USING A PROFESSIONAL PORTFOLIO IN OCCUPATIONAL THERAPY EDUCATION – STUDENT AND TEACHER REFLECTIONS

Friday, 17th June - 12:30 - OS - 4M.04 - Education: Placement - O' hEocha Theatre - Abstract ID:
362 - Oral

Mrs. Caroline Fischl¹, Mrs. Johanna Morin¹

¹Umeå University

Background:

The purpose is to exemplify student and teacher perspectives on using a professional portfolio to promote reflection and development towards occupational therapy professionalism. A portfolio is “a private collection of evidence which demonstrates the continuing acquisition of skills, knowledge, attitudes, understanding and achievement. It is both retrospective and prospective, as well as reflecting the current stage of development and activity of the individual” (Brown, 1995, p2, cited in Alsop, 2002).

Educational Philosophy:

One of the aims of an occupational therapy educator is to develop students' reflective practice to promote professionalism. Boud and Walker (1985, p19) define reflection as “those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciations.” Portfolios can be a strategy for students to document and reflect on their experiences, resulting into new perspectives.

Pedagogy / educational approaches used:

The professional portfolio is an examination in two third-year courses in the occupational therapy program at Umeå University. Students are provided a guide and assessment criteria to clarify expectations. After submission, the teacher leads reflection sessions with students.

Evaluation:

Student evaluations varied. Some students understood the intended purpose of the portfolio, while others indicated that they did not find its value. Teachers noted both advantages and disadvantages in its use but acknowledged its potential in developing occupational therapy professionalism.

Application to Education:

A professional portfolio has the potential to promote students' learning by enhancing reflective practices and integration of learning activities within the program.

CULTURAL PROBES: STUDYING THE SITUATED AND CONTEXTUAL NATURE OF OCCUPATION

Friday, 17th June - 11:30 - OS - 4N.01 - Occupational Justice - Fottrell Theatre - Abstract ID: 451
- Oral

Mr. Jacob Madsen¹

¹Division of Health Studies, Department of Occupational Therapy, University College of Northern Denmark, Aalborg.

Background:

The limitation of applying an individualistic perspective on occupation have been emphasized by numerous scholars, resulting in exploration of theoretical approaches supporting social, cultural and interactional aspects of occupation (Laliberte Rudman 2013, Hocking 2012, Aldrich 2008, Cutchin, Dickie 2013). In particular Deweyan pragmatism has been elucidated, as a theoretical avenue, recognizing the complex, dynamic and situated processes of occupation (Dickie, Cutchin et al. 2006, Cutchin, Dickie 2013, Aldrich 2008, Madsen, Marie Kanstrup et al. 2015). This has however resulted in an awareness of lack of methodological approaches, taking this perspective on occupation into account (Prodinger, Rudman et al. 2015, Aldrich, Laliberte Rudman 2015). The aim of this study was thus to explore cultural probes (Gaver, Boucher et al. 2004), as a possible methodical approach, supporting knowledge production on situated and contextual aspects of occupation.

Method:

Cultural probes was applied as a methodical tool in a qualitative study of underprivileged citizen's use of technology in everyday life.

Results:

Cultural probes was found to be an appropriate tool for collecting data on occupation within sensitive contexts, with the aim of minimal influence on participant's actions in everyday life.

Conclusion:

Cultural probes may be a methodological contribution in studying situated and contextual aspects of occupation, provided to be developed to fit the context of the explored.

Implications:

Further research and discussion on cultural probes, and contextually based design and approaches in general, as a possible methodological respond to the call to explore the situated nature of human occupation is needed.

LEAVING HOMELESSNESS: A SYSTEMATIC REVIEW

Friday, 17th June - 11:50 - OS - 4N.02 - Occupational Justice - Fottrell Theatre - Abstract ID: 544
- Oral

Ms. Leonie Boland¹, Dr. Anita Slade¹, Dr. Katrina Bannigan¹

¹Plymouth University

Background:

For individuals with complex needs, the pathway of exiting homelessness can be complicated, prolonged and cyclical. Throughout Europe, countries are developing national strategies to address homelessness. A key feature of these strategies is a 'housing led' approach, i.e. the rapid provision of rental accommodation with support, as needed, to ensure the tenancy is sustained (O'Sullivan, 2012). This support needs to be provided in a flexible and integrated way and it's been recognised as a potential role for occupational therapists (COTEC, 2010). However there is a lack of research on how occupational therapy can best support a person's transition from homelessness.

Method:

This systematic review aimed to explore the current knowledge about the phenomenon of individuals leaving homelessness (PROSPERO registration: CRD42015019361). A comprehensive search, with no date restriction, sought both published and unpublished literature. All study designs of interventions that supported individuals to leave homelessness and sustain a tenancy were included; studies that focussed on homeless families were excluded. Two independent reviewers assessed the quality of the included studies.

Results:

A narrative synthesis was used to summarise the knowledge as the range and quality of the included studies was diverse. The findings conceptualise the factors, at an individual and structural level, that influence a person's tenancy sustainment following homelessness.

Conclusion:

This systematic review provides an understanding of the transition from homelessness to sustaining a tenancy.

Application to practice:

This understanding indicates how to best target occupational therapy and so provide an evidence based approach to practice.

OCCUPATIONAL JUSTICE IN CONGREGATE ENVIRONMENTS

Friday, 17th June - 12:10 - OS - 4N.03 - Occupational Justice - Fottrell Theatre - Abstract ID: 299
- Oral

Dr. Mark Morgan Brown¹, Prof. Joan Brangan²

¹HSE, ²Trinity College Dublin

BACKGROUND

The environment impacts on occupational deprivation (Durocher et al, 2013). However, the specific effects on the environment on occupation are poorly understood. The occupational therapy profession needs to change its focus from individual disability to well-being and human rights (Hammell, 2008) which effects change on a broader environmental level (Whiteford, 2000).

To create occupational justice in congregate environments, modifications need to be based on good quality evidence (Robertson and Fitzgerald, 2010). The Assessment Tool for Occupation and Social Engagement (ATOSE) was developed to provide comparative quantitative data for whole environments (Morgan-Brown, 2013).

METHOD

The communal spaces of two traditional nursing homes (TMUs) were compared before and after renovation to household model units (HMUs) using the ATOSE snapshot observation method.

RESULTS

The post-renovation HMUs were superior to both pre-renovation TMUs in the outcome measures, interactive occupation and social engagement, for both residents and staff (p 0.001, interrater reliability > 90%). Narrative observations identified physical, social and organisational characteristics which account for this difference.

CONCLUSION

The ATOSE method discriminates between different types of communal spaces using interactive occupation and social engagement as outcome measures. The occupational deprivation of the residents in the TMUs was significantly rectified by creating HMU environments.

APPLICATION TO PRACTICE

Occupational therapists can use observational methods to obtain quantitative and narrative evidence (Wood, 2005), enabling them to understand, promote and endorse occupationally rich environments (occupational justice). The ATOSE can effectively evaluate whole communal spaces. The ATOSE observational method provides an evidence base to underpin environmental transformations.

OTIS: WHERE QUALITYMANAGEMENT MEETS OCCUPATIONAL THERAPY

Friday, 17th June - 12:30 - OS - 4N.04 - Occupational Justice - Fottrell Theatre - Abstract ID: 455
- Oral

Mrs. Angelie Sanders¹, Mrs. Arike Breukelman², Dr. Kees Smelt², Mrs. Ilse Van 't Hof¹, Mrs.
Lucelle Van De Ven Stevens³

¹B-Fysic, ²De Haere, ³During project: Radboud University Medical Centre, Department of
Rehabilitation, Nijmegen, The Netherlands

Background:

Occupational Therapy in System (OTiS) is a system that in a modular way describes the interventions of occupational therapy.

The Dutch Association of Occupational Therapists has started the project in cooperation with two OT practices: De Haere and B-Fysic. Expert groups are involved to develop the modules. Implementing the modules within existing software systems will be explored to prepare easy use for OT's.

Theoretical underpinning:

OTiS is developed within daily practice using guidelines of:

- Quality management systems
- Product development and evidenced-based guidelines
- Quality measurements as used by Physiotherapist Plus Practices

Assessment / Intervention/ Technique:

OTiS contains several basic modules describing activities and occupational performance. Complementary there are diagnosis-specific modules. The modules are evidence- and expert-based. Current OT and multidisciplinary guidelines are used. Combining the different modules, adapted to the variety of questions and problems of our clients, gives the best customization.

Evaluation of outcome:

The OTiS project has started in September 2015. During the COTEC congress we will present the first results, namely the modules within Eldery Care in the home environment.

Application to practice:

OTiS allows individual choices, therefore the OT and the client together can still make a customized treatment plan.

If an organization already is using a quality management system, it is easier to implement OTiS. Because of the integration within digital files and attachments to data-warehouses, outcome can be collected and compared at different levels. These results can be used for best practice research and quality improvement.

THE RELATION BETWEEN ATTACHMENT QUALITY AND EXECUTIVE FUNCTIONS

Friday, 17th June - 11:30 - OS - 4P.01 - Client Centred Practice - Tyndall Theatre - Abstract ID:
782 - Oral

Mr. Sven Van Geel¹, Mrs. Reinhilde Lenaerts¹, Prof. Daphne Kos²

¹AP University College Antwerp, ²KU Leuven; AP University College Antwerp

Background:

A recent study revealed a clear relation between executive functions and attachment security in preschool children (Bernier, Beauchamp, Carlson & Lalonde, 2015). In our research we examined the interaction of these cognitive and affective functions in school-aged children (10 – 12 yr). Two studies were performed in order to highlight the relation between attachment quality and executive functions.

Method:

We performed two studies, in total 208 children participated, they were recruited from normal and special education as well as different hospital settings. Traditional and performance based assessments of executive functions were administered from children (CANTAB – BADS) and parents (BRIEF) , as well as assessments of attachment security (Security Scale, People In My Life, ECR-C) and participation (CAPE) .

Results:

The first study showed a relationship between executive functions and attachment security e.g. (spatial working memory – PIML; $r = -.535$; $p < .001$). The second study using an ecological valid instrument to measure executive functions failed to replicate these results. However, we found some remarkable differences in the objective executive functions of the children and the parental observed executive functions of the children.

Conclusion:

This study reveals an inconclusive relationship between executive functions and attachment security in school aged children. Possible explanations of the results are discussed.

Application to practice:

Occupational therapists can benefit from this research that indicates a possible relation between previously supposed unlinked concepts. An integrative approach that implements the results from the research into the practice of occupational therapists will be described.

HEALTHWISE: AN EVIDENCE-BASED RISK PREVENTION PROGRAMME FOR SCHOOL-GOING ADOLESCENTS

Friday, 17th June - 11:50 - OS - 4P.02 - Client Centred Practice - Tyndall Theatre - Abstract ID:
322 - Oral

Prof. Lisa Wegner¹, Dr. Linda Caldwell², Dr. Edward Smith², Mr. Joachim Jacobs¹

¹University of the Western Cape, ²The Pennsylvania State University

Background: As part of the transformation of the health care system towards health for all by the year 2020, occupational therapists globally are challenged to define their role within health promotion and risk prevention. Adolescents living in socially disorganised communities are a vulnerable group in society. Schools offer an ideal setting for occupational therapists to partner with teachers to promote adolescent health and address risk behaviour. HealthWise South Africa is an evidence-based programme that reduces substance use and sexual risk, and promotes health through constructive use of leisure amongst high-school students.

Method: A study was conducted to determine the efficacy of the HealthWise programme in Cape Town (South Africa). This was a longitudinal, experimental study with three cohorts of students (n= 6000) in nine high schools.

Results: Results showed that HealthWise was effective in reducing both substance use and sexual risk (Smith et al., 2008) and that leisure variables (e.g. boredom and motivation) as well as type of activity participation (e.g. spending time with friends) were associated with substance use and sexual risk (Caldwell, Patrick, Smith, Palen, & Wegner, 2010). HealthWise was well received by both teachers and students.

Conclusion: HealthWise provides useful lessons for occupational therapists working within a health promotion population-based framework in high school settings.

Application to Practice: Recommendations are made which draw on occupational therapists' understanding of the connection between occupation and health to promote youth health through leisure exploration and participation, and develop leisure programmes in schools.

A PERSON-CENTRED ANALYSIS OF THE TIME-USE, DAILY ACTIVITIES AND HEALTH-RELATED QUALITY OF LIFE OF IRISH SCHOOL-GOING LATE ADOLESCENTS

Friday, 17th June - 12:10 - OS - 4P.03 - Client Centred Practice - Tyndall Theatre - Abstract ID:
114 - Oral

Dr. Eithne Hunt¹, Dr. Elizabeth Mc Kay², Dr. Darren Dahly¹, Dr. Anthony Fitzgerald¹, Prof.
Ivan Perry¹

¹University College Cork, ²Brunel University London

Purpose: The health, well-being and quality of life of the world's 1.2 billion adolescents are global priorities. A focus on their patterns or profiles of time-use and how these relate to health-related quality of life (HRQoL) may help to enhance their well-being and address the increasing burden of non-communicable diseases in adulthood. This study sought to establish whether distinct profiles of adolescent 24-hour time-use exist and to examine the relationship of any identified profiles to self-reported HRQoL. **Method:** This cross-sectional study gathered data from a random sample of 731 adolescents (response rate 52%) from 28 schools (response rate 76%) across Cork city and county. A person-centred approach, latent profile analysis (LPA), was used to examine adolescent 24-hour time-use and relate the identified profiles to HRQoL. **Results:** Three male profiles emerged, namely productive, high leisure and all-rounder. Two female profiles, higher study/lower leisure and moderate study/higher leisure, were identified. The quantitative and qualitative differences in male and female profiles support the gendered nature of adolescent time-use. No unifying trends emerged in the analysis of probable responses in the HRQoL domains across profiles. Females in the moderate study/higher leisure group were twice as likely to have above average global HRQoL. **Conclusion:** Distinct time-use profiles can be identified among adolescents but their relationship with HRQoL is complex. Rich mixed-method research is required to illuminate our understanding of how quantities and qualities of time-use shape lifestyle patterns and how these can enhance the HRQoL of adolescents in the 21st century.

THE Q.U.E.S.T. (QUALITY OF EXPERIENCE SPENDING TIME): FIELD-TESTING A SELF-REPORT ASSESSMENT

Friday, 17th June - 12:30 - OS - 4P.04 - Client Centred Practice - Tyndall Theatre - Abstract ID: 898 - Oral

Dr. Steve Park¹, Dr. Anita Bundy², Dr. Lindy Clemson²

¹Pacific University, ²University of Sydney

Background:

Innovative, sound assessments are needed that measure the qualitative complexity of occupation. The QuEST, a 47-item self-report assessment, was developed to measure a person's quality of experience spending time. This quantitative study examined its measurement qualities and determined if it could differentiate persons who possessed more quality from those who did not.

Method:

The QuEST was field-tested within a USA organization that served low-income clients experiencing HIV/AIDS and physical/mental health conditions. All clients (N = 248) were invited to participate via a questionnaire packet. To investigate measurement quality, QuEST item data were analyzed using Rasch modeling. An independent samples, 1-tailed t-test was conducted to determine if the QuEST differentiated respondents who expressed satisfaction or dissatisfaction with how they spent their time.

Results:

Of 131 returned questionnaires, 93 met eligibility criteria – not working and 18-60 years old. Mean age was 46; 85% identified as male. Data from 85 respondents met Rasch goodness-of-fit criteria, indicating 91% used the items appropriately. Data from 42 items met goodness-of-fit criteria, indicating they comprised the same unidimensional construct. Five items exceeded the criteria and required either removal or revision. T-test results indicated a highly significant difference for persons who reported satisfaction (M = +0.94, SD = 0.94) and dissatisfaction (M = -0.46, 1.01); $t(90) = 6.79$, $p = <.001$).

Conclusion:

The QuEST can be completed successfully by its intended population and effectively measures a complex, unidimensional construct.

Application to Practice:

The QuEST shows potential to help plan OT intervention and evaluate client-centred outcomes.

PRACTICE CONTEXTS OF OCCUPATIONAL THERAPISTS FIT WELL WITHIN THE CHANGES IN CARE AND WELFARE IN THE NETHERLANDS

Friday, 17th June - 11:30 - OS- 4O.01 - Practice contexts - O' Tnúthail Theatre - Abstract ID: 849
- Oral

Dr. Margo Van Hartingsveldt¹, Ms. Rieke Hengelaar², Mrs. Inka Logister Proost³, Ms. Astrid Kinébanian⁴

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Introduction:

The aging population and growing prevalence of chronic conditions increase the healthcare costs of many western countries. Because of perpetually rising care expenses, Dutch government is moving toward the transition from a welfare state to a participation society. Expensive clinical care needed to be decreased, and Dutch policy moved towards more informal, primary, and community care.

Description of the policy

Four Practice Contexts for Occupational Therapists (PCOT) has been defined within institutional, primary and community care (van Hartingsveldt, Hengelaar, & Logister-Proost, 2015). This is based on occupation that promotes health and well-being for people on the individual and societal level (Wilcock & Hocking, 2015), the individual and social perspective of occupational therapy in enabling participation (Chapparro & Ranka, 2005) and the broadened view on the client as a person within his system, organisation or population (Polatajko et al., 2013). The PCOT enhances the application to policy of OT practice and education.

Application of the policy to practice/education:

With the PCOT, the current and future position of OT's in practice can be described. The PCOT guides curriculum development regarding the amount of attention for the different practice contexts. This supports the integration of the individual and the social perspective of OT in education.

Evaluation:

The PCOT makes clear which practice contexts for OT's are decreasing or increasing in relation to the transition to a participation society. The PCOT gives new challenges for creating tomorrow's education and practice for OT's in order to enable every citizen to participate in society.

THE IMPACT OF LIFESTYLE INTERVENTIONS ON OLDER PERSONS' HEALTH, WELLBEING AND OCCUPATIONAL ADAPTATION

Friday, 17th June - 11:50 - OS- 4O.02 - Practice contexts - O' Tnúthail Theatre - Abstract ID: 432
- Oral

Mrs. Ann Johansson¹, Prof. Anita Björklund²

¹Jönköping University, ²Jönköping University, School of Health and Welfare

Background:

The demographic development, with the older population growing fast, is becoming a huge challenge for society, with great demands on health and social care and concerning the individual's well-being. The aim of this study was to investigate whether a four-month occupational based health-promoting programme for older persons living in community dwellings could maintain/improve their general health and well-being. Further the aim was to explore whether the programme facilitated the older persons' occupational adaptation.

Method:

The study had a quasi- experimental design combined with semi-structured interviews. The intervention group comprised 22 participants, and the control group 18. Outcomes were measured using the Short Form 36, Life Satisfaction Index-Z and Meaningful Activity Participation Assessment. Content analysis, based on concepts from the Model of Occupational Adaptation, was used to analyse the interviews.

Results:

The intervention group showed statistically significant improvements in general health variables such as vitality and mental health, and positive trends for psychological well-being. There were no statistically significant differences between the intervention group and the control group. The qualitative analysis based on Occupational Adaptation pointed out social aspects as a compliment to the overall results.

Conclusion:

Participating in meaningful, challenging activities in different environments stimulates the occupational adaptation process.

Application to Practice:

Occupational therapists can use this result to empower older persons to find their optimal occupational lives.

References

Johansson, A. & Björklund, A. (2015). The impact of occupational therapy and lifestyle interventions on older persons' health, well-being, and occupational adaptation. *Scandinavian Journal of Occupational Therapy*, DOI: 10.3109/11038128.2015.1093544

IMPROVING THE ABILITY TO PERFORM ACTIVITIES OF DAILY LIVING IN WOMEN LIVING WITH FIBROMYALGIA: AN EXPLORATORY, QUASI-RANDOMISED CONTROLLED, PHASE-TWO STUDY.

Friday, 17th June - 12:10 - OS- 4O.03 - Practice contexts - O' Tnúthail Theatre - Abstract ID: 734
- Oral

Ms. Cecilie Von Bülow¹, Dr. Kirstine Amris¹, Mrs. Elisabeth Bandak¹, Prof. Bente Danneskiold Samsøe¹, Mrs. Eva Ejlersen Wæhrens¹

¹The Parker Institute, Copenhagen University Hospital, Bispebjerg- Frederiksberg, Denmark.

Background:

Interventions improving the ability to perform activities of daily living (ADL) in fibromyalgia are sparse and trials rarely include occupational therapy despite the professions' core focus on improving ADL ability. The objective of this study was to investigate the outcomes of interdisciplinary rehabilitation followed by an additional occupational therapy adaptational program (ADAPT) and a physical activity program (ACTIVE).

Methods:

Women (n=85) with fibromyalgia, were consecutively enrolled from the first phase of the IMPROVe study into two-week interdisciplinary rehabilitation, and quasi-randomized to additional 16-week ADAPT/ACTIVE programs. Participants in the ADAPT program were taught to use adaptational strategies e.g. assistive devices and modifications of the environments. Participants in the ACTIVE program were taught pacing strategies and strategies to overcome training barriers. Primary outcome was observed ADL ability at four-week follow-up, assessed with the Assessment of Motor and Process Skills (AMPS).

Results:

Participants (n=48) included in per protocol analysis did not differ from withdrawers (n=37) at baseline. Improvements in ADL motor and ADL process ability in the ADAPT and ACTIVE groups were statistically significant and independent of group allocation (ADAPT vs. ACTIVE) (figure 1). Responder analyses revealed that 63% of the participants obtained clinically relevant improvements in ADL motor ability and 48% in ADL process ability.

Conclusion:

Women with fibromyalgia can improve their ADL ability through adaptational or physical activity programs as indicated by observable decreased effort, increased efficiency, safety and independence during performance of ADL tasks.

Application to Practice:

Occupational therapists can implement adaptational programs to improve ADL ability in fibromyalgia.

OCCUPATIONAL THERAPY VIEWS FROM DIVERSE CULTURAL PERSPECTIVES

Friday, 17th June - 12:30 - OS- 4O.04 - Practice contexts - O' Tnúthail Theatre - Abstract ID: 1202 - Oral

Dr. Inmaculada Zango Martin¹, Prof. Anita Björklund²

¹J, ²Jönköping University

Background:

Taking into consideration the diversity of the global world, incorporating different worldviews would be a valuable contribution to expanding the relevance of occupational therapy. The aim of this research was to analyse worldviews regarding human occupation and the link between occupation, health, and well-being among people from rural Honduras, Morocco, Burkina Faso, Tanzania, and Ecuador.

Method:

This ethnographic research used three methods, i.e. semi-structured interviews, participant observations, and in-depth interviews, to collect data from 27 participants in five countries. The material was analysed using a Grounded Theory approach.

Results:

A total of one core category, three categories and six subcategories emerged from the analysis. The core category, "Occupations are social practices", comprised three categories: Occupation, health and well-being as a personal and community experience; Co-occupations, collective occupations and collaborative occupations are the most important occupations; and Occupation, health and well-being mutually influence each other.

Conclusion:

The overall findings showed a tentative theoretical structure based on the understanding of occupation as social practice. Related with it, the context determines the practice in social interaction, the rules and the meanings of occupations. Thus, this understanding of occupation and its influence on health and well-being invites occupational therapists to not only be aware of the main aspects related to particular contexts, but to promote critical thinking regarding the culture of occupational therapy.

Application to Practice:

A complementary view of occupation, health and well-being, integrating individual and collective views, could enhance and expand the relevance of occupational therapy around the world.

MAKING PARTICIPATION A REALITY. ENHANCING THE OCCUPATIONAL PERSPECTIVE THROUGH AN INTERNATIONAL COLLABORATION BETWEEN UNIVERSITY OF SOUTHAMPTON AND LUND UNIVERSITY

Friday, 17th June - 11:30 - Symposium.01 - 4G - Dillon Theatre - Abstract ID: 919 - Symposium

Dr. Juliette Truman¹, Dr. Lisa Ekstam², Dr. Sofia Vikström³, Dr. Julie Wintrup¹,
Mr. Sam Baker¹

¹University of Southampton, Faculty of Health Sciences,, ²Lund university, Department of Health Sciences, ³Karolinska Institutet, Department of Neurobiology, Caring Sciences & Society

Summary of the Symposium:

The overall aim of this symposium is to share experiences from an innovative international educational collaboration (2012-2015) between the occupational therapy programs at Lund University (LU) and University of Southampton (UoS). The first session includes how this strategy was made a reality through physical international exchanges for whole cohorts of students. The second session covers a national (UK) student research evaluation project based on the students' experiences, the third session Swedish and British students within the 2015 exchange will share their experiences of how the international exchange has influenced their professional identity, and finally in the fourth session ideas about future partnerships and expanding the collaboration through the use of technology will be discussed.

Precise timetable:

The first session will describe, in 15 minutes, the aim, history and experiences of the collaboration and allow 5 minutes for comments from the audience. The second session will present information on a Higher Education Academy (HEA) funded student research project evaluating the second exchange (15 minutes presentation, 5 minutes discussion). Students from the 3rd exchange will then present their experiences (10 minutes followed by comments for 5 minutes). This will be followed by a 10 minute presentation on the future plans for the collaboration. Finally the discussant will share her reflections on the symposium and exchange in 15 minutes which will follow by closing remarks from the chair for 5 minutes.

CRITICAL REFLEXIVITY AND KNOWLEDGE GENERATION IN PROFESSIONAL PRACTICE

Friday, 17th June - 11:30 - Symposium.01 - 4H - McMunn Theatre - Abstract ID: 669 - Symposium

Dr. Elizabeth Anne Kinsella¹, Ms. Erika Ruth Katzman², Ms. Stephanie Le Blanc²

¹University of Western Ontario, ²Western University

Summary of the Symposium:

This symposium presents a collection of contributions on critical reflexivity and knowledge generation in professional practice.

Timetable:

Three Papers-20 minutes each; Discussion-30 minutes.

Background:

Within the discipline of occupational therapy, critical reflexivity has been described as an approach to interrogating the social conditions in which disciplinary knowledge is produced, as an approach to knowledge generation, and as a means to reveal taken-for-granted assumptions (Kinsella & Whiteford, 2009; Phelan, 2011). Although regularly touted as important, the concept of critical reflexivity is relatively new to conversations surrounding occupational therapy practice, education and research (McCorquodale & Kinsella, 2015). Further the concept is the the early stages of conceptualization, and few studies have revealed how it might be applied.

Method:

In response, this symposium brings together three papers. Paper 1 offers a theoretically rich introduction to critical reflexivity, and considers the implications for socially situated knowledge generation. Paper 2 demonstrates the generative potential of embodied reflexivity as it relates to the cultivation of knowledge. Paper 3 engages in critical reflexivity to interrogate taken-for-granted personal/practice in the area of mental health occupational therapy.

Results:

Collectively, these papers demonstrate how critical reflexivity may fruitfully be employed to challenge taken-for-granted assumptions, open generative interpretive possibilities and advance practice-based disciplinary knowledge.

Conclusion:

Critical reflexivity has important implications for the field of occupational therapy.

Application to Practice:

Occupational therapists, educators and students are well positioned to employ critical reflexivity in the interests of generating individual and disciplinary knowledge to improve practice, education and research.

THE ‘CANCER HOME-LIFE PROJECT’– EVERYDAY ACTIVITIES AND NEEDS AMONG PEOPLE WITH ADVANCED CANCER, AND EVALUATION OF AN ACTIVITY-BASED INTERVENTIONF

Friday, 17th June - 11:30 - Symposium.01 - 4I - AC201 - Abstract ID: 707 - Symposium

Dr. Åse Brandt¹, Dr. Eva Wæhrens², Mr. Marc Sampedro Pilegaard³, Mrs. Hanne Peoples⁴, Dr. Lisa Gregersen Oestergaard⁵, Dr. Anna Thit Johnsen⁶, Dr. Karen La Cour³

¹Tha National Board of Social Services, Odense, Denmark, and Department of Public Health, University of Southern Denmark, Odense, Denmark, ²Department of Public Health, University of Southern Denmark, Odense, Denmark, and Parker Institute, Copenhagen University Hospital Bispebjerg & Frederiksberg, Copenhagen, Denmark, ³Department of Public Health, University of Southern Denmark, Odense, Denmark, ⁴Department of Public Health, University of Southern Denmark, Odense, Denmark, ⁵Department of Public Health, Odense, Denmark, and Department of Physiotherapy and Occupational Therapy, Aarhus University Hospital, Aarhus, Denmark, and Institute of Public Health, Aarhus University, Aarhus, Denmark, ⁶Department of Psychology, University of Southern Denmark, Odense and Department of Palliative Medicine, Bispebjerg Hospital, Copenhagen, Denmark.

Summary of the Symposium:

The ‘Cancer Home Life Project’ is introduced. Results concerning activity performance and priorities among people with advanced cancer are presented together with results about how they manage activities in everyday life. A protocol for a randomised, controlled trial (RCT) aiming to evaluate the effectiveness of a newly developed activity-based intervention is presented.

Precise timetable:

5 minutes: Introduction

10 minutes: Researching conditions and challenges related to everyday activities of people with advanced cancer

15 minutes: Daily activities when living at home with cancer: A cross-sectional study

15 minutes: Managing activities in everyday life for people with advanced cancer

15 minutes: Effectiveness of the ‘Cancer Home-Life Intervention’ for people with advanced cancer: A randomised, controlled trial RCT protocol

30 minutes: Discussion

Background:

The evidence of how everyday activities of people with advanced cancer can be supported is scarce.

Method:

A project was designed. It includes a cross-sectional study to obtain comprehensive knowledge about everyday activity problems, priorities and management. An intervention was developed and an evaluation protocol prepared.

Results:

Results will be presented in the subsequent presentations.

Conclusion:

Knowledge about the specific problems and needs of people with advanced cancer was obtained. A RCT is presently evaluating the effectiveness of the developed intervention.

Application to Practice:

The knowledge from the study is valuable to occupational therapy practice as it forms an important knowledge base for interventions.

Financial support by The TrygFonden, The Danish Cancer Society, The Danish Association of Occupational Therapists, The Region of Southern Denmark.

RESPONDING TO CURRENT SOCIETAL DEVELOPMENTS AFFECTING PEOPLE'S HEALTH: A "THINK TANK" ON THE POTENTIAL OF OCCUPATIONAL THERAPY AND OCCUPATIONAL SCIENCE

Friday, 17th June - 11:30 - Workshop.01 - 4J - AC202 - Abstract ID: 940 - Workshop

Dr. Ursula Costa¹, Ms. Birgit Nienhusmeier², Dr. Pier Paolo Pasqualoni²

¹Department of Occupational Therapy, University of Applied Health Sciences Tyrol, ²University of Applied Health Sciences Tyrol

Summary of the Workshop:

Background:

In response to current societal developments, embedded in European policies and in a global context, occupational therapists' and occupational scientists' contributions to people's health and well-being for individual, community, and societal levels need reflections and joint efforts.

A shared understanding of core concepts and best practice criteria in the profession/discipline helps to specifically and systematically develop practical answers, reflect on and design education for occupational therapists, and use and engage in research.

Purpose:

This workshop invites to a dialogue regarding meaningful responses to current health care and societal needs from an Occupational Therapy (OT) and Occupational Science (OS) perspective. It intends to serve as a "Think Tank", fostering a shared understanding based on core concepts of OT and OS, supporting joint efforts in practice, education, and research when facing current challenges.

Method:

The workshop participants will be shortly introduced in best practice criteria for OT intervention as described in the KRAH®-model (Costa, 2014). Based on client-centredness, resource-orientation, everyday-life-relevance, and occupation-based intervention, this model integrates intra- and inter-disciplinary theories and implications. After a short introduction, the potential of OT and OS for people's and European societies' health and well-being will be discussed in small groups. A plenary session will summarize possible responses to selected fields and facilitate further networking and collaboration of practice, education, and research in OT and OS.

Maximum number of participants: 25

Brief description of intended participants:

This workshop is designed for occupational therapy practitioners, lecturers, students, and researchers, incl. occupational scientists.

COMMUNITY-BASED PARTICIPATORY APPROACHES APPLIED TO COMMUNITY-BASED SERVICES FOR CHILDREN

Friday, 17th June - 11:30 - Workshop.01 - 4F - Larmor Theatre - Abstract ID: 1093 - Workshop

Dr. Liliya Todorova¹, Dr. Petya Mincheva¹, Ms. Elitsa Velikova²

¹University of Ruse, ²Centre for Social Rehabilitation and Integration of Children and Families

Summary of the Workshop:

The workshop will focus on Community-based participatory research (CBPR) as a partnership approach that equitably involves community members and researchers, in which all partners contribute expertise and share decision making and ownership with the aim to increase knowledge and understanding of a given phenomenon and integrate them with interventions to improve the health and quality of life of community members.

Workshop leaders will share their experience of applying CBPR approaches with parents of children with disabilities in a community-based service – Centre for social rehabilitation and integration for children and families in Ruse. Parents' experience and expertise in identifying needs and finding solutions is recognized as crucial for finding best interventions strategies and achieving outcomes. By engaging in CBPR the community of parents becomes an active partner in the process.

Learning objectives:

- 1.To develop an understanding of CBPR approaches in addressing health and social issues.
- 2.To identify strategies in developing CBPR partnerships.
- 3.To define benefits, challenges and recommendations for using CBPR for research and social change.

This workshop will start with a short presentation followed by sharing experiences, reflections and advice for further development of similar projects in small groups. The outcome will be a “mind map” helping to enhance knowledge and to explore further research possibilities in that area.

Maximum number of participants:

Maximum number of participants for the workshop is 30.

Brief description of intended participants:

This workshop would be suitable for practitioners, researchers and academics involved in community development.

COMMUNITY ENGAGEMENT WITHIN THE CURRICULUM

Friday, 17th June - 11:30 - Workshop.01 - 4K - AC203 - Abstract ID: 75 - Workshop

Mrs. Caroline Wolverson¹, Mrs. Fiona Howlett¹

¹York St John University

Summary of the Workshop:

With the current economic climate placing increasing demands on health and social care resources (COT 2014), there is increasing importance placed on people accessing support services within their communities as emphasised in the Care Act (2014).

The importance of social inclusion and engagement within the community may be key to successful outcomes for clients; however, students within the University environment often focus on learning from text books, journal articles and web based information rather than considering wider sources for learning opportunities and engagement, such as community resources.

This workshop will give participants the opportunity to share their experiences of student engagement within the community and how this contributes to learning and future practice. The format will begin with a brief presentation of how this has been developed at York St John University followed by discussion focussed around the learning outcomes below.

Learning outcomes

1. Generate ideas to offer creative opportunities for students to engage with the local community
2. Draw on participants' experience and expertise to utilise resources more effectively
3. Identify challenges to community engagement & consider how learning opportunities can be facilitated and developed to meet these challenges

Maximum number of participants for the workshop:

20

Brief description of intended participants:

This workshop would be suitable for occupational therapy educators working within the university environment.

References

Care Act 2014. London. TSO

College of Occupational Therapists (2014) Learning and development standards for pre-registration Education. London, College of Occupational Therapists.

THE CHALLENGE OF MAINTAINING AUTHENTIC OCCUPATIONAL THERAPY DURING ROLE EMERGING PLACEMENTS

Friday, 17th June - 11:30 - Workshop.01 - 4L - AC204 - Abstract ID: 1048 - Workshop

Mrs. Lucy Zurich¹, Ms. Ashleigh Rolle¹

¹Sheffield Hallam University

Summary of the Workshop:

This workshop allows participants to experience the complexities of the student journey in establishing occupational therapy (OT) in role emerging placements.

With a growing need for occupational therapists to be employed in the third-sector and other non traditional areas, the necessity for providing students with the experience of role emerging placements is ever more evident. When utilising the freedom to use professional discretion, OT can be highly effective in these settings. Although, given the historic lack of shared understanding surrounding OT, students often struggle to define their role to their placement providers, which makes procuring an opportunity for authentic OT a difficult task. This reduces students' self-efficacy in advocating for OT within the setting and prevents them from developing a strong sense of professional identity. This can, however be improved, through comprehensive placement preparation facilitating a more successful role emerging placement.

Through experiential learning, the workshop participants will consider how best to prepare for role emerging placements by identifying student challenges to creating a role for OT and highlighting opportunities to maintain professional integrity within such environments. An interactive simulation will highlight a real life case study of a student's role emerging placement experience. Participants will be required to work in small groups to make a set of decisions to help progress the student through the process of setting up OT within a role emerging setting.

Maximum number of participants: 25

This workshop would be suitable for students, lecturers and anyone interested in role emerging OT.

PROJECT CAREER: AN INTERPROFESSIONAL DEVELOPMENT TO SUPPORT THE TRANSITION OF POST SECONDARY EDUCATION STUDENTS WITH TBI TO EMPLOYMENT

Friday, 17th June - 11:30 - Workshop.01 - 4Q - AC215 - Abstract ID: 1069 - Workshop

Dr. Karen Jacobs¹, Ms. Amanda Nardone¹, Dr. Phillip Rumrill, Jr.², Ms. Callista Stauffer², Ms. Deborah Hendricks³, Ms. Elaine Sampson⁴, Ms. Eileen Elias⁵, Ms. Anne Leopold⁵, Dr. Marcia Scherer⁶

¹Boston University, ²Kent State University, ³West Virginia University, ⁴West Virginia University,
⁵JBS International, ⁶Institute of Matching Person and Technology

Traumatic brain injury (TBI) is a serious public health problem that affects approximately 1.7 million Americans each year (www.cdc.gov), more than 75% reported as mild. Despite the low severity rating, 5-15% of individuals develop chronic TBI-related symptoms causing functional limitations (Faul, Xu, Wald, Coronado, 2010). The incidence of TBI is high in young adults in the prime of their productive years. Individuals experience recovery in some functions, but cognitive impairments often remain, leading to barriers in gaining and maintaining employment (Carino, 2012).

Project Career is an interprofessional development project providing continued support to college students with TBI. This multi-site project is at Kent State University, Boston University, and West Virginia University. Participants may be students enrolled at colleges and universities within each site's geographical location. The project's evaluation is occurring independently through JBS International, Inc.

Project Career is designed to improve the employment success of students with TBI through a combination of cognitive support technology (CST) and individualized career counseling services as students' transition from undergraduates to employees. Specifically, iPads, are provided, serving as the CST as well as a virtual platform to provide education, counseling, and career mentoring.

This interactive workshop will engage participants in using assessments and iPad Apps. From a case study approach, participants will appraise appropriate Apps and advance their understanding of how the iPad can be used as an educational tool and CST. Participants will learn how vocational rehabilitation and occupational therapy have combined to provide a comprehensive service to students with TBI.

SUPPORTING EVIDENCE-BASED PRACTICE

Friday, 17th June - 11:30 - Workshop.01 - 4R - AC214 - Abstract ID: 632 - Workshop

Ms. Erna Schönthaler¹, Ms. Petra Schwab¹, Mr. Valentin Ritschl¹

¹University of Applied Sciences FH Campus Wien

Summary of the Workshop:

Occupational therapists show a positive attitude to EBP. Implementing EBP into daily practice is still a big challenge. To overcome barriers, e.g. lack of time and access to databases, practitioners, managers and academics are searching for practicable and sustainable strategies. At the UAS FH Campus Wien an EBP service center has been established as pilot project to support the implementation of EBP. Practitioners were invited to participate in an EBP introduction workshop. Afterwards clinical questions could be sent to the service center, which provided CATs (critically appraised topic) answering these questions.

In the workshop we will present this project and results of the accompanying qualitative and quantitative research. Following this input, we will focus on exchanging EBP implementation strategies and good practice experiences in small group discussions by raising the following questions:

Who is involved in implementing EBP strategies?

Which strategies and formats are helpful?

Who provides resources and how can sustainability be reached?

At the end we will sum up the results of the discussions and develop ideas concerning the practicability and sustainability of the different strategies.

Maximum number of participants:

40

Brief description of intended participants:

We are addressing practitioners, teachers, researchers as well as representatives of national OT associations who are interested in implementing EBP. Participants should either have experience in implementing EBP or be interested in exchanging ideas about implementation strategies for EBP.

Financial support by FH Campus Wien, Vienna Hospital Association, and national association Ergotherapie Austria is gratefully acknowledged.

ASSESSMENT AND MANAGEMENT OF PEOPLE WITH DISORDERS OF CONSCIOUSNESS

Friday, 17th June - 11:30 - Workshop.01 - 4T - Dunican Theatre - Abstract ID: 752 - Workshop

Ms. Ann Marie Morrissey¹, Prof. Agnes Shiel²

¹NUI Galway/HSE Mid West, ²NUI Galway

The number of people surviving with long term Disorders of Consciousness (DoC) continues to rise. Once the acute and rehabilitation phases of the recovery processes are complete, the majority of people are transferred to continuing care environments which may include community hospitals, geriatric hospitals and nursing homes. In Europe there are no clear recommendations for ongoing reassessment and treatment but the British Society of Rehabilitation Medicine Guidelines for Prolonged Disorders of Consciousness (2013) guidelines recommend that people with chronic DoC are reassessed regularly in long-term care settings. Recent evidence has demonstrated that late recovery and emergence from a DoC is possible. However, to identify this, regular reassessment is essential. While there is a perception that such reassessment is highly specialist, both assessment and intervention for people with chronic DoC can be provided using fundamental occupational therapy approaches using tools which are accessible and available.

Learning outcomes

By the end of this workshop

- Participants will be familiar with the assessment and reassessment guidelines issued by the British Society of Rehabilitation Medicine
- Participants will have learned the basics of assessment using two tools – the Wessex Head Injury Matrix and the JFK Coma Scale
- Participants will understand the basic principles of assessment of people with Disorders of Consciousness

Maximum number of participants: 30

Brief description of intended participants:

This workshop is suitable for occupational therapists working in acute services and those providing services to community hospitals, nursing homes and in the community where people with DoC may be resident.

MANAGING STRESS IN COLLEGE STUDENTS WITH MINDFULNESS

Friday, 17th June - 11:30 - Workshop.01 - 4S - AC216 - Abstract ID: 231 - Workshop

Dr. Donna Costa¹, Dr. Yvonne Randall¹

¹Touro University Nevada

The lived experience of college students includes high levels of stress leading to impaired physical and psychological health, diminished quality of life, poor sleep and decreased academic performance. Recent research has suggested that up to 50% of college students experience significant stress levels, anxiety and/or depression. (Regehr, Glancy & Pitts, 2013) A study done by occupational therapy educators described stress levels in students as above average or the highest in their lives. (Pfeiffer, Kranz & Scoggin, 2008; College campuses world-wide are developing programs to help students manage their stress levels. Research on mindfulness-based interventions research has demonstrated the benefits of mindfulness in physical and psychological health. A mindfulness program for students based on emerging adulthood theory was developed at Duke University. The first randomized controlled trial of the Koru Mindfulness program (Greeson, Juberg, Maytan, James & Rogers, 2012) showed statistically significant improvements in perceived stress, sleep problems, mindfulness and self-compassion. This workshop will describe the implementation of the Koru Program at a university in the southwest U.S. in Fall 2014 and will report results on stress levels, sleep, self-compassion and mindfulness. This presentation will describe how the Koru program was implemented and marketed, the response of students to the program. Implications for occupational science will be discussed as they relate to understanding the effects of the demands of college academic life and this may lead to increased awareness of the lack of occupational balance in students and the need to develop interventions to promote healthier coping strategies.

A CLIENT INFORMED FRAMEWORK OF CLIENT-CENTRED BRAIN INJURY REHABILITATION

Friday, 17th June - 13:50 - OS - 5A.01 - Brain Injury - AC213 - Abstract ID: 573 - Oral

Ms. Kate D Cruz¹, Dr. Linsey Howie¹, Dr. Primrose Lentin²

¹La Trobe University, ²Department of Occupational Therapy, Monash University - Peninsula Campus

Background:

Client-centred practice is well established as a core foundation of occupational therapy however, there is little research evidence concerning the client experience (Whalley-Hammell, 2013). The aim of this study was to understand client-centred practice from the perspective of adults with a traumatic brain injury (TBI) participating in community-based occupational therapy.

Method:

Twelve semi-structured interviews were conducted with 6 adults with a moderate-severe TBI. Interview transcripts were coded using constructivist grounded theory methods.

Results:

Data analysis produced three main themes and sub-themes describing client-centred practice as a person-focussed process of engagement between the client and the therapist. The themes are: (i) Experiencing the client-therapist relationship: Seeing me as the person I was; Getting to know me in the now; Making a positive connection; (ii) Actively participating in therapy: Valuing the therapist; Being partners in therapy; and (iii) Finding my place in life: Adjusting to who I am now and Sharing my journey.

Conclusion:

The results of this research affirm the importance of client-centred practice, from the perspective of the clients with a TBI. This presentation will outline a framework for approaching client-centred practice as a person-focussed process of engagement between the client and the therapist.

Application to Practice:

Occupational therapists are encouraged to continue to value and invest in the development of relationships with clients, appreciating the therapeutic potential of client-centred occupational therapy interventions.

Whalley-Hammell, K.R. (2013) 'Client-centred practice in occupational therapy: Critical reflections', *Scandinavian Journal of Occupational Therapy* 20, p. 174.

M-ASSIST : THE DEVELOPMENT OF A CLIENT-CENTRED OCCUPATIONAL PERFORMANCE ASSISTIVE TOOL FOR PEOPLE WITH EXECUTIVE DYSFUNCTION.

Friday, 17th June - 14:10 - OS - 5A.02 - Brain Injury - AC213 - Abstract ID: 661 - Oral

Mr. Erwin Vanroye¹, Mr. Frederik Smolders², Mr. Steven Palmaers², Dr. Annemie Spooren¹

¹Department of PXL-Healthcare, Occupational Therapy. PXL University College, Hasselt, Belgium, ²Department of PXL-IT Research, PXL University College, Hasselt, Belgium

Background: People with executive dysfunction have problems in independent performance of instrumental activities of daily living (iADL). They often need individual assistance towards autonomy and participation. This applied research project focuses on requirements and features of an app(lication) for use on tablets, smartphones and -watches.

Aim: To describe the development of a mobile Occupational Performance Assistive tool (m-Assist) that guides clients with executive dysfunction through the steps of iADL.

Method: A client centred design was used to develop the m-Assist in an iterative way.

Results: Based on the results of a qualitative study, problems in executive functioning and iADL were described. Recommendations for the m-Assist app were implemented in a mock-up version and in a next stage into a prototype. In all stages, both the perspective of the client and the occupational therapist (care taker) were taken into account. To improve usability, the tool was further elaborated and digitalized .

Conclusion: The m-Assist shows potential in increasing independence in occupational performance in iADL. The tool must be able to provide support in planning, organisation, timing, initiative, attention, memory, problem solving and self-control. It demands visual, verbal and auditory cues adapted to specific client' abilities and needs. A pilot-study needs to be conducted to research differences in effectivity between traditional approaches and the use of the m-Assist.

Application into practice: The m-Assist is a client-centred digital coach that guides and facilitates independent performance of iADL. The tool can be an added value for occupational therapists, clients, care takers & education .

THE EFFECTS OF BACKGROUND MUSIC ON ATTENTION IN NEURO-REHABILITATION: A WITHIN AND BETWEEN SUBJECT COMPARISON

Friday, 17th June - 14:30 - OS - 5A.03 - Brain Injury - AC213 - Abstract ID: 1101 - Oral

Ms. Michelle Mc Hugh¹, Ms. Samira Dhamapurkar¹, Dr. Anita Rose¹

¹The Raphael Medical Centre

Objective: To investigate the effects of background music on attention for an experimental group in neuro-rehabilitation with a neurological diagnosis and attentional deficits, and for a control group without a reported neurological diagnosis or attentional deficits.

Background: Technological advances in music have increased its use in everyday settings. Controlling external stimuli such as music may help in the performance of occupations for people in neuro-rehabilitation with attentional deficits through increased arousal and attention. There is currently conflicting evidence regarding the influence of music on cognitive performance, and there is a lack research on the effects of music on attention in neuro-rehabilitation. This study is based on an Irish and UK population.

Design: Quantitative, mixed factorial design.

Subjects: Five participants for the experimental group and five participants for the control group.

Measures: The Digit Span subtest of the Wechsler Adult Intelligence Scale – IV (Wechsler, 2008) was used to measure attention across three conditions: silence, music with lyrics and music without lyrics.

Results: Significant differences in attention were found for music with lyrics and music without lyrics. Music without lyrics was found to elicit higher attention scores for both groups compared to music with lyrics. The control group scored higher in attention than the experimental group across all three conditions which may be attributed to the experimental groups' attentional deficits.

Conclusion: Music was found to influence attention for both groups. In everyday settings, music without lyrics is preferable as the presence of music results in an added stimulus to the environment.

DELAYED RECOVERY FROM THE VEGETATIVE AND MINIMALLY CONSCIOUS STATES

Friday, 17th June - 14:50 - OS - 5A.04 - Brain Injury - AC213 - Abstract ID: 237 - Oral

Ms. Samira Dhamapurkar¹, Prof. Agnes Shiel², Prof. Barbara Wilson³, Dr. Anita Rose¹

¹The Raphael Medical Centre, ²Nation, ³Oliver Zangwill Centre

Background:

Severity of brain injury is determined by the depth and duration of coma. Most patients who recover from coma open their eyes by four weeks post injury. They are then no longer in coma. They may have recovered full consciousness or they may still have reduced awareness/a disorder of consciousness (DOC). There is disagreement as to the percentage of patients who remain with a DOC after several months and then show some recovery.

Aims:

1. To identify patients who made a delayed recovery 12 or more months after remaining with a DOC.
2. To see if recovery was more likely for those who survived traumatic brain injury (TBI) and those who survived from other causes (mainly hypoxia).

Method:

All patients (N=26) with a disorder of consciousness, admitted to a rehabilitation centre over a three year period, were assessed with the Wessex Head Injury Matrix (WHIM) and the Disability Rating Scale (DRS) to determine if they had emerged from a DOC.

Results:

Three patients with hypoxic brain injury died. Eighteen patients remained with a DOC for 12 or more months (14 in the Vegetative State and 4 in the Minimally Conscious State. Five patients (19%) emerged from a DOC (showed delayed recovery). Of these 4 had sustained a TBI and 1 had hypoxic damage.

Conclusion:

We found that 19% of people who had a DOC for 12 or more month's recovered consciousness and that survivors of a TBI were more likely to show delayed recovery than non TBI patients.

FILLING A MEASUREMENT GAP IN ADULT INPATIENT REHABILITATION SETTINGS

Friday, 17th June - 13:50 - OS - 5B.01 - Measurement and Assessment - O' Flaherty Theatre -
Abstract ID: 577 - Oral

Ms. Susan Darzins¹, Prof. Christine Imms², Dr. Marilyn Di Stefano³, Dr. Melinda Randall², Prof. Nora Shields⁴, Dr. Julie Pallant⁵, Prof. Nicholas Taylor⁶

¹School of Allied Health, Australian Catholic University, ²Australian Catholic University, ³La Trobe University, ⁴La Trobe University and Northern Health, ⁵Statistics Consultant, ⁶La Trobe University and Eastern Health

Background:

Valid and clinically meaningful measurement of clients' activity limitations and participation restrictions in personal and instrumental activities of daily living (ADL) is important in inpatient rehabilitation contexts. Typically, standardised assessments are not used to measure activity limitations in instrumental ADL, nor participation restrictions in both personal ADL and instrumental ADL required for community life. This is an important measurement gap. The Personal Care Participation Assessment and Resource Tool (PC-PART) identifies clients' participation restrictions in ADL required for community life and may fill this measurement gap (Darzins et al., 2013).

Method:

To test the internal validity of the PC-PART, data from a randomized controlled trial, involving 996 inpatient rehabilitation participants (63% women; mean age 74 years) with various impairment types, were examined by Rasch analysis (Darzins et al., 2014). A-priori hypotheses regarding responsiveness, construct and criterion validity of the PC-PART were also tested (Darzins et al., 2015).

Results:

Two unidimensional PC-PART scales fit the Rasch model: Self-Care (16 items) and Domestic Life (14 items). Both scales had acceptable internal consistency (PSI =0.85, 0.76, respectively) and well-targeted items. Ten of 13 hypotheses were supported.

Conclusion:

The PC-PART is responsive and has evidence of construct and criterion validity in inpatient rehabilitation as a measure of participation restrictions in ADL required for community life. The PC-PART fills a measurement gap for inpatient rehabilitation.

Application to Practice:

The PC-PART can help clinicians, managers and researchers measure client outcomes in a valid, clinically meaningful way.

MEASURING PARTICIPATION BASED ON THE INSIDERS AND THE OUTSIDERS PERSPECTIVE; PSYCHOMETRIC PROPERTIES OF THE GHENT PARTICIPATION SCALE (GPS).

Friday, 17th June - 14:10 - OS - 5B.02 - Measurement and Assessment - O' Flaherty Theatre -
Abstract ID: 865 - Oral

Dr. Dominique Van De Velde¹, Prof. Pascal Coorevits², Mr. Lode Sabbe³, Mr. Stijn De Baets⁴,
Prof. Piet Bracke⁵, Prof. Geert Van Hove⁶, Prof. Staffan Josephson⁷, Prof. Guy Vanderstraeten⁸

¹Ghent University - Department of physiotherapy and rehabilitation sciences - Occupational Therapy Program, ²Department of Public Health of the Faculty of Medicine and Health Sciences, Ghent University, ³Department of Physical and Rehabilitation Medicine, University Hospital Ghent, ⁴Department of Rehabilitation Sciences and Physiotherapy, Ghent University, Ghent, Belgium, ⁵Faculty of Political and Social Sciences, Ghent University, Ghent, ⁶Faculty of Psychology and Educational Sciences, Ghent University, Ghent, Belgium, ⁷Division of Occupational Therapy, Department of Neurobiology, Care sciences and Society, Karolinska Institutet, Stockholm, Sweden., ⁸Department of Rehabilitation Sciences and Physiotherapy, Ghent University, Ghent, Belgium.

Background:

The component of participation is in the ICF the embodiment of the paradigm-shift from a biomedical towards a bio-psycho-social model. By means of qualitative research a self-administered participation-measure, based on the insiders' and the outsiders' perspective has been developed using the ICF-codes and -qualifiers; the Ghent Participation Scale: GPS. It was the objective to examine the psychometric properties.

Method:

356 former rehabilitation outpatients from 6 facilities were involved. An exploratory factor-analysis was performed to determine underlying dimensions. Statistical coherence was expressed in item-total correlations and Cronbach's coefficient. The Impact on participation and autonomy (IPA) and the Utrecht Scale for Evaluation of Rehabilitation Participation (USER-P) were included as a reference measures to define the construct-validity. Intrarater-reliability was assessed by means of an Intra-Class-Correlation-coefficient (ICC). The standardized response mean (SRM) and the Area Under the Curve (AUC) were calculated to detect change over time.

Results:

Intrarater-reliability was shown by a strong ICC (0.894). Consistency between the items was strong ($=0.76 - 0.92$). Construct-validity was shown by strong correlations between the GPS and the IPA (range, $r = -0.71$ to -0.87) and the User-P (range, $r = 0.54$ to 0.72). SRM ranged between 0.23 and 0.68 and the AUC ranged between 68 and 88%.

Conclusion:

The GPS appears to be a valid and reliable participation-measure, it is responsive and able to detect changes over time.

Application to practice:

Since it is argued that participation is a critical component in the rehabilitation process this measure could help OT's in their clinical decision making.

CLINIMETRICS IN HAND THERAPY: CONSTRUCT VALIDITY OF THE COPM IN PARTICIPANTS WITH TENDON INJURY AND DUPUYTREN DISEASE

Friday, 17th June - 14:30 - OS - 5B.03 - Measurement and Assessment - O' Flaherty Theatre -
Abstract ID: 256 - Oral

Mrs. Lucelle Van De Ven Stevens¹, Dr. Maud Graff², Ms. Marlijn Peters¹, Dr. Harmen Van Der Linde³, Prof. Sander Geurts²

¹During project: Radboud University Medical Centre, Department of Rehabilitation, Nijmegen, The Netherlands, ²Radboud University Medical Centre, Donders Centre for Neuroscience, Department of Rehabilitation, Nijmegen, The Netherlands, ³Radboud University Medical Centre, Department of Rehabilitation, Nijmegen, The Netherlands

Background:

In patient-centered practice instruments need to assess outcomes that are meaningful to patients with hand conditions.

The aim of this study was to establish the construct validity of the COPM in people with hand conditions. It was hypothesized that COPM scores would correlate with DASH and MHQ total scores to a moderate degree and that the COPM, DASH questionnaire, and MHQ would all correlate weakly with measures of hand impairments.

Methods:

People who had received post-surgery rehabilitation for flexor tendon injuries, extensor tendon injuries, or Dupuytren disease were eligible. The COPM, DASH questionnaire, and MHQ were scored, and then hand impairments were measured.

In addition, patients were asked for their most prominent experienced activity limitations using an open-ended question.

Results:

Seventy-two patients were included. For all diagnosis groups (N=72), the Pearson coefficient of correlation between the DASH questionnaire and the MHQ was higher than the correlation between the COPM- and either the DASH questionnaire or the MHQ. Correlations of these assessment tools with measures of hand impairments were lower.

The estimated mean percentage correspondence with the open-ended question was higher for the COPM than for the DASH or MHQ.

Conclusions: The COPM provides additional information that is not obtained by using currently available self-report measures with predefined items. The results supported the construct validity of the COPM in people with hand conditions.

Application to Practice:

The COPM supports personalized care in a specific manner and is a valuable addition to self-report questionnaires in client-centered rehabilitation of persons with hand conditions.

VALIDITY AND RELIABILITY OF THE ADULT ASSISTING HAND ASSESSMENT STROKE

Friday, 17th June - 14:50 - OS - 5B.04 - Measurement and Assessment - O' Flaherty Theatre -
Abstract ID: 466 - Oral

Mrs. Annick Van Gils¹, Dr. Sarah Meyer¹, Prof. Lena Krumlinde Sundholm², Dr. Daphne Kos¹,
Prof. Geert Verheyden¹

¹KU Leuven, ²Karolinska Institutet

Background:

The Adult-Assisting Hand Assessment (Ad-AHA) Stroke is an observation-based instrument assessing the effectiveness of the spontaneous use of the affected hand when performing bimanual activities in adults after stroke (Krumlinde-Sundholm, 2013). This study investigates concurrent and discriminant validity and interrater and intrarater reliability of Ad-AHA Stroke.

Method:

Stroke survivors were recruited within the first six months post stroke. Concurrent validity was appraised by calculating correlations between Ad-AHA Stroke and ABILHAND Questionnaire, Action Arm Research Test (ARAT) and Upper Extremity Fugl-Meyer assessment (UE-FM). Differences in Ad-AHA Stroke scores for distinctive levels of motor impairment evaluated discriminant validity. Reliability was examined using intraclass correlation coefficients (ICC), standard error of measurement (SEM), and minimal detectable change (MDC).

Results:

Data of 118 stroke survivors was analyzed (mean age 66 ± 12.3 years; mean time post stroke 92 ± 52 days; mean UE-FM 35 points (± 24 points)). Correlations between Ad-AHA and clinical assessments was high ($r = 0.8-0.9$), supporting concurrent validity. Significant differences in Ad-AHA scores were found for different levels of motor impairment, suggesting discriminant validity. ICC for interrater agreement was 0.99 (95% CI = 0.99-0.99) and for intrarater 0.99 (95% CI = 0.99-0.99). SEM was 1.64 and 2.15, and MDC was 5 and 6 for respectively interrater and intrarater reliability.

Conclusion:

Psychometric properties for the Ad-AHA Stroke are further underpinned by the results of this study.

Application to Practice:

The Ad-AHA Stroke is a novel test offering an innovative approach on upper limb assessment post stroke. Psychometric properties established in this study support the use in clinical practice and research.

MULTIPLE SCLEROSIS FATIGUE AND IDENTITY: PERCEPTIONS OF PEOPLE WITH MS

Friday, 17th June - 13:50 - OS - 5C.01 - Chronic Illness Management - Kirwan Theatre - Abstract
ID: 281 - Oral

Dr. Katharine Preissner¹

¹University of Illinois at Chicago

Background:

Occupation is the primary way in which individuals express their identities. Occupational therapists can assist clients in restoring identities, especially in the presence of chronic illnesses such as multiple sclerosis (MS). Fatigue is one of the most common and disabling symptoms of MS, yet it is not known how MS fatigue affects identity.

Method:

This study explored how fatigue affected identity from the perspectives of people with MS. A qualitative case study was used to understand identity issues of people with MS fatigue. In-depth individual interviews and recordings of a six week group fatigue management program were transcribed and analyzed. The constant comparative method was used to derive themes.

Results:

Participants adjusted the way they performed daily activities, which changed self-perception. They struggled with not being as busy and active as prior to diagnosis. Some participants described a mourning process which led to a resolution of a new identity. Discussion with others with MS in the group helped individuals re-conceptualize their situations.

Conclusion:

Perceptions of MS fatigue, occupation, and identity are closely connected. Understanding how fatigue affects identity from the perspectives of people with MS can help occupational therapists assist clients in the process of identity restoration.

Application to Practice:

Occupational therapists are concerned with engagement in meaningful occupation, which affords a unique opportunity to guide clients in identity development. The results from this study can have a powerful influence in occupational therapy by illuminating the connection between occupation and identity, allowing therapists to support individuals with MS.

EFFECTIVENESS OF A GROUP-BASED SELF-MANAGEMENT PROGRAM FOR PEOPLE WITH CHRONIC FATIGUE SYNDROME: A RANDOMIZED CONTROLLED TRIAL

Friday, 17th June - 14:10 - OS - 5C.02 - Chronic Illness Management - Kirwan Theatre - Abstract
ID: 767 - Oral

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Background: Chronic Fatigue Syndrome (CFS) is a chronic debilitating condition for the majority of the patients, meaning that they must learn how to cope with the illness. A pilot study was conducted to develop a self-management program that could be implemented in a primary healthcare setting.

Methods: The effectiveness of the pilot tested self-management program was evaluated in a randomized controlled trial with 137 adults with CFS. Occupational therapists and peer-counsellors conducted the program. The control group received usual care. Assessments were performed at baseline, and at six-month and one-year follow-ups to investigate the effect of the intervention on physical functioning, fatigue severity, self-efficacy, health status, and acceptance.

Results: At the six-month follow-up, a significant difference between the two groups was found concerning self-efficacy in favor of the intervention group ($p = 0.039$) and fatigue severity ($p = 0.039$) in favor of the control group. These significant differences were not sustained at the one-year follow-up. No significant differences were found between the groups concerning physical functioning, acceptance and health status at any of the measure points. The dropout rate was 13.9 % and the median number of sessions attended was seven.

Conclusion: The evaluated program did not have any sustained effect, as compared to receiving usual care. However, the low dropout rate and high number of sessions attended may indicate that the program is an acceptable and helpful intervention.

Application to Practice: A process evaluation is needed to provide insight into how the intervention might be improved.

THE PERCEIVE, RECALL, PLAN & PERFORM SYSTEM OF TASK ANALYSES (PRPP) IN PATIENTS WITH PARKINSON'S DISEASE

Friday, 17th June - 14:30 - OS - 5C.03 - Chronic Illness Management - Kirwan Theatre - Abstract
ID: 796 - Oral

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University, Albury, ⁴Discipline of Occupational Therapy, University of Sydney, Sydney

Background:

To compensate for the physical and cognitive deficits that affect occupational performance, people with Parkinson's disease use both internal and external information processing strategies. (Vandenbossche et al, 2012) The Perceive, Recall, Plan & Perform (PRPP) system (Chapparo & Ranka, 2006) was used to investigate the information processing strategy use of people with Parkinson's disease who had reduced performance of highly relevant occupations within their own home.

Method:

Multifaceted Rasch analysis on baseline information processing scores from 190 patients in Hoehn & Yahr stages 1-4 (part of the Occupational Therapy In Parkinson's disease efficacy study) (Sturkenboom et al, 2014) to generate a hierarchy of test items and to propose a linear continuum, along which the difficulty of test items, raters, patients and tasks. The generated hierarchy was examined for congruency with constructs of information processing and stages of Parkinson's symptomatology.

Results:

Items measuring attention, sensory processing, recall, planning, and performance monitoring align with information processing constructs, showing hierarchical difficulty in information processing strategy use that fit's Parkinson's disease disability symptoms.

Conclusion:

The PRPP is a valid tool to assess information processing strategy use in Parkinson's disease during occupational performance and is sensitive to the degenerative character of this disease.

Application to Practice:

The PRPP is a useful system to assess and to evaluate cognitive strategy use during occupational performance in patients with Parkinson's disease. The hierarchical information processing profile of patients with Parkinson's disease is helpful in developing specific and systematic instruction interventions to enhance occupational performance in these patients.

I THINK THEREFORE I DO: A COGNITIVE OCCUPATION-BASED PROGRAMME FOR PEOPLE WITH MULTIPLE SCLEROSIS (COB-MS)

Friday, 17th June - 14:50 - OS - 5C.04 - Chronic Illness Management - Kirwan Theatre - Abstract
ID: 83 - Oral

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Background:

Multiple sclerosis (MS) is the most common disabling neurological condition in young and middle-aged adults and can impact a wide-range of activities from work to community participation. Difficulties with cognition are present in 50-60% of people with MS and impact employment and daily roles and responsibilities. Despite the high prevalence and its consequences, there are few treatment options that address coping with cognitive challenges in the face of everyday life demands. To address this gap the COB-MS was developed to identify, understand and implement strategies to take control & manage cognitive difficulties.

Objective: To develop an ecological valid occupation-based intervention to address the impact of impaired cognition in the lives of persons with MS.

Method:

A preliminary version of the COB-MS was developed (participant and facilitator manuals) based on published evidence and clinical expertise. This was followed by a detailed consultation process with people with MS and occupational therapists. Based on the consultation process the COB-MS was revised.

Results:

This resulting programme takes a three-pronged approach using education, remediation and adaption and is informed by the person-environment-occupation model. The focus of the COB-MS is on managing daily life, employment and community engagement using routines, compensatory strategies, and streamlining demands. The structure includes eight sessions. The initial contact is an individual session, followed by five weekly group sessions then two individual sessions.

Conclusion:

This is the first known intervention for cognitive rehabilitation in MS that focuses on rehabilitation through an individualised occupation-based cognitive intervention that is measured through occupational participation.

THE CANADIAN OCCUPATIONAL PERFORMANCE MEASURE SCALE – TESTING ITS CULTURAL FIDELITY IN THE AUSTRIAN POPULATION

Friday, 17th June - 13:50 - OS - 5D.01 - Participation and Inclusion - D'Arcy Thompson Theatre -
Abstract ID: 91 - Oral

Ms. Katharina Koessl¹, Mr. Valentin Ritschl¹

¹FH Campus Wien

Background:

Occupation is the core of occupational therapy, however it is hard to measure. The COPM is among the most well-known assessments in occupational therapy. However, neither the assessment nor the scale, have ever been tested to its cultural sensitivity for the use in Austrian population. Therefore this study was conducted within the Austrian population, comparing it to better known scales in Austria such as the VAS and the Austrian school grading system, to see if a cultural adaption has to be made.

Method:

The data for the study was collected with the help of an online questionnaire. 194 participants self-assessed their performance on four different activities of daily life using all three scales. A Rasch analysis was done to evaluate the received values.

Results:

Results showed a high correlation among all three scales and all four items with correlation values varying between 0.75 and 0.95. Nevertheless, allocation of the scores was often poor. Additionally, uniform differential item functioning (DIF) between different genders and ages was seen. Furthermore, the category probability curves presented high variances on where the thresholds overlapped.

Conclusion:

The study provides good support that the COPM scale is less culturally dependent than anticipated. However, disordered thresholds and poorly allocated scores necessitate the development of clear definitions for the units of the scale. Furthermore, measurement invariances in gender and age have to be considered for practice to make the right inferences of the scores.

OCCUPATIONAL JUSTICE IN SELF-MANAGED ATTENDANT SERVICES: A CRITICAL EXAMINATION

Friday, 17th June - 14:10 - OS - 5D.02 - Participation and Inclusion - D'Arcy Thompson Theatre -
Abstract ID: 1209 - Oral

Ms. Erika Ruth Katzman¹, Dr. Elizabeth Anne Kinsella¹, Dr. Evelyn Durocher¹

¹Western University

Background: Occupational justice is an emergent concept with potential to effect social change (Wilcock & Townsend, 2000; Stadnyk, Townsend & Wilcock, 2010). Applied examples that illustrate occupational justice are instrumental in furthering theories and understandings of the concept (Durocher, Gibson & Rappolt, 2013). This paper critically examines Self-Managed Attendant Services (SMAS) in Ontario, Canada through an occupational justice lens.

Method: The study adopted a reflexive ethnographic methodological approach (Foley, 2002; Lather, 2001), informed by critical feminist theories of work (Kittay, 1999) and a critical disability studies theoretical framework. In-depth interviews were conducted with SMAS program participants, attendants and administrators, and relevant policy documents were analyzed.

Results: The SMAS program was variously found to promote occupational justice by increasing access to, and opportunities to participate in, meaningful occupations; while also challenging occupational justice at individual and group levels through inequitable access to limited resources.

Conclusion: This analysis illuminates the complexity of occupational justice as a dynamic concept, which may be simultaneously promoted and challenged within a particular context. This study highlights the importance of recognizing how occupational justice is complex, and may be upheld and challenged at individual, organizational, community and/or global levels.

Application to Practice: Thinking about health and social care programs through an occupational justice lens offers additional insights into strengths and challenges relevant to program development and implementation. This study adds to an emerging body of research on occupational justice, showing how it may be applied as an analytic lens to study the occupation of self-managing attendant services.

WHEN I DO, I BECOME SOMEONE – YOUNG ADULTS WITH CEREBRAL PALSY'S EXPERIENCES OF OCCUPATIONAL PERFORMANCE AND PARTICIPATION IN DAILY LIFE

Friday, 17th June - 14:30 - OS - 5D.03 - Participation and Inclusion - D'Arcy Thompson Theatre -
Abstract ID: 971 - Oral

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Background:

Studies have shown that persons with cerebral palsy (CP), even if they have good hand function and move independently, have a lower level of independence and participation in daily life than persons without disabilities in the same age. The aim of the study was to investigate how young adults with CP perceive their ability of occupational performance and their participation in everyday life.

Method:

Qualitative interview study with 10 persons (18-30 years old) with CP (MACS I-III), in Western Sweden.

Results:

The young adults with CP perceived their occupational performance as very important. It is crucial for them to perform activities in the same way as others. To perform activities was described as very demanding, especially cognitively, but with knowledge, compensation, adaptation, support and self-motivation it became possible. Occupational performance was experienced to create feelings of affiliation or exclusion, depending on people's conduct and the possibility to participate in activity situations. The persons considered that occupational performance can affect self-esteem, self-image and self-confidence, and it is viewed to help them grow as persons. Still it has high price in form of physical deterioration, pain, stress, mental and physical fatigue.

Conclusion:

Young adults with CP consider that despite the fact that life is so demanding, it is important to perform activities themselves, because "When I do I become someone".

Application to Practice:

Future challenges will be to provide conditions for interventions based on the understanding that persons with CP need balance in their daily life without giving up "doing".

CHALLENGES OF OCCUPATIONAL THERAPY IN THE SOCIAL INCLUSION OF YOUNG OFFENDERS IN CLOSED CENTERS IN CHILE.

Friday, 17th June - 14:50 - OS - 5D.04 - Participation and Inclusion - D'Arcy Thompson Theatre -
Abstract ID: 679 - Oral

Mr. Rodrigo Goycolea¹, Ms. Irene Muñoz¹

¹Universidad Central de Chile

The research qualitative and exploratory, aimed to develop an analysis of the actions a group of occupational therapists made in social reintegration programs for young offenders in closed centers. For this, we contacted a group of 29 professionals who answered a semi-structured questionnaire. The analysis of the findings was performed using the technique of content analysis. Within results identified that professional actions are geared to occupational needs of adolescents, focused towards social participation and work inclusion. The interventions focus on motivational processes and accountability, with axis in the therapeutic relationship, motivational interviewing and consideration of the interests of teenagers. It is estimated that the routines into the center and the area of education are not addressed, mostly, by occupational therapists. Interdisciplinary teams of centers have incorporated the role of Occupational Therapy difficulties and ignorance, attributing only certain expertise in the areas of training in the workplace.

We conclude that there are different levels of professional development in the area, since not all professionals have experience working with private adolescents of freedom, which have high levels of psychological complexity. There are advances in diagnosis of occupational proposed juvenile offenders, but is necessary to generate evidence regarding specific interventions to strengthen actions to improve occupational performance of adolescents to achieve effective reintegration processes.

OCCUPATIONAL THERAPY PRACTICE IN SCHOOL SYSTEMS: A SURVEY OF SWITZERLAND

Friday, 17th June - 13:50 - OS - 5E.01 - Children and Young People - Kirwan Theatre - Abstract
ID: 637 - Oral

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Applied Sciences

Background:

Inclusiveness is one of the basic assumptions of occupational therapy. Within the concepts of inclusion, enabling participation in school is an important aspect. As a result of the Salamanca Statement, Swiss educational regulations changed towards integrative schooling. These changes influenced paediatric occupational therapy practice and occupational therapists started closer collaboration and working within integrative schools. To know more about this emerging working field, research on the current state of practice of occupational therapists working with or within the Swiss school system is needed.

Method:

Online questionnaires were sent to all pediatric occupational therapists registered in the Swiss occupational therapy association database of all three language regions. The results were analyzed based on descriptive statistics.

Results:

Results illustrate occupational therapists' contact and collaboration with schools, and their practice within school settings. Occupational therapists' chosen frames of references, the assessments used, and the interventions and services provided are outlined. The diagnosis of the children, the characteristics of the schools that occupational therapists work in or with, and the financing of OT school services are summarized. Chances and faced challenges of occupational therapists are described.

Conclusion:

Occupational therapists' role and practice in the Swiss school system are concluded. Furthermore, strategies for preparing occupational therapy students for school-based interventions are discussed and further research is suggested.

Application to Practice

New knowledge about current state of practice, challenges, and chances of occupational therapists working with or within the school system, enables to shape and further develop school-based occupational therapy in Switzerland.

PARENTS' KNOWLEDGE ABOUT ENABLEMENT OF PARTICIPATION OF CHILDREN WITH A PHYSICAL DISABILITY

Friday, 17th June - 14:10 - OS - 5E.02 - Children and Young People - Kirwan Theatre - Abstract
ID: 864 - Oral

Dr. Barbara Piskur¹, Mrs. Barbara Casparie², Prof. Sandra Beurskens³, Prof. Marian Jongmans⁴,
Dr. Marjolijn Ketelaar⁵, Prof. Rob Smeets³

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Background:

Participation is fundamental to the child's health and well-being. Regardless of its importance children with a physical disability participate less frequently in almost all activities compared to children without physical disabilities. Occupational therapists, as well other rehabilitation professionals, recognize that parents are the experts in the child's abilities and needs. However, most studies with parents looked at the impact of having a child with a disability on parents' life, like parent personal stress. Still very little is known about what parents of children with a physical disability do in their daily life to support their child's participation, what they might come across and what needs they might have.

Methods:

Three studies have been conducted with parents of school aged children between 2011-2014.

Results:

Studies showed that there is much to be learned from parents. Parents' take many different actions to support their child, and come across numerous challenges and have a large variety of needs mainly directed towards barriers in physical and/or social environments. In the eyes of parents, especially situations in which the professionals and authorities lack understanding of child's life with a disability, lack understanding of needs of children to participate, and misunderstand the experience and expertise of the parents, pushes them to take action.

Conclusions and application to practice:

Family-centered service is a systematic way of creating a partnership with families and enhance their functioning as a family. It is therefore essential to actively involve parents in an occupational therapy process and service provision.

AN OCCUPATIONAL THERAPY REFLEXION TO SUPPORT MIGRANT FAMILIES OF CHILDREN WITH DISABILITIES

Friday, 17th June - 14:30 - OS - 5E.03 - Children and Young People - Kirwan Theatre - Abstract
ID: 419 - Oral

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Background:

Europe has seen an increasing number of migrant families searching for a place to live. Some of them have children with disabilities. The European Charter for Family Carers (COFACE-Disability, 2012) recommends that they should benefit from all resources to support the development of their child. How can these families' experience help to deliver equitable service in occupational therapy? Considering that few European OT studies on this topic, a reflexion based on a Canadian study on migrant families raising children with disabilities will be present.

Method:

Interviews were conducted with 28 migrant parents of children with developmental disabilities from Canada. Data were analyzed using an inductive content analysis. Debriefing sessions and iterative questioning support the reflexion.

Results:

Participants have a positive attitude toward therapist. They indicate many challenges related to their daily life. Understanding the health system and service delivery; searching for social support; establishing an effective communication with therapist; finding an occupational balance between all family activities were recurring themes.

Conclusion:

A reflexion around building a collaborative relationship is needed. Occupational therapists (OT) should support migrant families in their adaptation process, encourage the development of help seeking behaviours and promote social participation.

Application to Practice:

OT must: (1) provide different ways to communicate with these families and improve knowledge transfer; (2) be sensible to the family understanding of the child situation; (3) adjust intervention to culture; (4) take into account the impact of concrete aspects of the family daily life on their availability to invest in the rehabilitation process.

VIEWS OF CHILDREN AND PARENTS ON CHOOSING EXTRACURRICULAR ACTIVITIES

Friday, 17th June - 14:50 - OS - 5E.04 - Children and Young People - Kirwan Theatre - Abstract
ID: 694 - Oral

Dr. Aleksandra Kulis¹, Dr. Beata Batorowicz²

¹University of Physical Education in Cracow, ²McMaster University

Background: Despite recent research highlighting the importance of extracurricular activities to children's long-term developmental benefits (e.g., Batorowicz et al., 2014; King et al., 2014), little is known about how activities are chosen. Proxy reports have often been used to study participation of children with disabilities; however, this approach might be problematic because of the individual meaning of preferences, interests and choices (Batorowicz et al., 2015; Hammell, 2004; King et al., 2013; Kramer et al., 2012). The purpose of this study was to explore views of children without disabilities and their parents about choosing extracurricular activities.

Method: Participants included 374 school-age children without disabilities and 215 parents from Poland. They (separately) completed a survey about children's extracurricular activities: who chose them and if activities were according to children's interests. The data were analysed descriptively.

Results: Figure 1 shows that 60% of parents vs. 30% of children reported that they selected activities together. While the majority of children (67%) and parents (87%) indicated that the activities were according to the children's interests, only one parent (0.4%), in contrast to 28% of children, stated that activities did not meet the child's interest (13% parents and 5% children did not know).

Conclusion: Findings support previous studies suggesting the importance of seeking children's views directly, rather than relying solely on parents' reports.

Application to Practice: Asking children with disabilities about their activity interests and choices may help to better understand children's viewpoints and support their meaningful engagement.

APPRECIATE INQUIRY – SUPPORTING MEANINGFUL OCCUPATIONAL ENGAGEMENT WITHIN RESIDENTIAL CARE SETTINGS

Friday, 17th June - 13:50 - OS - 5F.01 - Older Adults - Larmor Theatre - Abstract ID: 757 - Oral

Dr. Sanetta Du Toit¹, Prof. Christine Raber², Dr. Stephan Toit³

¹University of Sydney, ²Shawnee State University, ³Australian Catholic University

Background:

When occupational therapy (OT) consultants attempt to promote meaningful engagement of elderly residents in care, an integrated approach relies on staff support. Appreciative inquiry (AI), as part of scheduled organizational development, could provide the foundation for sustainable collaborative endeavours. Unlike traditional problem solving that aims to identify and analyze problems; AI empowers people to appreciate and envision possibilities within systems and relationships (Roberts & Machon 2015). In this study an AI approach was followed to support staff members in becoming partners when exploring care practices. The aim of the study was to identify best practice scenarios for supporting persons with advanced dementia from culturally and linguistically diverse backgrounds living in long- term care facilities.

Method:

Four AI workshops were presented involving care staff, relatives, volunteers and residents. The study applied the first three AI phases to identify and compare what care partners perceived as examples reflecting excellent care.

Results:

Common themes across the initial sites were related to shared doing. Social events specifically were identified as opportunities that enabled inclusion.

Conclusion:

AI provides a translational design focusing on shared values and goals; optimising dialogue; and improving quality of care where various care partners are involved.

Application to Practice:

The power of appreciation could support a situation in which the OT consultant ensures that care partners are involved in discovering and valuing the power of meaningful engagement during a process where they are co-constructing occupationally just care practices for specific individuals living in their facility.

AN EXAMINATION OF DISCHARGE PLANNING WITH OLDER ADULTS IN LIGHT OF THE SOCIAL AND POLITICAL DIMENSIONS OF HEALTHCARE CONTEXTS

Friday, 17th June - 14:10 - OS - 5F.02 - Older Adults - Larmor Theatre - Abstract ID: 885 - Oral

Dr. Evelyne Durocher¹, Dr. Barbara Gibson², Dr. Susan Rappolt²

¹Western University, ²University of Toronto

Background: Discharge planning is a complex process in which intersections of competing demands and agendas often beget ethical challenges. Returning home or moving to a more supportive setting can have tremendous personal, social and financial implications for older adults. Institutional concerns with patient safety and experience can overshadow healthcare professionals' commitments to client-centred approaches.

Methods: The purposes of this research were to 1) explore perspectives of older adults, family members, and healthcare professionals engaged in discharge planning from inpatient rehabilitation; 2) examine how social and political contexts shaped discharge-planning processes, practices and outcomes in one older adult rehabilitation setting. Using microethnographic case study methods, observations and interview data were generated from five case studies, each consisting of an older adult, involved family members and healthcare professionals.

Results: Taking a critical bioethics perspective in the analysis revealed that discourses of aging-as-decline, beliefs privileging healthcare professionals' expertise and conventions guiding discharge planning marginalized older adults in the study setting. The prioritization of safety and focus on discharge superseded approaches to maximize function: the stated aim of rehabilitation. A profession-centric approach and the focus on safety and discharge from the time of admission intersected to promote 24-hour care recommendations in all cases.

Conclusions: Occupational therapists are heavily involved in discharge planning, yet social and political influences intersect to marginalize older adults and impede intended client-centered practice.

Implications for Practice: A relational approach to discharge planning could promote practices that align professional responsibilities with client needs and preferences, thereby upholding older adults' agency.

PARTICIPATORY ACTION RESEARCH FOR THE PROMOTION OF FAMILY-CENTERED CARE IN RESIDENTIAL FACILITIES

Friday, 17th June - 14:30 - OS - 5F.03 - Older Adults - Larmor Theatre - Abstract ID: 1007 - Oral

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Background:

Participatory action research PAR is a relevant method in health professions. It is congruent with core principles of occupational therapy such as family-centered practice. The aim of this study was to develop, implement and evaluate a practice model designed to increase family involvement, among learning disabled people LDP living in residential facilities.

Method: The study used PAR, including a combined qualitative and quantitative approach. Based on parents' interview, a group of parents and service providers from a residential facility participated in developing and implementing a program for increasing family involvement. To evaluate the program, 46 families and 34 service providers from research and control facilities filled out the Measure of Processes of care MPOC and other questionnaires, before and after intervention.

Results: Data analysis after intervention showed that the program was partially successful in increasing family involvement. In the intervention group, parents' perceptions about their involvement in decision-making significantly improved. There was a tendency towards improvement in some measures, with differences between parents and service-providers.

Conclusions:

PAR enabled a unique process for focusing on family needs, and encouraging families to take an active part in improving their quality of life as a family and that of their LD children. Combined research methods allow data triangulation and contribute to research credibility and generalization, thus promote EBP and translational research in occupational therapy.

Application to Practice:

This study can help occupational therapist and service providers develop family-centered interventions that are designed and implemented together with the parents.

THE RELATIVES' VOICE: A QUALITATIVE STUDY OF RELATIVES' EXPERIENCES OF REABLEMENT

Friday, 17th June - 14:50 - OS - 5F.04 - Older Adults - Larmor Theatre - Abstract ID: 444 - Oral

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Reablement is an early and time-limited homebased intervention with emphasis on intensive, goal-oriented and multidisciplinary assistance for persons in need of rehabilitation or at risk of functional decline. When rehabilitation takes place in the persons' own home, in contrast to an institution, the relatives may take responsibilities to help and support the family member. Whilst there are evidence showing that relatives, such as spouses and children, experiences burdens and demanding situations, there are currently few publications exploring relatives experiences of reablement. The aim of our study was to explore and describe how relatives experienced their role in the reablement process in Norway. Eight relatives participated in semi-structured interviews. A qualitative content analysis was used as the analysis strategy. Three main themes emerged that summarizes the relatives experiences of reablement: "Involvement", "Sharing responsibility" and "Lack of follow-up program". The findings highlights the lack of involvement of relatives in reablement. The relatives want to get and give information, to collaborate with the professionals, though conflicting expectations creates boundaries for involvement. However, when professionals are in house, this represent a form of sharing responsibility, that offered an opportunity for a break and reenergizing, and security. The relatives are worried about the lack of a follow-up program after ending reablement. Our findings highlights the collaborative process between health professions, the older adults and the relatives, and have practical significance for politicians, relatives and health care professionals. The municipal health and care services has to consider a system or a program for this collaboration.

DISCOVERING COMMON GROUNDS AND CULTURAL DIFFERENCES: THE LIVED EXPERIENCE OF OT-EURO MASTER STUDENTS

Friday, 17th June - 13:50 - OS - 5M.01 - Education: Students - O' hEocha Theatre - Abstract ID: 538 - Oral

Ms. Chris Van Der Molen¹, Ms. Susanne Assander¹, Dr. Fenna Van Nes², Ms. Claudia Galli³

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The European Master of Science in Occupational Therapy (OT-Euro Master) is educating occupational therapists and other health professionals to advance their knowledge in occupational therapy and occupational science research. The OT-Euro Master is a truly international programme, offered by a unique collaboration of five institutes in higher education in Europe: Karolinska Institutet, University of Brighton, University College Sjælland, Zürcher Hochschule für Angewandte Wissenschaften and Amsterdam University of Applied Sciences.

Students from all over Europe and beyond (South-America, Asia, and Africa) share their knowledge and ideas with each other. This challenges the cultural competences and understanding of students and results in lively discussions and interesting shared experiences. By participating in this master, the students gain access to and become part of the European OT research network.

All institutes in this program are host to the students for a module of two weeks, which is an intensive program focussing on: understanding and discussing concepts in occupational therapy and –science, participation, culture and diversity, qualitative and quantitative research methods, socio-cultural perspectives and skills needed to perform research.

During this marketplace, participants of the COTEC-ENOTHE conference will have the opportunity to talk to students from the current cohort, ask about their experiences and get information about the admission criteria, the specific modules and how to combine the programme with working in practice, among other topics. A chance for practitioners, bachelor students and lecturers from all over Europe to gain insight in students' experiences!

To read more about this programme, please visit <http://www.ot-euromaster.eu>

A RETROSPECTIVE STUDY EXAMINING SUPERVISION OF OCCUPATIONAL THERAPY FIELDWORK LEVEL II STUDENTS: IMPACT ON AND PREDICTORS OF CLINICIAN PRODUCTIVITY

Friday, 17th June - 14:10 - OS - 5M.02 - Education: Students - O' hEocha Theatre - Abstract ID:
1060 - Oral

Dr. Rebecca Ozelie¹, Ms. Janet Janow², Ms. Corinne Kreutz³, Ms. Mary Kate Mulry³, Ms.
Ashley Penkala¹

¹Rush University, ²Northwestern Memorial Hospital, ³Northshore Pediatrics

Background:

Fieldwork has long been a key component in OT curricula. The exposure to clinical experience allows students to apply academic and theoretical knowledge to practice to develop the competence needed to enter the field. Despite its necessity, there continues to be a shortage of fieldwork availability (Roberts & Simon, 2012). Prior research has identified productivity as a barrier to taking students (Hanson, 2011). This study aimed to determine if a difference exists in clinician productivity with and without a student and if factors (clinician years of experience, practice setting, and clinician productivity without a student) can predict clinician productivity with a student.

Method:

A retrospective cohort design of 109 OTs was utilized. Productivity was collected over 3 months with and without a student.

Results:

There was no significant difference in clinician productivity with and without a student, $t(107) = -.926$, $p=.357$. Regression analyses identified clinician years of experience, practice area, and productivity without a student as significant predictors of clinician productivity while supervising a student ($R^2=.62$, $F(4,103)=41.713$, $p<.001$).

Conclusion:

Clinicians do not experience lowered productivity when supervising a student. The identified factors should be considered to foster the most productive fieldwork experiences.

Application to Practice:

Understanding these results may be a first step toward addressing the shortage of fieldwork.

References

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OCCUPATIONAL THERAPY STUDENTS FROM BLACK MINORITY ETHNIC (BME) BACKGROUNDS: CRITICAL ENQUIRY AND LIVED EXPERIENCES OF BELONGING TO THE PROFESSION

Friday, 17th June - 14:30 - OS - 5M.03 - Education: Students - O' hEocha Theatre - Abstract ID:
1140 - Oral

Ms. Lily Owens¹, Prof. Priscilla Harries¹, Dr. Sanjay Sharma¹, Dr. Alison Blank²

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Occupational therapy's centennial vision (AOTA, 2009-2017) places emphasis on the incorporation and retention of an ever increasing 'diverse' workforce that is representative of the local population and therefore capable of meaningfully addressing their needs. It has been argued that increasing diversity in the healthcare professions...will improve healthcare access and quality for minority patients and assure an equitable healthcare system for all (Sullivan, 2004 cited in van Bruggen, 2009; p.xv). However, there are numerous barriers to this ideal, not least arguments of ethnic minority students feeling 'excluded by teachers and fellow students', with a 'high drop-out rate' for those who do initially join occupational therapy programmes, alongside poorly implemented diversity policies (van Bruggen, 2009). It is additionally contended that 'literature in occupational therapy...has largely ignored the situation of therapists who are themselves members of social and cultural minority groups...' (Beagan and Chacala, 2012; p.144), leaving a concerning vacuum of unheard perspectives and potentially valuable insight.

The occupational therapy profession has called for research addressing the subjective experiences of 'minority' occupational therapists and students as an important aspect of improving access to the profession and ensure workforce retention (CAOT, 2014) - Black Minority Ethnic (BME) students constitute such minorities.

This hermeneutic phenomenological research study aims to explore the lived experiences of ethnic 'minority' occupational therapy students at Brunel University London, encompassing both academia and fieldwork placements, with particular emphasis on how belonging is experienced. Occupational Science and Critical Race Theory are employed as theoretical frameworks to aid understanding of such experiences.

BROADENING HORIZONS AND ENHANCING EMPLOYABILITY THROUGH A US-UK CULTURAL EXCHANGE

Friday, 17th June - 14:50 - OS - 5M.04 - Education: Students - O' hEocha Theatre - Abstract ID:
826 - Oral

Dr. Patricia Mc Clure¹, Dr. Maureen Mickus²

¹Ulster University, ²WESTERN MICHIGAN UNIVERSITY

Background:

Higher education programmes today are required to prepare students for the global marketplace. Models of health and social care vary widely across nations and these variations impact all facets of the profession including education/training, employment, and reimbursement. However, most students have limited understanding of occupational therapy practice outside their own setting or country.

Educational Philosophy:

Graduates who have a global perspective and study abroad experience are likely to stand out, and thus be attractive to employers. The purpose of this presentation is to showcase an international partnership between two universities' occupational therapy programmes that was designed to broaden students' understanding of their profession.

Educational approach used:

In 2007, a collaborative programme was developed between Western Michigan University (US) and Ulster University (UK). Over 180 students have participated in this programme since its inception. The programme involves a study exchange with occupational therapy students from both universities sharing academic and practice experiences, giving them an opportunity to compare models of practice and broaden their understanding of occupational therapy practice in each other's country.

Evaluation:

Of key importance is recognizing how health care financing, e.g. universal vs. fee-for-service, affects occupational therapy scope of practice and health and social care services in general. Students also learn to distinguish cultural factors that influence care, comparing the US and UK.

Application to Education and Practice:

This international partnership has resulted in a richer understanding of the occupational therapy profession, development of personal qualities and international networking opportunities for both students and staff.

VOCATIONAL REHABILITATION AND CAREER DEVELOPMENT – A NEW PERSPECTIVE

Friday, 17th June - 13:50 - OS - 5N.01 - Vocational Rehabilitation - Fottrell Theatre - Abstract ID:
725 - Oral

Ms. Maya Huber¹, Prof. Navah Ratzon¹, Prof. Gali Cinamon¹

¹Tel Aviv University

The occupational status of people with disabilities is a major global concern. Unemployment, underemployment, poverty and economic dependency remain significant challenges for this population despite the development of vocational rehabilitation intervention services and research. Additionally, the challenges of today's job market call for a new perspective on supported employment.

The leading model of vocational rehabilitation is supported employment – specifically, the individual placement and support (IPS) model. This model is widely regarded as having the best outcomes for people with disabilities seeking jobs in the open market. However, it has not been proven that IPS improves other aspects of work, namely - the diversity of occupations held by people with disabilities, the person-environment fit, one's perception of health or sense of self-efficacy, all of which are significant factors, which support the process of career development. It would seem that the rapid placement process central to IPS misses the individual's developmental process, and limits the individual's future prospects.

It seems that the co-existence of theories and models held by occupational therapy and career-counseling practitioners can broaden the perspective of “work placement” to “career development” for people with disabilities receiving supported employment services.

The authors suggests boarded inter-disciplinary perspective to vocational rehabilitation process. Which brings together basic principles of occupational therapy models (as the model of Person-Environment-Occupation-Performance) and career counseling models (as Social Cognitive Theory, Life Designing Model of Career Construction, and Lifespan Life Theory). This perspective can be the base of new intervention methods for supported employment for people with disabilities.

“BALANCING ON SKATES ON THE ICY SURFACE OF WORK”: A METASYNTHESIS OF WORK PARTICIPATION FOR PERSONS WITH PSYCHIATRIC DISABILITIES

Friday, 17th June - 14:10 - OS - 5N.02 - Vocational Rehabilitation - Fottrell Theatre - Abstract ID: 333 - Oral

Prof. Liv Grethe Kinn¹, Prof. Helge Holgersen², Prof. Randi W. Aas³, Prof. Larry Davidson⁴

¹Department of Occupational therapy, Physiotherapy and Radiography, Faculty of Health and Social Sciences, Bergen University College, Norway, ²Bergen University College, ³Department of Occupational Therapy, Prosthetics and Orthotics, Faculty of Health Sciences, Oslo and Akershus University College of Applied Sciences, Oslo, ⁴Program on Recovery and Community Health, Department of Psychiatry, Yale University, School of Medicine,

Purpose: To explore how persons with psychiatric disabilities experience facilitators of and barriers to participation in paid work in transitional, supported, and open employment settings, in order to provide guidance for efforts to attract and retain these persons in gainful employment as a key dimension of recovery and community life. Method: A metasynthesis was conducted using 16 qualitative studies published between 1990-2011. Results: Ten themes, two phases, and an overarching metaphor were identified. The first five themes describe facilitators of and impediments to getting a job (getting off the bench): 1) fighting inertia; 2) taking control; 3) encouraging peers; 4) disruptions related to the illness; 5) a lack of opportunities and supports. The next five themes represent facilitators of and impediments to working (skating on the ice): 6) going mainstream; 7) social cohesion; 8) clarity in role and responsibilities; 9) environmental factors; 10) managing self-disclosure. We chose as our overarching metaphor “Balancing on Skates on the Icy Surface of Work,” as we view both ice-skaters and workers with psychiatric disabilities as needing to achieve and maintain their balance while being “on the edge” between various extremities. Conclusion: We have shown that, for persons with psychiatric disabilities to “get off the bench” and “onto the ice” of employment, they may need to be supported in finding and maintaining their balance in new situations through a combination of learning new skills and competencies (learning how to skate) while receiving in vivo assistance from empathic and knowledgeable supporters (being coached while on the ice).

SAVE FUTURE WELFARE THROUGH 'BRIDGE EMPLOYMENT' IN A PROLONGED AND PLEASUREABLE WORK LIFE

Friday, 17th June - 14:30 - OS - 5N.03 - Vocational Rehabilitation - Fottrell Theatre - Abstract ID:
163 - Oral

Prof. Anita Björklund¹, Mrs. Gunilla Brushammar², Dr. Gunilla Nilsson³

¹Jönköping University, School of, ²Jönköping University, University Library, ³Jönköping University,
School of Health and Welfare

If future welfare is to be secured, there is need to reverse the discourse in society, from “pro”-pension to “pro”-work. But older adults have not, but little, increased their presence at the labour market. What are the incentives for older adults wanting, being able and allowed to work longer? To what extent employers are willing to make interventions to retain their older manpower is also a fairly unknown domain. The main aim of this scoping review, based on 1213 identified articles (54 reviewed by us), was to map what predicts the prolonged and pleasurable working life. Preliminary, from a societal perspective, we found an interest in understanding how national laws supported or rejected individual choices to remain on the labour market. On an organizational perspective retention problems, discrimination problems and health problems are discussed. From an individual perspective question of health, private economy and family caring responsibilities, are raised.

LEARNING FROM LIVED EXPERIENCE: TACKLING STIGMA

Friday, 17th June - 14:50 - OS - 5N.04 - Vocational Rehabilitation - Fottrell Theatre - Abstract ID: 302 - Oral

Dr. Susan Burwash¹, Ms. Diane Norell¹

¹Eastern Washington University

Background:

Stigma/prejudice impacts individuals with mental health concerns. Healthcare professionals' attitudes towards these individuals are not substantially more accepting than those of the public (Krupa, 2008). We were interested in whether contact-based stigma reduction initiatives could impact occupational therapy (OT) student attitudes towards persons with mental health concerns.

Educational Philosophy or theory:

Transformative learning

Pedagogy / educational approach(es) used:

Two similar but not identical initiatives were undertaken in two universities. In both, mental health course instructors recruited persons with lived experience of mental health concerns as paid co-instructors. These "client-educators"(C-E's) worked with small groups of OT students. In one setting, students conducted a semi-structured narrative interview, working together to create a presentation that shared this person's story with their classmates. In the other, C-E's shared their stories, students conducted and interpreted assessments, and developed presentations summarizing the individuals' story, assessment findings, and suggestions addressing individual concerns.

Evaluation:

Students completed the Opening Minds Scale for Health Care Providers (OMS-HC) (Kassam et al. 2012) before and after their work. At the first site, there was a statistically significant change towards less stigmatizing attitudes as measured by the OMS-HC at the end of class and 3 months later. At the second site this change is also suggested, although the number of respondents was small.

Application to Education and /or practice:

Initiatives like these could increase the likelihood that persons with mental health concerns will encounter more positive attitudes from occupational therapists, where therapists are part of the solution, not the problem (Krupa, 2008).

TECHNOLOGY ENABLED CLASSROOM – AN OCCUPATIONAL THERAPY COMMUNITY OF LEARNERS

Friday, 17th June - 13:50 - OS - 5O.01 - Education: Approaches to Learning - O' Tnúthail Theatre
- Abstract ID: 879 - Oral

Dr. Michele Verdonck¹, Dr. Ann Kennedy Behr¹, Dr. Ruth Greenaway²

¹Discipline of Occupational Therapy, School of Health and Sports Sciences, University of the Sunshine Coast, ²Centre for Support and Advancement of Learning and Teaching, University of the Sunshine Coast

Background:

An Australian university has built a 75 student capacity tiered learning space with 14 group tables, each with individual computer access and an interactive presentation mode. This classroom is intended to provide increased opportunity for collaborative blended learning. Second, 3rd and 4th year Occupational therapy courses are taught in this innovative learning environment. A 2-year research study has explored the learning and teaching experiences of students and educators utilising this space.

Educational Philosophy or theory:

The study is underpinned by a social constructivist philosophical stance that considers both students and academics to belong to a community of learners (Anderson, 2008). Data was gathered using Photovoice, a participatory research method that involves participants taking photographs and contextualising through the writing of a reflection (Wang & Burris, 1997).

Pedagogy / educational approaches used:

Findings from this study demonstrate how this space supports blended learning, collaborative learning and the co-construction of knowledge, which is enabled through the availability of technology.

Evaluation:

Photovoice data was analysed using thematic analysis with constant comparison. Students and educators

identified the affordances and challenges of the physical environment. Technology was perceived to be both an enabler and a barrier. Learning and teaching experiences highlighted greater collaboration and group work.

Application to Education and /or practice:

Collaborative learning spaces facilitate the creation of 'communities of learners' (Fraser 2014), which align closely with the 'communities of practice' (Wenger, 1998) central to occupational therapy. Occupational therapy education is well suited to such technology enabled collaborative learning spaces.

“LEARNING THROUGH DOING” - A CATERPILLAR FOR FIELDWORK PRACTICE

Friday, 17th June - 14:10 - OS - 5O.02 - Education: Approaches to Learning - O' Tnúthail Theatre
- Abstract ID: 903 - Oral

Mrs. Sasa Radic¹, Mr. Davor Duić¹, Ms. Lea Črček², Ms. Barbara Mikšić³, Ms. Marija Juric⁴,
Ms. Martina Duh⁴

¹Croatian Association of occupational therapists, Zagreb, Croatia/University of Applied Health Studies, Zagreb, Croatia, ²Special Hospital for Children with Neurodevelopmental and Motoric Disorders, Goljak, Zagreb, Croatia, ³Special Hospital for Medical Rehabilitation Krapinske Toplice, ⁴University of Applied Health Studies, Zagreb

Fieldwork practice in Croatian occupational therapy education is defined by the study curriculum which gives a rather general competences which students need to acquire. Lack of defined guidelines gives educators with a broader space for their creativity in developing approaches for implementation of fieldwork practice.

The authors of this paper will present an fieldwork practice approach, based on Model of Human Occupation and Ayres Sensory Integration theory. While using following approaches in regular practice with pediatric clients and their families, educators realized that this combination ensures a good framework for enablement of developing clinical professional roles in occupational therapy students. Authors recognized students as an opens systems, for whom they have provided “just right challenge” in “sensory enriched” environment which consequently resulted in presence of more “adaptive behavior” and evident emergence and development of occupational therapy competences.

Using PBL in Model of Human Occupation and Ayres Sensory Integration theory, occupational therapy students have undergone through a spiral process defined by Ayres and Kielhofner. Through graded participation in the occupational therapists roles, students developed the sense of competences and efficacy in clinical reasoning skills, recognizing process stages and influences focused them on relevance of the process of development as crucial for their professional competency and important for future CPD.

Qualitative student evaluation (n=40) provided support evidence for approach efficiency on student satisfaction and competency level.

Approach presented in this paper will be submitted to the Croatian chamber of healthcare professionals, for their approval as a form of fieldwork practice guidelines.

INTERNATIONAL MODULE ICC@HOME

Friday, 17th June - 14:30 - OS - 5O.03 - Education: Approaches to Learning - O' Thúthail Theatre
- Abstract ID: 727 - Oral

Mrs. Siska Vandemaele¹, Mrs. Sabine Hendriks², Ms. Renée Mulders³, Mr. Jens Schneider⁴, Mrs. Ulla Pot⁵, Mrs. Bettina Weber⁵, Dr. Maria Prellwitz⁶, Mrs. Elisabeth Fattinger⁷

¹Howest, ²University of Applied Sciences ZHAW Winterthur Switzerland, ³HAN University of Applied Sciences, ⁴HSG, ⁵Zuyd University of Applied Sciences, ⁶Division of Health and Rehabilitation, Department of Health Sciences, Luleå University of Technology, ⁷University of Applied Sciences FH JOANNEUM, Bad Gleichenberg

Given the increasingly multicultural professional contexts in which our students will be working, preparing them more effectively for that challenge has become more important than ever. As students cannot all go abroad, we need classes allowing participants to acquire some relevant skills without actually leaving their home universities.

In the module 'ICC@Home', students and teachers from currently eight OT departments at universities in seven European countries work together.

Based on its main goals (e.g. creating possibilities for students to develop their intercultural skills and insights, their critical competences and their capability for life-long learning), the module is firmly founded on the principles of experiential, inquiry-based and cooperative learning.

Students work together in small, culturally mixed teams, using a study-guide for orientation, an e-learning platform and social media for communication and documentation of the learning progress. The outcome is an evidence-based paper, comparing OT approaches to specific client groups within the different professional and socio-cultural settings of their countries. Furthermore, they engage in an intercultural online discussion.

Students' evaluations indicate that they benefit from the project in various ways. The project has proven to be a relatively simple yet effective way of intercultural learning at home, flexible enough to fit most curricula.

In this presentation we discuss our methods, experiences, and possibilities of extending or adapting the module. The topic for 2016 is "Refugees and Occupational deprivation". A best practice will be displayed.

THE INFLUENCE OF DEMOGRAPHIC AND ACADEMIC STUDY VARIABLES ON BURNOUT REPORTED BY AUSTRALIAN OCCUPATIONAL THERAPY STUDENTS

Friday, 17th June - 14:50 - OS - 5O.04 - Education: Approaches to Learning - O' Tnúthail Theatre
- Abstract ID: 341 - Oral

Mr. José Manuel Pérez Mármol¹, Dr. Ted Brown²

¹Department of Physiotherapy, Faculty of Health Sciences, University of Granada (Granada),

²Department of Occupational Therapy, Faculty of Medicine, Nursing and Health Sciences, Monash
University – Peninsula Campus, Frankston, Victoria

Background: Burnout syndrome has been characterised as a process of chronic responses to occupational stress in certain groups of workers. However, this phenomenon has also been reported in other participant groups including university students. The Maslach Burnout Inventory-Student Survey (MBI-SS) has been used to evaluate burnout in this sample group and is composed of exhaustion, cynism and efficacy subscales. As far as we know, no studies considered any factors associated with this syndrome involving occupational therapy (OT) students. The aim was to determine if OT student demographic and academic variables were related to the MBI-SS subscales.

Methods: 225 Australian undergraduate OT students from Monash University completed the MBI-SS. Pearson and Spearman's Rank Order correlations were completed.

Results: Exhaustion was associated with age, year level of enrolment and hours of direct time spent working on OT studies; cynism was associated with year level of enrolment, hours of indirect time and type of access to OT program; and efficacy was associated with year level of enrolment, type of access to OT program, hours of indirect time and hours spend per week engaged in self-care activities.

Conclusion: The results indicate that a number of demographic and academic study variables are significantly associated with aspects of burnout reported by undergraduate OT students.

Application to Practice: Burnout reported by OT students was significantly associated with age and several academic factors. These findings provide important information for academic and fieldwork educators so that strategies can be put in place to manage stress in undergraduate students.

CONNECTING THROUGH PLAY: LUDI RESEARCH NETWORK-COST ACTION TD1309

Friday, 17th June - 13:50 - Symposium.01 - 5G - Dillon Theatre - Abstract ID: 425 - Symposium

Dr. Helen Lynch¹, Dr. Maria Prellwitz², Ms. Sylvie Ray Kaeser³, Mrs. Rianne Jansens⁴,
Ms. Marieke Coussens⁵

¹University College Cork, Ireland, ²Division of Health and Rehabilitation, Department of Health Sciences, Luleå University of Technology, ³University of Applied Sciences and Arts Western,
⁴Occupational Therapy Department, Centre of Expertise for Innovative Care and Technology, Zuyd University, Heerlen, Netherlands, ⁵School of Occupational Therapy, Artevelde University College Ghent, Belgium

This symposium is a presentation of the work of a COST European Project that supports research on Play and Children with Disabilities across 24 European countries. COST is Europe's longest running funded programme to support trans-national research networking, to foster excellence in inter-disciplinary research. COST is an integrated part of the Horizon 2020 research programme, contributing to Europe's research on tackling societal challenges. One current innovative COST project is the Ludi Action, which is a network of researchers and experts on the study of PLAY AND CHILDREN WITH DISABILITIES (TD-1309).

Play for children with disabilities is currently a fragmented area of study, which has resulted in the development of varied disconnected, niche projects (e.g. social robotics or adapted toys for children with disabilities, accessible playgrounds). Yet play for children has been identified as a consistently neglected aspect of children's rights, especially for children with a disability. The Ludi COST Action was established with the aim of spreading awareness on the importance of giving children with disabilities the opportunity to play, ensuring equity in their exercise of the right to play and most significantly, by putting play at the centre of multidisciplinary research and intervention. This symposium presents three projects illuminating how Occupational Therapy researchers from five countries are contributing to the Ludi Action. Each researcher represents different aspects of the Ludi focus- with attention to play for 'play sake', context for play, play form and play as occupational participation. Implications for Occupational Therapy research and practice will be explored.

THE MODIFIED ROLE-CHECKLIST AS A CROSS-CULTURALLY VALID MEASURE OF PARTICIPATION

Friday, 17th June - 13:50 - Symposium.01 - 5H - McMunn Theatre - Abstract ID: 614 - Symposium

Ms. Ursula Meidert¹, Dr. Patricia Scott², Mr. Tore Bonsaksen³, Ms. Kristjana Fenger⁴

¹Zurich University of Applied Science, ²Indiana University, ³Oslo, ⁴University of Akureyri

Summary of symposium:

The symposium presents the work of the International Role Alliance for the Study of Participation (IRAP). IRAP's mission is to establish the modified Role-Checklist as a cross-culturally valid measure of occupational participation. There are 4 abstracts: The first presents the feasibility of translation procedure, the second results examines role examples and their association with occupational participation. Next role examples are used for an ICF-linkage. The fourth presents a scoring system.

Timetable:

15 min introduction

15 min for each abstract

5 min outlook

10 min q&a

Background:

The Role Checklist (RC), theoretically based in the Model of Human Occupation (Kielhofner, 2008), names 10 internalized roles by which individuals identify themselves.

Method:

Methods included: 1) a feasibility study of translation guidelines; 2) a cross-sectional, cross-cultural validation with the ICF, and occupational participation, and 3) utilization of results to establish Version 3 with a scoring mechanism.

Results:

The University of Akureyri Iceland, with Indiana University USA implemented the feasibility study. RC assess a person's involvement in roles at the level of occupational participation and performance and can be used to measure participation according to the ICF. A scored RCv3 was established.

Conclusion:

The Version-3 is a valid cross-cultural scale with a scoring system that assures cross-study and cross-cultural comparisons.

Application to Practice:

The RC Version 3 is an easy to use tool to guide goal setting, treatment planning and research.

References:

Kielhofner G. A Model of Human Occupation. Theory and Application. 4 ed. Baltimore, MD: Lippincott Williams & Wilkins; 2008.

ENABLING THE PARTICIPATION OF STUDENTS WITH DISABILITIES IN HEALTH AND HUMAN PROFESSIONS

Friday, 17th June - 13:50 - Symposium.01 - 5P - Tyndall Theatre - Abstract ID: 874 - Symposium

Prof. Tal Jarus¹, Dr. Dalia Sachs², Dr. Eva Magnus³, Dr. Clodagh Nolan⁴, Prof. Michael Lee⁵,
Dr. Sissel Horghagen³, Dr. Naomi Schreuer⁶, Dr. Elizabeth Mc Kay⁷, Ms. Ruth Shoham²

¹Occupational Science and Occupational Therapy, University of British Columbia, ²School of Occupational Therapy, University of Haifa, ³Program of Occupational Therapy, South Trøndelag University College, ⁴Discipline of Occupational Therapy, Trinity College Dublin, ⁵University of British Columbia, ⁶University of Haifa, ⁷Occupational Therapy, Brunel University, England

Labor market participation is strongly associated with education, and for people with disabilities, this association is even stronger. Therefore ensuring accessibility for students with diverse disabilities to higher education is crucial. In spite of initial changes in legislation and policy worldwide, and with the development of access programs for students with disabilities, there remains a low enrolment and a high drop-out rate. In addition, most studies do not address the complex contexts which students with disabilities in health service professions experience in their academic and fieldwork. This complexity creates a struggle to educators and service providers with the intersection of human rights legislation and the requirements of higher education and professional competencies. Occupational therapists deal with this complexity both as educators and as accessibility experts. To address the identified gaps in knowledge, an international, interdisciplinary research consortium has been established. In this symposium we will share 4 presentations from across the globe by members of this team. Presentations will follow the transition of students with disabilities from the academic to the practicum contexts. We will focus on students' and Practice Educators' perspective on barriers, and on the supports available whilst on placement. Following presentations, participants will have the opportunity to discuss the barriers to and opportunities for supporting inclusion of students with disabilities in higher education in general and in occupational therapy in particular. Parameters in considering academic and practicum accommodations and balance between accommodations and competencies required to graduate in various programs will be examined.

REBUILDING COMMUNITY WITH REFUGEE SURVIVORS OF TORTURE: A SHARED JOURNEY

Friday, 17th June - 13:50 - Workshop.01 - 5I - AC201 - Abstract ID: 949 - Workshop

Ms. Mary Black¹, Ms. Elizabeth Harrison²

¹Heartland Alliance Marjorie Kovler Center, ²Schweitzer Fellow Research Assistant, University of Illinois at Chicago

As forced migration across the globe continues to escalate, immigration reform and basic human rights for countless displaced persons seeking refuge remains contentious. Meanwhile refugees and asylum seekers confront mounting environmental, legal and personal challenges with everyday life in a host country. Though Occupational Therapy is beginning to address these pressing needs, overall our education about, and practice with, refugee populations is persistently under represented. Given increasing forced migration, many who have suffered unthinkable trauma will present in our everyday work; be it clinic, school or hospital. The onus is on us to ensure our practice is trauma informed, cross culturally sensitive and we are educated to the larger political realities affecting the community environments we all share.

Consistent with Occupational Therapy's historical values, and guided by our global vision to meet a diverse society's needs, occupational therapists can not only facilitate refugees' adaptation to new and unfamiliar contexts, but can work along side refugee populations to shape new vibrant communities. The population of refugees and political asylees, many survivors of politically sanctioned torture, present with obvious and nuanced challenges, as well as inherent strength, skills and wisdom.

This workshop will describe occupational therapy practice and perspectives in a community based program working with survivors of torture. Inventive collaborative interdisciplinary service models, occupational therapy interventions, research findings from the literature and contributions to advocacy and will be described. Applications to multiple clinical settings and student training will be illustrated. Future opportunities and challenges for practice will be considered.

LIFESTYLE BALANCE AND OCCUPATIONAL BALANCE: TWO CONCEPTS ALIKE?

Friday, 17th June - 13:50 - Workshop.01 - 5J - AC202 - Abstract ID: 1215 - Workshop

Mr. Sven Van Geel¹

¹AP University College Antwerp

Summary of the workshop

Participants of this workshop will know the state of the art on occupational and lifestyle balance, will be familiar with reliable and valid assessments for occupational/ lifestyle balance and will acknowledge future challenges.

Background

Occupational balance and lifestyle balance have been reported in current occupational science research. Although several researchers (eg Christiansen & Matuska, 2008; Wagman, 2015) have focused on these concepts, many research questions remain unclear.

In our workshop we will discuss the concepts, describe the current literature on occupational balance and lifestyle balance, provide an overview of existing assessment, and describe future challenges in research and practice.

After a short introduction of the theme, participants of the workshop are invited to discuss several questions:

- What does the concept of occupational balance and lifestyle balance actually mean? Are these two different concepts or should we perceive them as synonyms?
- What is the role of occupational therapy in the concept of balance? Why is (or isn't) the concept of balance a task for occupational therapists?
- What are challenges in occupational therapy research and practice?

After discussion, current literature concerning the theme will be presented. This literature review will be followed by an overview of existing assessments of occupational/ lifestyle balance.

Maximum number of participants:

25 participants.

Brief description of intended participants:

This workshop is intended for occupational therapists from different fields of practice who have some experience with clients.

PROBLEM-BASED LEARNING - AN OCCUPATIONAL PERSPECTIVE OF HIGHER EDUCATION

Friday, 17th June - 15:10 - Workshop.02 - 5K - AC203 - Abstract ID: 934 - Workshop

Prof. Gaynor Sadlo¹

¹University of Brighton

Problem-based learning (PBL) is recognised as a major alternative curriculum design in higher education globally. Developed fifty years for medical education, it has spread to many other subjects, especially in the health professions and engineering. Many European occupational therapy programmes claim to use PBL, but often for just part of the programme. As an active, person-focused, problem-solving, peer-supported, structured, enjoyable and collaborative learning process, where all learning has meaning and is in context, PBL matches the principles of occupational therapy. To support and promote the use of high quality whole-system PBL by ENOTHE members, this workshop invites participants to become PBL OT students, guided by the workshop facilitators acting as your tutors. An authentic digital 'trigger' will prompt the first reactions of the group, while the whole demonstration will provoke many questions about enacting PBL. This 'first tutorial in the PBL cycle' ends with an agreed list of questions that need answering.

Through the following workshop discussion and questions, participants will gain a deeper understanding of the potential vitality of PBL within OT programmes at all levels, or for CPD. Indeed, staff-led PBL brings great potential for the transformation of workplaces into communities of learning, enhancing job and life satisfaction. The tutor was a pioneer of PBL in Europe, introducing it, with the teaching team, to the then London School of Occupational Therapy, in 1984. Her doctoral thesis in OT education in 1997 revealed that the higher the 'dose' of PBL within a curriculum, the greater the quality of learning.

A UNIVERSITY BASED MASTERS PROGRAM IN OCCUPATIONAL THERAPY: BUILDING ACADEMIC CULTURE, SELF-RESPONSIBLE LEARNING AND INTERDISCIPLINARY INTEGRATION THROUGH JOURNAL CLUBS, INDIVIDUAL STUDY PLANS, RUBRICS AND CURRICULUM DESIGN

Friday, 17th June - 13:50 - Workshop.01 - 5L - AC204 - Abstract ID: 737 - Workshop

Dr. Karen La Cour¹, Dr. Eva Wæhrens¹, Dr. Åse Brandt¹, Mrs. Hanne Peoples², Mr. Marc Sampedro Pilegaard², Ms. Kristina Nielsen², Mr. Jesper Maersk², Ms. Cecilie Von Bülow², Ms. Hanne Kaae Kristensen³

¹Department of Public Health, University of Southern Denmark, ²University of Southern Denmark, Department of Public Health, ³Health Sciences Research Center, Odense, Denmark University College Lillebaelt,

The purpose of this workshop is to share and discuss educational methods to foster master level education.

Rationale

Among the challenges of the post graduate master program in Occupational Therapy at University of Southern Denmark is the educational change towards an academic culture required of students to ascertain master level learning competencies. Through individual study plans and by use of Rubrics as tools for evaluation and feedback processes self-responsible learning is facilitated. Journal Clubs are used to qualify critical research understanding as an integrated part of the curriculum, which is also designed to enhance interdisciplinary cooperation through joint modules with other health professions. These learning activities are chosen to prepare students for future jobs that increasingly require competencies to develop and evidence-based Occupational Therapy services in cooperation with others.

Objectives for participants, to obtain:

- Increased knowledge about curriculum design and how it can be used to build academic culture and interdisciplinary integration
- First hand-experience with developing and using Rubrics for evaluation and feedback purposes
- Insights to strategies for working with Journal Club to enhance critical research understanding
- Inspiration for using Individual Study Planning to enhance self-responsible learning and preparing for master thesis

Format

The workshop will start with an overview of the education and the four educational methods

1/ Curriculum design

2/ Individual Study Plan

3/ Journal Club

4/ Rubrics

After presentations participants will have the opportunity to work with and discuss two of the educational methods in groups followed by panel discussion of educational implications

DEVELOPING A STRENGTHS BASED CURRICULUM

Friday, 17th June - 13:50 - Workshop.01 - 5R - AC214 - Abstract ID: 744 - Workshop

Ms. Inge Vromen¹, Ms. Anke Boumans¹, Mr. Koen Van Dijk¹, Ms. Marichelle Steltman¹

¹Curriculum development group, department of Occupational Therapy, Amsterdam University of Applied Sciences, The Netherlands

A changing health care system in the Netherlands requires a change in our curriculum. The change is more than a change of subjects, it requires a different approach of our future occupational therapists towards their clients and therefore a change in our approach to the students. Occupational therapists, we think, should no longer have a main focus on deficits, but a focus on their clients' self-reliance, talents and strengths. If we want the students to approach their clients in such a way, the best way to learn this, seems to be approaching the students in the same way.

We are developing an education that is challenging and stimulating, where the students are required to be very motivated and need to perform to their best abilities. We believe this will much improve the education.

However, this choice results in one major issue: If we want them to focus on their strengths and talents how do we cope with students' deficits? How do we know they develop all the required competencies, so we can be sure graduating OT's can work in every field of health care, meet the requirements of the WFOT and the Dutch Standards?

In a workshop we would like to present our new curriculum (starting in September 2016), explain how we try to shape the Strengths Based Approach in our curriculum and discuss the issue on coping with students' deficits.

INTERNATIONALISING TEACHING AND LEARNING IN AN OCCUPATIONAL THERAPY CURRICULUM

Friday, 17th June - 13:50 - Workshop.01 - 5T - Dunican Theatre - Abstract ID: 748 - Workshop

Mrs. Claudia Galli¹, Dr. Fenna Van Nes², Prof. Anders Kottorp³, Dr. Mette Andresen⁴, Dr. Lee Price⁵

¹Zurich University of Applied Sciences, ²Research Group Occupational Therapy, ACHIEVE, Centre of Applied Research, Faculty of Health, Amsterdam University of Applied Sciences, Amsterdam, the Netherlands., ³Department of Occupational Therapy, College of Applied Social Sciences, University of Illinois, Chicago, ⁴Department of Occupational Therapy, University College Zealand, Naestved, Denmark, ⁵Department of Occupational Therapy, University of Brighton, Eastbourne

The European Master of Science in Occupational Therapy is a Problem Base Learning program with a 17 year history of international collaboration, curriculum design and teaching and learning. The international teaching team have developed skills specific to teaching a diverse international student group. Internationalisation within curriculum design is complicated causing multi-faceted challenges. Nevertheless, these challenges can be stimuli for innovation, creating opportunities for student and educator development for work in a global setting, advancing inter-cultural competence (Leask, 2008). The workshop aims to prepare educators to meet the challenge of internationalisation, developing a basis of knowledge and insight and providing practical solutions to teaching and learning and curriculum design.

Delegates will have the opportunity to:

- Share experiences or concerns in a supportive, constructive atmosphere.
- Explore the nature of internationalisation of teaching and learning through presented theory, and group discussion.
- Through facilitated group work produce practical solutions to a 'hit list' of potential barriers or concerns identified by delegates.

The outcome: Each delegate will: acquire practical strategies based on theory, experiences and practice broadening their role in student education, and empowering them to enhance internationalisation in their learning and teaching.

Maximum number of participants: 30

Intended participants: This workshop would be suitable for educators interested in developing the international aspects of learning and teaching.

References

Leask, B. (2008) Internationalisation, Globalisation and Curriculum Innovation, in Hellsten, M. and Reid, A. (eds) *Researching International Pedagogies: Sustainable Practice or Teaching and Learning in Higher Education*. Netherlands: Springer, pp. 9-26.

TRANSITIONING FROM HOMELESSNESS: THE ROLE OF OCCUPATION

Friday, 17th June - 13:50 - Workshop.01 - 5Q - AC215 - Abstract ID: 546 - Workshop

Ms. Leonie Boland¹, Dr. Katrina Bannigan¹, Dr. Anita Slade¹

¹Plymouth University

Summary of the workshop:

Homelessness is a complex social phenomenon. By its nature it restricts and controls the opportunities a person may have for acquiring, using or enjoying occupations (Wilcock, 2006). The majority of homeless people experience multiple exclusion homelessness; that is, the experience of not having a home combined and exacerbated by the challenges of mental or physical health needs, substance misuse or forensic histories. Despite a growing body of literature supporting the role of occupational therapy with people experiencing homelessness, there is a lack of research on how occupational therapy can support a person's transition from homelessness to sustaining a tenancy in stable housing (Marshall and Rosenberg, 2014). This workshop will discuss the experience of people who are moving from homelessness into their own accommodation and explore the role of occupation in this transition. A case study from an ongoing PhD study will be used to illustrate this.

Learning objectives

- Participants will have a greater understanding of homelessness and the role of occupation for people who have experienced homelessness.
- Participants will explore and debate how occupation can help people sustain tenancies away from homelessness.

The workshop will use a mixture of delivery methods including individual reflection and interactive group work.

Maximum number of participants:

16.

Brief description of intended participants:

This workshop would be suitable for people who have an interest, or experience, in working with people who are homeless or face social inequality.

CHALLENGES IN OCCUPATIONAL THERAPY WHEN PROVIDING HOME-BASED REHABILITATION FOR SENIOR CITIZENS

Friday, 17th June - 13:50 - Workshop.01 - 5S - AC216 - Abstract ID: 620 - Workshop

Dr. Gunilla Isaksson¹, Prof. Margareta Lilja¹, Mrs. Jenni Riekkola Carabante²,
Mrs. Jennifer Womack³

¹Division of Health and Rehabilitation, Department of Health Sciences, Luleå University of Technology, ²Luleå, ³Division of Health and Rehabilitation, Department of Health Sciences, Luleå University of Technology, University of North Carolina at Chapel Hill

A future challenge for occupational therapists is meeting the need of rehabilitation for the increasing age profile of citizens living at home with multiple conditions affecting their participation in everyday life. Providing home-based rehabilitation is complex since it includes problematic situations where changes occur based on aspects of individual factors for example, ill-health and/or social and contextual factors as caregiving partners, supporting society, physical environment and community mobility. Despite that, a service that further challenges the home-based rehabilitation is short-term respite care in advantage for the couple's ability to continue their life together in their own home. Another challenge and at the same time a benefit is the increasing digitalization of society that may lead to a need for developing other forms of rehabilitation interventions in occupational therapy.

The objective of this workshop is to discuss challenges in providing community based rehabilitation for senior citizens and their caregivers in a digitalized society. Also to discuss relevance and a challenge for research in order to create new knowledge about home-based rehabilitation for senior citizens and evidence based practice.

Format: The workshop will provide an overview of the issue and examples stemming from on-going research projects in Sweden and United States. This will be future addressed in small group format linking the discussions to their own practice and research.

Maximum number of participants: 40 persons. This workshop should be suitable for students, clinicians and researcher with an interest in the objectives.

SUBSTANCE USE AMONG PROFESSIONALS AND PROFESSIONAL STUDENTS: TRANSFORMING OCCUPATIONAL PERFORMANCE AND EXPERIENCE

Friday, 17th June - 15:10 - PS2.01 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 22 - Poster

Dr. Niki Kiepek¹, Ms. Jonnie-jyn Baron¹

¹Dalhousie University

Background: Research shows a relatively high prevalence of “hidden” licit, illicit, and pharmaceutical substance use among professionals (e.g. physicians, pharmacists, nurses) and professional students. Individual decisions about substance use are frequently influenced by personal evaluation of the impact on the performance of certain, valued occupations. Examples include, i) performance enhancement among athletes (e.g. stimulants, steroids), ii) neurological cognitive functioning enhancement among university students (e.g. Adderall, Ritalin), and iii) the enhancement of pleasure during social activities (e.g. ecstasy to enhance the experience of dancing).

Method: This study involved a systematic review and thematic analysis of English, peer-reviewed articles, published between 1990 to 2015. Search terms included profession-specific (e.g. lawyer, attorney) and substance-related terms (e.g. substance use). Selected books were included.

Results: Preliminary analysis demonstrates that substance use is frequently a deliberate choice, with consideration to the ways in which substances may enhance the quality of occupational performance or produce a desired experience. For instance, professional students report that substance use provides relief from stress and anxiety, enhances levels of energy and ability to socialise at parties, and enhances perceived academic capabilities.

Conclusion: This research brings attention to an invisible, yet prevalent, population of substance users; those who use substances in a controlled manner to alter or enhance performance and to alter the experience of daily occupations.

Application to Practice: A more nuanced understanding about substance use can inform social perceptions, guide health practices that attempt to prevent substance use from becoming problematic, and support the development of relevant policy and legislation.

SUPERMARKET SHOPPING EXPERIENCES FOR PEOPLE WITH LEARNING DISABILITIES

Friday, 17th June - 15:10 - PS2.02 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 67 - Poster

Mrs. Diane Cotterill¹, Mrs. Caroline Wolverson¹

¹York St John University

Caroline Wolverson¹, Diane Cotterill²,

¹ Faculty of Health & Life Sciences York St John University, York, England

² Faculty of Health & Life Sciences York St John University, York, England

Background:

Level 3 students are required to engage in a research project. The university works closely with a self-advocacy group for people with learning disabilities. During a student placement, the group had identified challenges when supermarket shopping leading to occupational injustice.

Method:

A qualitative paradigm using a phenomenological design was utilised. Focus groups and questionnaires were used to collect data

Results:

Three themes were identified:

- The value of supermarket shopping
- Environmental barriers
- Personal barriers

Conclusion:

Data collected confirmed a number of findings in previously published research identifying barriers to participation. The findings of this study correlated with those of Abbot and McConkey (2006) who identified that people with learning disabilities wanted staff to take on a supportive rather than caring role.

Application to Practice:

- 1.The study identified ways in which occupational therapists can support people with learning disabilities.
- 2.The study enabled students to develop research skills and an opportunity to promote social inclusion.
- 3.The study identified a number of challenges and opportunities for educators working with students and service users as co-researchers

References

- 1.Abbott S and McConkey R (2006) The barriers to social inclusion as perceived by people with intellectual disabilities. Journal of Intellectual Disabilities. 10 3 275-287.

Europe 2020 targets: social inclusion

WHO 2020 health promotion and prevention of disease

ASSESSMENT IN PHYSICAL REHABILITATION: CURRENT REALITIES, IMPENDING CHALLENGES, AND THE EMPOWERING CAPACITY OF A CLIENT-CENTRED MEASURE.

Friday, 17th June - 15:10 - PS2.03 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 150 - Poster

Dr. Rita Fleming Castaldy¹

¹University

Background: Alternatives to deficit-focused measures which dominate rehabilitation are needed for client-centred practice (CCP) (Blaga & Robertson, 2008; Custer et al., 2013; Doig et al., 2015; Murray et al., 2015). The Self-Assessment of Role-performance and ADL-abilities (SARATM) was purposefully developed as a client-centred alternative to procedure-centred approaches (Watkins et al., 2015).

Theoretical underpinning: The SARA' TM embodies principles from the Respect Model of Client-Centred Occupational Therapy (Hammell, 2015) and empowerment theory (Fleming-Castaldy, 2014) to shift power to clients.

Technique: The SARATM is a standardized measure which obtains clients' expectations for therapy, perceptions about abilities and participation, and satisfaction with treatment (Watkins et al., 2015).

Evaluation: Studies have established the SARA'sTM reliability, validity, and efficacy as an outcome measure for diverse populations (Blaber, et al., 2015; Watkins et al., 2015). Clinical research continues.

Practice Application: The sole use of performance-based instruments is the antithesis of CCP. Because a singular focus on performance diminishes people, therapists have an ethical responsibility to seek the client's voice (Franits, 2005). However, time constraints, incongruence between client and therapist goals, and reductionist work cultures limit therapists' consideration of clients' aspirations (Gupta, & Taff, 2015; Hammell, 2015; Murray et al., 2015). The SARA'sTM addresses these barriers by obtaining clients' autonomous goals in a timely manner (Watkins et al., 2015). The resulting client-directed discussion of personally acceptable interventions facilitates occupational well-being (Doble & Sanitha, 2008). The SARA'sTM efficiently enables value-based CCP and meets increasing demands for data-driven decision making and measureable outcomes (Leland et al, 2015; Schaaf, 2015).

INTER-PROFESSIONAL LEARNING AT THE NATIONAL REHABILITATION HOSPITAL, DUBLIN.

Friday, 17th June - 15:10 - PS2.04 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 194 - Poster

Ms. Alison Mc Cann¹, Ms. Fiona Haughey¹

¹National Rehabilitation Hospital

Background:

This poster illustrates the IPL opportunities available in the National Rehabilitation Hospital (NRH).

Theoretical underpinning:

A number of different theories underpin inter-professional education however adult learning theory dominates the literature on IPL with an emphasis on the students taking responsibility for their own learning (Adams, Barr et al 2005), teaching each other and learning from each other.

Technique:

The NRH is a teaching hospital with students from ten different disciplines attending yearly for practice education. At present we have clinical practice tutors employed in the disciplines of Occupational Therapy, Physiotherapy, Speech and Language Therapy, Medicine and Nursing. This affords the opportunity to provide rich interprofessional learning. We have developed a structure that includes:

Inter-professional tutor meetings

An inter-professional tutorial menu

Inter-professional careers evening

IPL student led teaching opportunities.

Evaluation and application:

The benefits of IPL are numerous and have been evidenced anectodally at the NRH through feedback from both students and practice educators.

The use of IPL in neuro-rehabilitation has facilitated greater awareness among the students of each-others roles, enhanced communication across disciplines and assisted the students in openly exploring and acknowledging the similarities and subtle differences across some disciplines in relation to practice and fundamentals of theoretical concepts. Anecdotally students demonstrate improved confidence in liaising with peers from other disciplines, have been more likely to make appropriate referrals to the correct discipline and seek out opportunities to work collaboratively with members of other disciplines.

INTERVENTIONS BASED ON EXERCISE AND PHYSICAL ENVIRONMENT FOR PREVENTING FALLS IN COGNITIVELY IMPAIRED OLDER PEOPLE LIVING IN LONG-TERM CARE FACILITIES: A SYSTEMATIC REVIEW AND META-ANALYSIS.

Friday, 17th June - 15:10 - PS2.05 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse - Abstract ID: 309 - Poster

Mrs. Loreto González Román¹, Mrs. Jessica Garrido Pedrosa¹, Dr. Gerard Urrútia Cuchí², Dr. Caritat Bagur Calafat³

¹Escola Universitaria d'Infermeria i Teràpia Ocupacional, ²Centro Cochrane Iberoamericano – Institut d'Investigació Biomèdica Sant Pau, CIBERESP, ³Universitat Internacional de Catalunya

Background:

Fall incidents occur frequently in institutionalized older people with cognitive impairment and their consequences are more serious than in the general aging population. It is needed to know which interventions tailored to prevent falls guarantee their effectiveness. The purpose of this systematic review is to report the effectiveness of interventions based on exercise and/or physical environment for reducing falls in cognitively impaired older adults living in long-term care facilities.

Method:

Until July 2014, a literature search was conducted using main databases and specialized sources. Randomized controlled trials assessing the effectiveness of fall prevention interventions, which used exercise or physical environment among elders with cognitive impairment living in long-term care facilities, were selected. Two independent reviewers checked the studies eligibility and evaluated their methodological quality. If it was adequate, data were gathered.

Results:

Fourteen studies with 3539 participants using exercise and/or physical environment by a single or combined approach were included. Evidence was insufficient to demonstrate the effectiveness of a single modality. Gathered data from studies which used both interventions showed a significant reduction of fall rate (RaR=0.61, IC95% 0.53-0.70) and fall risk (RR=0.79, CI95% 0.66-0.93). Not recurrent fall risk neither injury reduction were proved.

Conclusion:

Intervention programs which include both exercise and physical environment can lead to a reduction of falls in institutionalized and cognitively impaired older adults. However, further research is needed.

Application to Practice:

Occupational therapists and physical therapists would consider the application of these interventions, from a combined approach, to prevent falls in that population.

REFLEXIVITY IN QUALITATIVE RESEARCH APPROACHES: UNCOVERING MULTIPLE LAYERS

Friday, 17th June - 15:10 - PS2.06 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 373 - Poster

Dr. Elizabeth Francis Connolly¹, Dr. Sandra Dunbar², Ms. Nancie Furgang³

¹University of New England, ²Nova Southeastern University, ³University of New Mexico

Laliberte-Rudman (2013) challenged us to view research as a moral and political responsibility full of challenging power relations that need to be explored and explicit. Thus, it is imperative for us as researchers and practitioners to understand and reflect on the multiples lenses in which we see the world. Too often views of illness, race/ethnicity, social economic class gender, and religion are shaped within a cultural narrative that is full of myth, misinformation and bias. Unknowingly, we often buy into this cultural narrative without full appreciation of how this marginalizes those we are treating as our clients or the focus of our research. Current beliefs regarding qualitative methods underscore that discourse is varied and narratives are unique to individuals, as well as groups, and there is not general claim to authoritative knowledge (Denzin & Lincoln, 2013). This presentation will discuss the importance of reflexivity in sound qualitative research, the need for deep reflection in situating oneself within a clinical practice or research setting. Examples from the presenter's research and clinical experiences will be used to illustrate best practice. Participants will have the opportunity for reflection on their own socio-cultural lenses.

HOW CAN WE FIND AN ETHICAL SENSITIVE WAY TO INCLUDE PEOPLE WITH DEMENTIA IN OCCUPATION-BASED RESEARCH?

Friday, 17th June - 15:10 - PS2.07 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 458 - Poster

Mrs. Katharina Maria Roesse¹

¹Institut for Medical Sociology and Rehabilitation Science, Charité - Universitätsmedizin Berlin

Background:

Ethical principles developed in the context of biomedicine provide no clear solutions for challenges of daily research. People with dementia are particularly vulnerable and need special protection for participation in occupation based research. This presentation aims at reflecting ethical principles, identifying areas of ethically meaningful issues for these reflections and presenting ethical sensitive procedures within occupation based-research including people with dementia.

Method:

Using an example of a qualitative research focused on occupation of people with dementia in the context nursing home, ethical reflections of occupation based research are presented. In an iterative research process a literature review focusing on ethical aspects, the conduct of research, and ethical reflections were intertwined.

Results:

Areas of ethically meaningful issues include the right of vulnerable people to take part in research, the institutional gatekeeping and informed consent, the relationship with the participants, the ongoing reflection of the research perspective, and the protection of confidentiality and anonymity.

Conclusion:

The identified areas of ethically meaningful issues offer possibilities to include people with dementia in occupation-based research in an ethical sensitive way.

Application to Practice:

Researchers are challenged to reflect their perspectives on occupation and their roles, to regard the participants' vulnerability and to encourage them to take part in research. Furthermore they should reflect research methods from an ethical perspective, and create and utilize rooms for ethical reflections.

SCHOOL-BASED OCCUPATIONAL THERAPY INTERVENTION ON HANDWRITING.

Friday, 17th June - 15:10 - PS2.08 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 560 - Poster

Ms. Kirjanova Tatjana¹

¹Rehabilitation Centre Vogellanden

Handwriting is one of the most complex skills that is learnt and taught.

It is not only an academic skill that allows children to express their thoughts and feelings but it also helps children to communicate with others.

The development of writing ability is very important in building a child's self-esteem. Similarly it considers an essential ingredient for success in school.

Children spend 31 to 60% of their school day performing handwriting and other fine motor tasks, and difficulties in this area can interfere with academic achievement.

Handwriting efficiency requires mastery of multiple skills, including vision, coordinating the eyes, arms, hands, memory, posture, and body control, as well as the task of holding a pencil and forming letters.

Developing handwriting skills has historically been an essential part of school-based occupational therapy. Handwriting difficulties are the first reason for referral to occupational therapy services in schools. Occupational therapist has a unique role in evaluating and treating a child's functional performance of handwriting skills.

Occupational therapist helps children improve their handwriting through identifying the internal or external factors that are contributing to a child's handwriting difficulties. Both evaluation and intervention procedures are discussed in order to guide the occupational therapist in developing remedial and instructional programmes.

When a child experiences improvements in their handwriting, they feel less stressed and more happy. Their performance improves and this starts a cycle of success and motivation. That's an amazing transformation to be a part of!

But everything begins from a good occupational therapy intervention!

OCCUPATIONAL THERAPY RESEARCH: INSIGHTS INTO IMPACT

Friday, 17th June - 15:10 - PS2.09 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 646 - Poster

Mrs. Mandy Sainty¹

¹College of Occupational Therapists

Background:

The UK Occupational Therapy Research Foundation (UKOTRF) supports research that builds the evidence-base for occupational therapy and increases research capacity within the profession (White, 2013). Capturing research impact is complex, and multidimensional, yet must be part of the UKOTRF agenda to determine whether funded research is informing practice (Sainty, 2013).

Method:

UKOTRF principal investigators have, since 2014, been required to submit a progress report that includes areas of potential impact: research outputs/advancement of knowledge, implementation in practice, community/public benefit, and economic benefit. Reports are scheduled at agreed monitoring points, on completion and two years post-completion.

In addition to contractual dissemination requirements (British Journal of Occupational Therapy and College of Occupational Therapists (COT) Annual Conference submissions), an eye-catching 'Summary of key findings' template has been developed by COT to facilitate timely promotion of project findings.

Results:

Principal investigators have engaged positively with the enhanced progress reporting, providing accounts of a range of activities taking place beyond the achievement of contractual deliverables. Examples include presentations to students, collaborative partnerships, follow-on funding, and active involvement of practitioners and service users. Specific details of adoption of findings or recommendations into occupational therapy practice nonetheless remain tenuous, highlighting the need for a longer-term perspective.

Conclusion:

Encouraging research grant holders to think laterally about their activities, throughout the life of a project, provides rich insights into potential for impact.

Application to Practice:

UKOTRF key findings summaries should be revisited, with principal investigators, focusing on gathering intelligence on how their research has been taken-up in practice.

TRANSFORMATION OF PAPER-BASED OCCUPATIONAL THERAPY ASSESSMENT FORMS TO A DIGITAL FORMAT – THE HOUSING ENABLER APPLICATION AS AN EXAMPLE.

Friday, 17th June - 15:10 - PS2.10 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 869 - Poster

Mrs. Marie Bang¹, Mrs. Sanne Heidemann Lehmann¹, Mrs. Tine Bieber Kirkegaard Lunn¹, Dr.
Tina Helle¹

¹Department of Occupational Therapy, University College North

Background

The growing digitalization process serves to modernize the health care systems, to improve documentation and the efficiency of the public sector. Consequently, the adoption of digitalization at large is critical for the development of occupational therapy (OT). Yet, most OT assessment forms are paper-based. The aim is to describe the process of transforming the paper-based Housing Enabler (HE) rating forms into a HE application (app) available on a tablet.

Method

The transformation process was conducted in two steps

1. Development: A participatory design, involving several workshops, was employed to identify the users' requests concerning the function of the app, afterwards, an iterative process between usability tests and improving the app followed.
2. Testing: Seven occupational therapists utilized the app in five clinical housing cases each (N=35 cases). Usability data was collected by means of individual online diaries followed by a focus group interview. The interview was transcribed verbatim. A qualitative content analysis was performed to systemize and analyse all data.

Results

The HE app is easy to use in clinical OT and the app permits new valuable functions such as photo documentation and an easy overview of the accessibility score. To some OTs the tablet interfered with the relation to the client, whereas to other OTs the tablet increased the sense of professionalism. Still, there are technical challenges to overcome.

Conclusion

Digitalization of paper-based assessment forms seems promising.

Application to practice

Implementation of digital assessments in practice has potentials but needs further investigation.

THE CHALLENGE OF TEACHING “OCCUPATION BASED MODELS”

Friday, 17th June - 15:10 - PS2.11 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 473 - Poster

Mrs. Noga Ziv¹, Dr. Michal Avrech Bar¹

¹Tel Aviv University

Background: Teaching the subject of Occupation Based Models is a great challenge for occupational therapy educators. The richness of models as well as overlaps of concepts, may lead to confusion among novice students. The purpose of this poster is to introduce a new and unique way to teach the concepts of Occupation Based Models.

Educational Philosophy: Adult students are better learners when they are actively engaged in learning. Active learning was the philosophical basis for teaching the course “Introduction to occupational therapy”.

Pedagogy: Students were exposed during the course to seven Occupation Based Models: PEOP, MOHO, Occupational form and occupational performance, Ecology of human performance, Occupational Performance Model (Australia), Canadian Model of Occupational Performance and The Kawa Model. The students studied the models in small groups, and then presented them in the class through creative and active experience. In the concluding lesson, the classroom was simulated as a courthouse and the students defended the models. At the end of this process, the course lecturers summarize the “claims and defence arguments” and highlighted the unique contribution of each model.

Evaluation: Student’s feedbacks demonstrated that this teaching method help to clarify and assimilate the models. They stated that the experience enhanced their enjoyment and interest.

Application to Education: The outcome of this interactive course and specifically the last lesson is a construction of an organized and coherent body of knowledge regarding Occupation Based Models. Students use this knowledge later in their studies and professional careers.

APPROACHING NEW ROLES OF OCCUPATIONAL THERAPISTS

Friday, 17th June - 15:10 - PS2.12 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 825 - Poster

Ms. Vera Kaelin¹, Mrs. Eva Hanselmann¹, Mrs. Lynn Bertschy¹, Mrs. Tanja Hollinger¹, Mrs. Eva
Würth¹

¹University of Applied Sciences ZHAW Winterthur Switzerland

The role of being an occupational therapist (OT) has changed over the last decades and has led to new possible working fields for OTs (Bossers et al., 1997; Banks & Head, 2004). Acknowledging this, it is important for OT education to prepare students for this new role, working fields, and expectations towards them (Fisher & Savin-Baden, 2002). As a result the Zurich University of Applied Science has developed an emerging placement program where students create, conduct and evaluate their own project in an emerging working field. Two students designed a project with people affected by attention deficit hyperactivity disorder (ADHD) to empower them in finding occupations to structure their daily life and to support them living up to their expectations (White, Harris & Gibson, 2014). A meaningful occupation for the involved people was acknowledged to be running a half marathon. To reach their goal, the OT students asked the participants about their daily routines and about their expectations. A training for 3,5 months was planned collaboratively. During this process the goal of the OT students was not only to engage the participants in a meaningful activity, but also supporting them in finding strategies to pursue and reach their own goal and undergo a new experience.

The aim of this workshop is to enlighten students, practitioners and educators about new roles for OTs, share a project in an emerging placement in Switzerland and discuss experiences and other possible emerging placements.

İSKITLER REGION OF ANKARA DETERMINATION OF WASTE PICKERS' ACTIVITIES AND ROLES

Friday, 17th June - 15:10 - PS2.13 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 54 - Poster

Ms. Sinem Kars¹, Prof. Mine Uyanık Uyanık¹

¹Hacettepe University

Background:

Well-being is defined as a state of contentment with one's physical/mental health, emotional/spiritual health, personal and economic security, self-worth, sense of belonging, opportunities for self-determination, opportunities to engage in meaningful and purposeful occupations, sense of hope. Identifying the activity of waste pickers who have adverse working and housing conditions would be quite beneficial in order to protect as well as promote the well-being and health of pickers.

Method:

The universe of the study was formed by 700-800 waste pickers. The sample group, on the other hand, was formed by 30 male waste pickers who were chosen by the random selection in the universe. The data was collected through structured questionnaires and diseases form designed by the researcher and through Canadian Occupational Performance Measure(COPM) after doing a careful literature review.

Results:

According to the results obtained from the COPM in the study, it is found that the areas of activity performance is more important self-care activities. In the self care activities, take a bath($9,2 \pm 1,6$) is very important for waste pickers. The second activity is talking on the phone($9 \pm 1,98$). The 'Death, survival, plastic!' sentence of waste picker was best summed up to waste pickers' point of view for their job. It is recommended to improving the service for balance of activity performance areas and well-being.

Conclusion:

It was found that 83.3% of waste pickers work at least 11 hours a day, 53% of has negative attitude to his own affairs, viewpoint of the community has negative sense according to 50% of.

ALCOHOL USE AMONGST OLDER ADULTS: KNOWLEDGE AND BELIEFS OF OCCUPATIONAL THERAPISTS WORKING IN PHYSICAL HEALTH CARE SETTINGS

Friday, 17th June - 15:10 - PS2.14 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 71 - Poster

Dr. Fiona Maclean¹, Dr. Jan Gill², Ms. Fiona O'May¹, Dr. Jenna Breckenridge³

¹Queen Margaret University, ²Napier University, ³University of Dundee

Introduction: There is little discussion in the European occupational therapy literature surrounding the topic of older people and alcohol, despite the growing prevalence of alcohol-related health problems in older adults resulting from an ageing population and changing patterns of consumption. Occupational therapists in physical health care settings are likely to work with older people whose drinking pattern may not be alcohol dependent, but may put their physical or psychological health at risk.

Method: A survey methodology was employed using open and closed questions, recruiting occupational therapists (all grades, n=122) working with older people (65+ years) in physical health care settings across all, except one, National Health Service Regional Boards in Scotland.

Results: Responses highlight gaps in occupational therapists' knowledge around alternative 'safe limits' of alcohol intake for older people. Belief in professional role was evident, but the perception was that this was not supported by undergraduate education. Occupation focused theory and assessment was not prioritized when considering alcohol in the older adult.

Conclusion: This study has highlighted a need to develop pre- and post-qualification education for occupational therapists, to enhance understanding of theory, assessment and knowledge of alcohol with older people in physical health care settings.

WELLNESS RECOVERY ACTION PLAN: (WRAP). THE EXPERIENCES OF OCCUPATIONAL THERAPISTS IN IRELAND

Friday, 17th June - 15:10 - PS2.15 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse - Abstract ID: 93 - Poster

Ms. Miriam Noonan¹, Ms. Esther Crowe Mullins¹

¹Health Services Executive

Background:

The strategy document in Irish Mental Health Services, asserts that interventions should maximise recovery from mental illness (A Vision for Change, 2008). The Wellness Recovery Action Plan (WRAP) is a self-management tool, guided by the principles of Recovery. (Copeland, 1997)

Method:

This research reviewed the experience of Occupational Therapists using the WRAP as an intervention. Data was analysed thematically. Semi-Structured Interviews were conducted, audio recorded and transcribed verbatim. Participants reviewed their own transcripts to add any further comment.

Results:

Four key themes emerged from the data

- Occupational Therapist Knowledge
- Multidisciplinary Team Role
- Efficacy of WRAP as a self-management tool
- Approaches when facilitating a WRAP group

Conclusion:

A Wellness Recovery Action Plan is a valid intervention tool. Each service user must be supported in recognising that they are the expert in their Recovery journey. This topic requires further exploration including service user data on their experiences of WRAP.

Application to Practice:

The philosophy underpinning occupational therapy fits well with the concepts of WRAP and the Recovery Model (Hurley & McKay, 2009). Occupational Therapists are in an ideal position to lead multidisciplinary teams in embracing WRAP as a team intervention tool.

References

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LINKING SENSORY STRATEGIES & SOCIAL SKILLS TRAINING TO IMPROVE THE SOCIAL PARTICIPATION IN CHILDREN WITH AUTISM

Friday, 17th June - 15:10 - PS2.16 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 99 - Poster

Dr. Lori Charney¹, Dr. Ellen Mc Laughlin¹, Ms. Kelsey Maas¹, Ms. Danielle Makadon Malone¹,
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According to the CDC (2014), approximately one in 68 children is diagnosed with autism spectrum disorder (ASD). A pervasive symptom is the inability to engage in goal-directed social behaviors with peers. Research has demonstrated that social participation intervention in a socially-embedded context improves child initiated social behaviors and results in more frequent prosocial behaviors (Koegel, Vernon, & Koegel, 2009; DeRosier et al., 2011). Sensory integrative dysfunction may also impair a child's occupational performance through the inability to cope with stress, respond to the interactions of others, and independently initiate appropriate behaviors. Although social participation and sensory integration interventions are respectably researched, there is a paucity of literature on how these two frames of reference, when combined, improve social competence. Pairing sensory and social activities can be a useful intervention for children with ASD, resulting in improved generalization in the natural social environment. Increased social competence of the individual will encourage peer acceptance and the development of positive peer relationships. Children with ASD have highly individualized behaviors and responses to intervention, and thus, single subject designs are helpful in highlighting both progress and variability. In addition, observational checklists can be an effective means of outcomes assessment for this unique population.

Therefore, the purpose of this study was to examine changes in social competence through a sensory based social skills program, and to depict individualized changes, considering ASD severity (Gilliam, 2014) in five categories of social participation.

References are listed in abstract document attached.

IMPROVING MEANINGFUL PARTICIPATION OF PERSONS WITH BORDERLINE PERSONALITY DISORDERS

Friday, 17th June - 15:10 - PS2.17 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 115 - Poster

Prof. Nadine Lariviere¹

¹Université de Sherbrooke

Background:

An increasing number of studies report that the symptoms of borderline personality disorders (BPD) tend to remit or lessen over time but social and occupational functioning frequently remain altered. A review of the literature showed that the functional challenges have been partially captured and an occupational therapy perspective could enrich this area.

Method:

This presentation will synthesize two quantitative and two qualitative studies realized by the author and students. These examined the concepts of life balance, social participation and recovery, in a total of 88 persons with BPD, with the use of validated questionnaires or individual interviews.

Results:

Following the Person-Environment-Occupation Model (Law et al., 1996), some of the specific challenges in daily life for persons with BPD include lack of structure, stability, meaning and satisfaction in activities accomplished. When they work, they tend to over-engage mentally and emotionally and lack active leisure activities outside work. Recovery involves particular personal processes such as individuation and letting go of the past.

Conclusion:

Currently, target of interventions in therapies for BPD are mostly oriented towards symptoms and personality traits. These studies align with this and show that they should also include more explicitly rehabilitative outcomes such as engagement in meaningful activities and life balance.

Application to Practice:

Occupational therapists are key leaders to assess and treat functional challenges of persons with BPD and improve their participation by guiding them to integrate a more structured and balanced use of time that includes personal interests and a variety of meaningful activities and roles.

THE EFFECTIVENESS OF A MULTI-SENSORY CENTER-BASED LEARNING CURRICULUM IN PRE-KINDERGARTEN STUDENTS

Friday, 17th June - 15:10 - PS2.18 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 158 - Poster

Dr. Jennifer Dessoye¹, Ms. Leah Davis¹, Ms. Samantha Rehrig¹, Ms. Tara Robinson¹, Ms. Ellen
Mahon¹

¹Misericordia University

The purpose of this study was to evaluate the effectiveness of a multi-sensory centered-based curriculum for typically developing children enrolled in a pre-kindergarten program. The curriculum incorporates small group instruction in educational centers with gross and fine motor, visual motor, sensory motor, and visual perceptual learning experiences. The GRADE, Beery VMI and Beery VMI subtests of visual perception and motor coordination were administered at the beginning and end of the 2014-2015 academic school year. These assessments measured reading comprehension, visual motor integration, and fine and gross motor skills. Twelve children were included in this pilot study. Results indicated significant improvement in the GRADE raw score, Beery VMI raw scores and grade equivalents, and motor coordination subtest raw scores and grade equivalents. Data provides early support for this curriculum to improve school readiness. Further research is recommended to confirm the promising effects of this foundational study.

MOTOR DIFFICULTIES PERSISTENCE THROUGH SCHOOL YEARS AND THEIR EFFECT ON PARTICIPATION

Friday, 17th June - 15:10 - PS2.19 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 170 - Poster

Dr. Orit Bart¹, Mrs. Michal Tsadok Cohen¹, Dr. Aviva Mimouni Bloch²

¹Tel Aviv University, ²Loewenstein Rehabilitation Hospital

Background:

The aim of this study was to examine whether motor problems diagnosed in pre-school aged children persist into school years, and to assess their participation and performance skills.

Method:

The study group comprised of 60 children 7-12 years old that were referred to treatment at the Child Developmental Unit 4-6 years prior to study initiation. All underwent occupational therapy for an average of 10 months (SD=6.12). The control group comprised of 28 age-matched children with typical development.

Parents were contacted by a phone call 4-6 years after treatment, and completed the Children Participation Questionnaire-School, Child Performance Skills Questionnaire and the Developmental Coordination Disorder Questionnaire (DCD-Q).

Results:

Significant differences were found between children with and without motor difficulties in movement control, fine motor/handwriting, general coordination and the DCD-Q total score, but not in any of the participation domains except for Parental Satisfaction. Children in the control group had significantly higher scores than children with motor difficulties in motor and process skills.

Conclusion:

Motor difficulties persist into the school years. School-aged children with motor difficulties manifest performance skill problems, however they succeed in narrowing the gap and participate to a similar extent to that of their peers.

Application to Practice:

Children with motor difficulties may benefit from intervention to improve skills and participation.

IMPLEMENTING INTERPROFESSIONAL EDUCATION IN AN ACUTE HOSPITAL SETTING – THE BENEFITS AND CHALLENGES

Friday, 17th June - 15:10 - PS2.20 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 195 - Poster

Ms. Valerie Flattery¹, Ms. Ciara Breen²

¹Galway University Hospitals, ²Galway University Hospitals, Saolta University Healthcare Group

Background: The setting for this practice piece is a Model 4 Irish hospital that provides quality teaching and training to students from a variety of disciplines. Interprofessional Education (IPE) occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of practice, (Hallin et al, 2009). IPE has been facilitated historically using traditional methods like shadowing but this poster presentation reflects on the development, implementation and evaluation of a student IPE programme in 2013.

Educational approach(es):

Case-based learning (Cahill et al, 2013) and Problem Based Learning (PBL) were utilised as they provide a strong foundation for enhanced learning. Skilled facilitation of the sessions with a strong emphasis on interaction and student led activities were emphasised. Three sessions were held with 7 students (OT, PT and Social Work) over a three week period. The sessions addressed role clarification; understanding of team functioning; conflict resolution and inter-professional communication skills in line with CAIPE guidelines.

Evaluation:

A survey (100 % response rate) included the following comment which illustrates the students learning:

“Good opportunity to work with students from other professions, making each profession more aware of the work of the other professions.to understand the importance of working together to promote patients recovery but in a more efficient system”.

Application: Although not novel in design, the acute setting has unique challenges in implementing IPE, hence there is value in sharing learning from this practice initiative. This poster outlines the benefits and challenges.

SOMATIC SYMPTOM DISORDER IN ADOLESCENTS: LIVING AS NORMALLY AS POSSIBLE

Friday, 17th June - 15:10 - PS2.21 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 238 - Poster

Mrs. Gera Hakkesteegt Boer¹, Ms. Lineke Verhoef¹

¹Rijndam Rehabilitation Centre, Rotterdam and Department of Rehabilitation Medicine, Erasmus MC, University Medical Center Rotterdam

In the Netherlands, occupational therapy is usually not included in the rehabilitation of adolescents with somatic symptom disorders (SSD). Nevertheless, at the Department of Child and Adolescent Psychiatry/Psychology of the Erasmus Medical Center, occupational therapy is embedded in the treatment protocol of adolescents with SSD since 2011. Because of this, we have established a lot of experience in working with this targetgroup.

The aim of this presentation is to show the specific value of occupational therapy in the treatment of adolescents with SSD, to share our experiences and to hand some advice for treatment.

Theoretical underpinning:

We advise the treatment of adolescents with SSD to be based on MOHO. In particular, we focus on recreating a satisfying occupational identity and competence by addressing volition, habituation and performance capacity.

Intervention:

Especially with these adolescents, the focus needs to be on the empowerment of their possibilities and their own goals and wishes for the future. The aim is to build their self-efficacy, increase daily functioning and focus on living as normally as possible. We accomplish this by setting goals together, determine an action- and copingplan and by using specific approaches. Activities are used as a tool and as the aim of therapy. The MOHO and CMOP-E provide useful instruments.

Evaluation:

The position and added value of occupational therapy is clear for the adolescents, therapists and Psychiatry department.

Application:

Occupational therapy should be included in the multidisciplinary treatment of adolescents with SSD. The approach and specific interventions will be specified during the presentation.

ANALYSIS OF THE RELATIONSHIP BETWEEN SELF-ESTEEM, COPING SKILLS AND OCCUPATIONAL PERFORMANCE ON BATTERED WOMEN

Friday, 17th June - 15:10 - PS2.22 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 262 - Poster

Ms. ZEYNEP Çelik¹, Dr. Gamze Ekici¹

¹Hacettepe University

Purpose: This study was conducted to examine the correlation between self-esteem, coping skills and occupational performance in battered women.

Material and Methods: 18 years of age and older 10 volunteered battered women who are staying at Sheltered Home of Çankaya Municipality were included the study. Women's socio-demographic and violence information were recorded. For the assessment of self-esteem Rosenberg Self-Esteem Scale (RSE) and coping skills Coping Styles Inventory (SCI) were used. Canada Occupational Performance Measurement (COPM) was used to identify the occupations and occupational performance that people find important in their lives.

Results: It was not found that a correlation between self-esteem, coping skills and occupational performance. However, a significant correlation between occupational satisfaction and coping skills was found.

Conclusion: The occupational satisfaction of battered women who develop coping skills was higher than who do not develop. It was thought that occupational satisfaction of battered women can be increased by increasing their coping skills. Considering the occupational satisfaction in a dynamic relationship with the occupational performance that is thought performance can be enhanced. Moreover it is seen that women have occupational performance problems, suggested that future studies that interfere in this matter should be made.

Key words: violence; woman; self-esteem; coping; occupation

TEACHING THE INTENTIONAL RELATIONSHIP MODEL TO OCCUPATIONAL THERAPY STUDENTS

Friday, 17th June - 15:10 - PS2.23 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 282 - Poster

Mrs. Lone Decker¹, Mr. Henrik Hansen², Ms. Silje Torgrimsen³, Mr. Tore Bonsaksen⁴

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Background:

Worldwide, occupational therapy has emphasized the importance of a positive client-therapist relationship for the outcomes of therapy. A consistent theoretical framework for addressing the relational aspects of occupational therapy practice was published with Taylor's Intentional Relationship Model (IRM) (1).

Educational Philosophy or theory:

The IRM acknowledges that all occupational therapists prefer certain types of therapeutic responding, whereas other ways of responding is less developed and may feel uncomfortable. However, the therapist's therapeutic responding needs to be in accordance with the client's current needs. Thus, occupational therapists and students are challenged to develop their skills in therapeutic responding to be able to provide better assistance to more clients.

Pedagogy/educational approach(-es) used:

During the last years, the IRM has been taught to occupational therapy students in Oslo and Copenhagen. Furthermore the students complete the Self-Assessment of Modes Questionnaire to become familiar with their personal therapeutic style when becoming occupational therapists.

Evaluation:

The students showed interest in using the model in subsequent fieldwork and the clinical supervisors has also shown interest in learning more about the IRM.

Application to Education and /or practice:

The IRM is expected to have an increased impact on practice, as students and clinical supervisors become familiar with the model. This could also be supported by further research in the topic.

References

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Financial support by Metropolitan University College, Oslo Fountainhouse and Oslo and Akerhus University College is gratefully acknowledged.

TRIAxIAL ACCELERATION EVALUATION OF TRUNK SWAY WHILE PUTTING ON A SHIRT

Friday, 17th June - 15:10 - PS2.24 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 294 - Poster

Mr. Mitsuo Nakamura¹, Ms. Mariko Nakamura¹, Ms. Sayaka Ono²

¹Department of Occupational Therapy, School of Health Sciences, Sapporo Medical University of Japan, ²Department of Occupational Therapy, School of Health Sciences, Sapporo Medical University of Japan(student)

Background:

For hemiplegia patients after a stroke, the physical and higher brain functions involved in an independent dressing activity prove difficult. Above all functions, it is important for patients to obtain adequate trunk stability to sit safely. In recent studies, the triaxial acceleration meter was used to analyze the pelvic sway during gaiting. They showed that there was significant correlation between the measured items on a gravicorder and by triaxial acceleration. The purpose of this study was to investigate trunk sway using the triaxial acceleration meter while getting dressed in a sitting position.

Method:

Informed consent was gained from 20 healthy, right-handed volunteers. We put the triaxial acceleration meter at the intersection of Jacobi with spinal column. We set the two conditions, normal sitting and unbalanced sitting, which was half unfixed from the seat of a chair and set the balloon under the right sole. In both conditions, subjects got dressed with a button shirt. We analyzed the acceleration of trunk sway and calculated each rectangle area of sway path in three axes, frontal plane, sagittal plane and horizontal plane.

Results:

In the results, there was significant difference of rectangle areas of sway path in every plane during two conditions. In specifically, there were huge differences of area in sagittal plane and horizontal plane.

Conclusion:

The data of triaxial acceleration indicated the control of trunk sway to keep the sitting balance during upper limb activities. We would continue to detail analysis in which phase the largest trunk sway occurred.

POSSIBILITY OF THE PROMOTION OF EDUCATION ON MENTAL HEALTH LITERACY IN JAPAN- SYSTEMATIC REVIEW -

Friday, 17th June - 15:10 - PS2.25 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 315 - Poster

Mr. Hideki Yarita¹

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Background:

Mental health literacy (MHL) is defined as “knowledge and beliefs about mental disorders which aid their recognition, management, or prevention”(1997.Jorm), and it is believed that improving MHL effectively reduces the duration of untreated psychosis (DUP). However, adequate education on MHL for children and young people has not yet been implemented.

The present study was conducted to examine the status of implementing and promoting MHL education for children and young people in Japan.

Methods:

Systematic review

Results:

MHL education has been implemented and is attracting attention in many different countries. Although teachers in Japan recognize its necessity, they are worried that its implementation may increase their burden. A few MHL-related programs have been initiated, although they have not been promoted adequately. Furthermore, junior high schools have to address problems related to education systems and strained relations associated with education.

Conclusion:

Programs adopted and used in Western countries often fail to take root in Japan due to differences in their circumstances. External people have to overcome many obstacles to conduct educational activities in schools, and it is essential for them to collaborate with educators.

Application to practice:

To implement and promote MHL education for children and young people in Japan, it is necessary to develop original programs. It is also necessary to closely collaborate with school officials to develop implementation methods.

EVIDENCE-BASED PRACTICE: ATTITUDES, CONFIDENCE AND COMPETENCIES AMONG OCCUPATIONAL THERAPY STUDENTS

Friday, 17th June - 15:10 - PS2.26 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 336 - Poster

Dr. Renate Ruckser Scherb¹, Mrs. Sabine Dielacher¹

¹University of Applied Sciences for Health Professions Upper Austria

Evidence based practice (EBP) is getting more important due to a changing and demanding health-care environment. OT Students have to see EBP applied in the clinical setting. They need role models (McCluskey, 2003) but these are still rare due to many barriers that prevent an effective implementation of EBP (Ritschl et al., 2015).

Thus we included an additional task in our EBP curriculum: After learning and practicing essential knowledge in courses, students have to apply EBP skills during their fieldwork placements and communicate the results to colleagues.

From May to September 2015 we evaluated how students experience this task, their attitudes and confidence about EBP (Evidence-Based Practice Profile Questionnaire) as well as their knowledge (K-REC).

Sixty-two students completed an online survey. They responded that an EBP task during fieldwork placement is helpful (60%), enforces a deepened insight in therapeutic topics (41%) and the application of EBP knowledge (43%). Students identified difficulties in finding answerable questions plus useful literature and in transferring the results to practice. Sometimes students were "EBP role models" for fieldwork educators.

First year students reached the same level of knowledge in K-REC (M 7.07) as second year students (M 7.14), but third year students scored lower (M 5.12). Higher knowledge correlated with higher confidence in the ability to utilize EBP.

It is necessary to enhance the acquisition of EBP competences in students. The knowledge and skills they reach during their educational training and fieldwork placements can influence their future use and implementation of EBP.

HOW OLDER ADULTS WITH MILD COGNITIVE IMPAIRMENT RELATE TO TECHNOLOGY AS PART OF PRESENT AND FUTURE EVERYDAY LIFE

Friday, 17th June - 15:10 - PS2.27 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 345 - Poster

Dr. Annicka Hedman¹, Dr. Eva Lindqvist¹, Prof. Louise Nygård¹

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Existing everyday technology as well as potential future technology may offer both challenges and possibilities in the everyday occupations of persons with cognitive decline. To meet their wishes and needs, the perspective of the persons themselves is an important starting point in intervention planning involving technology. The aim of this study was to explore how persons with mild cognitive impairment relate to technology as a part of and as potential support in everyday life – both present and future. Qualitative in-depth interviews with six participants aged 61-86 were conducted and analyzed, using a grounded theory approach. The findings describe the participants' different ways of relating to existing and potential future technology in everyday occupations as a continuum of downsizing, retaining, and updating. Multiple conditions in different combinations affected both their actions taken and assumptions made towards technology in this continuum. Both when downsizing doing and technology use to achieve simplicity in everyday life and when striving for or struggling with updating, trade-offs between desired and adverse outcomes were made, challenging take-off runs were endured, and negotiations of the price worth paying took place. In conclusion, our findings suggest that persons with mild cognitive impairment may relate to technology in various ways to meet needs of downsized doing, but are reluctant to adopt video-based monitoring technology intended to support valued occupations. Feasibility testing of using already-incorporated everyday technologies such as smartphones and tablets as platforms for future technology support in everyday occupations is suggested.

SENSORY INTEGRATION IN ACHONDROPLASIA: A SINGLE SUBJECT DESIGN

Friday, 17th June - 15:10 - PS2.28 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 364 - Poster

Dr. Hatice Abaoğlu¹, Mrs. Sedef Şahin¹

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This study aimed to determine the effect of sensory integration therapy in a child with achondroplasia which is the most common skeletal dysplasia.

Methods: A three year nine months old boy was included in the study. Dunn Sensory Profile was used to determine how the child process sensory information in everyday situations. Change in motor function over time was evaluated with Gross Motor Function Measurement (GMFM-88). Data were collected pre- and post-intervention. Sensory integration therapy and physiotherapy program were provided twice a week, for six months, 45 min for each session. Sensory diet activities were given for home.

Results: Sensory modulation problems were identified in auditory, visual, vestibular, proprioceptive, tactile and multi- sensory processing systems. According to the Sensory Profile modulation problems like tactile defensiveness and gravitational insecurity were decreased from the pre- to post-therapy. Auditory reactions to sounds like horn and/or hoover and sensitivity to light both decreased and concentration time lengthened after the therapy. The child showed better positive change in GMFM scores (from 20,45% to 39,39%).

Conclusion: Sensory integration therapy decreased modulation problems and improved gross motor functions in a child with achondroplasia. While previously reported delays in the development of communication and motor skills, there has been no study in sensory processing children with achondroplasia. To promote social and emotional responses and social participation, intervention programs should include sensory integration therapy in achondroplasia. Our findings need to be supported with long term follow-up researches in wider samples.

EFFECTIVENESS OF SENSOR MONITORING IN AN OCCUPATIONAL THERAPY REHABILITATION PROGRAM FOR OLDER PERSONS AFTER HIP FRACTURE, THE SO-HIP STUDY: STUDY PROTOCOL OF A THREE-ARM STEPPED WEDGE CLUSTER RANDOMIZED TRIAL

Friday, 17th June - 15:10 - PS2.29 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 386 - Poster

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Background:

Performance of activities of daily living (ADL) at home is important for a good recovery of older persons recovering after hip fracture. However, 20-90% of these persons lose ADLs and never fully recover. Here, we present a design of a study investigating the effect of sensor monitoring, embedded in an occupational therapy (OT) -program on the recovery of physical ADLs among community dwelling participants after hip fracture, as compared to OT without sensor monitoring and as compared to usual care.

Method:

Six nursing homes in the Netherlands will be randomized in a three-arm stepped wedge cluster randomized trial. Participants are 360, 65 years olds, previously living alone in the community, who after a hip fracture are admitted to a geriatric rehabilitation ward for a short-term rehabilitation. Participants in the first intervention group receive an OT program, based on cognitive behavioral therapy principles (CBT). In the sensor monitoring group, sensor monitoring is added to the OT.

Results:

The sample powers the study to detect an assumed treatment effect on occupational therapy with CBT versus usual care and an assumed treatment effect on occupational therapy with sensor monitoring versus occupational therapy with coaching.

Discussion:

The trial combines CBT principles and occupational therapy with incorporating sensor monitoring as a coaching tool in order to improve daily functioning at home.

Application to Practice:

All the nursing homes will have implemented the intervention of sensor monitoring and CBT-coaching at the end of the study. www.sohipstudie.nl

Financial support by Nuts OHRA is gratefully acknowledged.

TOWARDS MEANINGFUL OCCUPATIONAL PARTICIPATION

Friday, 17th June - 15:10 - PS2.30 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 415 - Poster

Ms. Tanja Nieminen¹, Ms. Katri Kokkonen¹

¹Alumnus of Helsinki Metropolia University of Applied Sciences

As the population of Finland is aging there is a growing need for development of new forms of preventive and goal-directed home reablement. Home based rehabilitation has been seen strengthening the performance of the client and preventing re-hospitalization. The Department of Social Services and Health Care of City of Helsinki is developing a multi-professional reablement-model for home care as a project with Rehabilitation Competence Center. This study is part of a triad of three theses called "Critical factors of Reablement-model" in collaboration with the project. The purpose of this case study is to bring new information by three client cases that open and describe the occupational participation and changes in it due to the reablement-process. The data was collected by semi-structured interviews with three clients after the reablement process, as well as with their home care nurses and occupational therapists taking part in the process. Social environment in the Canadian Model of Occupational Performance and Engagement and Model of Human Occupation form the theoretical frame of reference. The result of the thesis is formed by the three client cases and the points made out of the changes in the performance of clients. As conclusion, referring to the recent studies and news articles, the question cannot be avoided: should the social networks and the influence of social environment on home care clients well-being be considered more systematically within the interventions as reablement.

EFFECTS OF GROUP THERAPY BY HIGHER CORTICAL DYSFUNCTION PATIENTS

Friday, 17th June - 15:10 - PS2.31 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 435 - Poster

Mrs. Yukako Asano¹, Mr. Mitsuo Nakamura², Ms. Mariko Nakamura²

¹Bunya Gastrointestinal Medicine Clinic, ²Department of Occupational Therapy, School of Health Sciences, Sapporo Medical University

Aims: In Japan, the higher cortical dysfunction supporting project started mainly at the prefectural level in 2006. We started group therapy with higher cortical dysfunction patients from 2008. Approximately 20 patients participated in this group therapy. This study is to verify the effect of group therapy with higher cortical dysfunction patients for a self-efficacy of 2 years.

Methods: Subjects were 7 patients (53.6 ± 11.5 years old) with higher cortical dysfunction who participated in group therapy. We investigated the general their self-efficacy scale (GSES) for 2 years. We also scored their comments in group therapy. Results for GSES were analyzed by Friedman test. In addition, we analyzed their comments in the group therapy using the Kawakita Jiro (KJ) analysis tool.

Results: At the start of the group therapy GSES scores were 10.5 ± 3.9 . However scores changed to 8.6 ± 4.3 after 0.5 years, 9.1 ± 4.1 after 1 year, 9.2 ± 4.3 after 1.5 years and 10.7 ± 2.7 after 2 years respectively. Comments analyzed contained statements such as “I don’t have any difficulty in my life” when starting the group. However, after 1.5 years the same subject stated, “I can’t cook. Please help me.”

Discussion: The starting group therapy after 0.5 year showed patient’s self-efficacy was low. However after 1 year their self-efficacy was back high again. Group therapy for higher cortical dysfunction patients increased self-efficacy and awareness.

STUDENTS AS CO-CREATORS OF CURRICULA: A STUDENT VOICE IN CURRICULUM DESIGN

Friday, 17th June - 15:10 - PS2.32 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 448 - Poster

Mrs. Kerry Sorby¹, Ms. Eden Marrison¹, Mr. Daniel Mackley²

¹York St John University, ²York St. John University

Background:

The curriculum needs to evolve to reflect the changing needs of students and employers (Smith, Killen and Knight, 2013). Furthermore, student engagement can be considered challenging for educators in a rapidly changing digital world (Kahu, 2013). The Higher Education Academy Framework (2014) and National Union of students (2014) both recommend that students and staff should be empowered to co-create learning materials. A project team (a lecturer, technology enhanced learning advisor and a student) was formed to develop learning materials for skills session on a level two module on an undergraduate Occupational Therapy Programme: these were splinting, vision impairment and wheelchair skills.

Pedagogy / educational approach used:

Flipping the classroom enabled learners to be introduced to the theory underpinning these skills at their own speed, in their own learning environment prior to the taught session. Time inside the classroom can then focus on the practical application of the skills. This approach enables the student to receive feedback about their learning and use critical thinking skills to problem solve within the session.

Application to Education and /or practice:

The poster will outline how teaching and learning materials were developed - recognizing the impact a student as co-creator can have on the new direction, creativity and development of current learning activities. A Quick response (QR) code will be embedded within the poster to enable conference delegates to access one of the on-line learning resource created.

PARTICIPANTS' PERSPECTIVES OF A 'LIFESTYLE MANAGEMENT FOR ARTHRITIS PROGRAMME': EXPERIENCES AND IMPLICATIONS FOR PRACTICE

Friday, 17th June - 15:10 - PS2.33 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 468 - Poster

Ms. Jane Brownlee¹, Mr. Eoin Gorman¹, Prof. Jeanne Jackson¹

¹University College Cork, Ireland

Background:

The purpose of this study was to explore participants' perspectives of the 'Lifestyle Management for Arthritis Programme' (LMAP) (Hammond, Hardy & Bryan, 2008) following their attendance at module A of the programme in an occupational therapy department in the south eastern region of Ireland. There has been limited qualitative investigation into participants' experience of the programme. Participants' perspectives of self-management programmes can assist in ascertaining patient-relevant outcomes from programmes and assist in programme development (Hammond et al., 2008).

Method:

A qualitative study was conducted to explore participants' perspectives of the LMAP. Semi-structured interviews were completed with participants following attendance at the programme. Data was analysed using thematic analysis. The researcher also acted as a participant-observer in two of the group sessions and field notes were taken from observations.

Results:

Five women, aged 42-59 years old with rheumatoid or psoriatic arthritis were interviewed. Four inter-relating main themes and sub-themes evolved from the individual interviews. Theme 1: Adjusting to living with arthritis (sub-themes: nature of arthritis; occupational impact; stages of acceptance); Theme 2: Participatory learning (sub-themes: educative approaches; peer learning; group dynamics); Theme 3: Format and design (sub-themes: content; attendance; gaps, including communication, refresher session, and literacy screening); Theme 4: Becoming a self-manager (sub-themes: occupational adaptation; change process, including enablers and barriers).

Conclusion:

The LMAP was generally well received by participants. Considerations for future LMAP facilitation have been identified, such as incorporation of pre-programme interviews, content to address the psychological impact of arthritis, family involvement, refresher session and occupation-focused goal setting.

EXPLORING PARTICIPATION IN EVERYDAY LIFE ACTIVITIES OUTSIDE HOME FOR OLDER ADULTS WITH MILD TO MODERATE STAGE DEMENTIA

Friday, 17th June - 15:10 - PS2.34 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 472 - Poster

Prof. Isabel Margot¹, Prof. Nicolas Kuhne¹, Prof. Anders Kottorp², Prof. Annika Ohman³, Prof.
Louise Nygård³

¹University of Applied Sciences and Arts of Western Switzerland, ²University of Illinois at Chicago,
³Karolinska Institutet

While older adults with dementia stay longer at home than in previous decades, there is a need to better understand how they are accessing outside places in public space and how it influences their quality of life. Having access and occupations like grocery shopping, walking the dog or playing bingo for example, provides benefits such as supporting social participation and maintaining physical, social and cognitive skills. However getting out also implies challenges and risks such as finding one's way, being embarrassed or being stressed by the traffic. A knowledge gap exists about patterns of access to activities and places in various contexts for people with dementia and in our understanding of the importance of participation outside home.

Methods

A Swiss part of an international study using mixed methods will collect quantitative data using questionnaires like the Places and Activities Outside Home (ACT-OUT), Occupational Gap (OGQ) and MoCA, with 35 persons with dementia and 35 persons as controls. Fifteen persons will be selected from the first group to collect qualitative data using in-depth interviews. For the quantitative part, data analysis will be descriptive and explore contextual determinants. For the qualitative part, analysis will use constant comparisons based on a grounded theory approach. A Rasch analysis will be performed to prepare ACT-OUT-data for statistical analyses.

Results

The expected outcome is new knowledge about important places and parameters that hinder or facilitate persons with dementia going to their important places and performing occupations.

In June 2016, we will have preliminary results to present.

THE RELATIONSHIP BETWEEN SLEEP HYGIENE AND BEHAVIOUR IN CHILDREN WITH AUTISM SPECTRUM DISORDER

Friday, 17th June - 15:10 - PS2.35 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 481 - Poster

Mr. Seaton Ng¹, Ms. Lauren Pittard¹, Ms. Khadija Randall¹, Dr. Glenn Kent¹, Ms. Tiffany
Kuyper², Dr. Stuart Tousman¹, Dr. John Mc Namara¹

¹Jefferson College of Health Sciences, ²Carilion Clinic

Background:

According to the American Occupational Therapy Association (AOTA), proper sleep participation is needed in order to fully engage in other occupations(1). However, AOTA does not address the occupation of sleep as a focus within occupational therapy(2).

Method:

Caregivers will complete an online survey regarding their children ages 4 to 10 with ASD. The survey is comprised of the Strength and Difficulties Questionnaire (SDQ), Family Inventory of Sleep Habits (FISH), and additional supplemental questions to understand children's sleep hygiene and daytime behaviour (3,4).

Results:

Qualitative and quantitative data will be collected from the surveys. The relationship between sleep hygiene and daytime behaviour will be measured using correlations.

Conclusion:

We predict that good sleep hygiene (high score on FISH) will negatively correlate with good daytime behaviour (low score on SDQ).

Application to Practice:

Understanding the correlations between sleep hygiene and various factors of daytime behaviour will help identify common difficulties that need to be addressed in treatment. By addressing these factors, occupational therapists can better educate children and their families on optimal sleep preparation routines.

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WAITING...

Friday, 17th June - 15:10 - PS2.36 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 491 - Poster

Ms. Reninka De Koker¹, Mr. Luc Vercruysse¹, Mrs. Sabine Lambers¹

¹Odisee University of Applied Sciences Brussel

Refugee-children between 6 and 12 years old , coming with their parents or family to Belgium, from a violent or problematic context, are living in the refugee-centre “ Klein Kasteeltje Brussels” . If possible, these children go to school, but once the schoolyear started, it is very difficult for them to get a place , so they stay in the asylumcentre doing nothing... For weeks, months, sometimes years.

As an OT it is our task to support people who are living in social injustice, we can support the children with occupational therapy , preparing them for future integration.

Occupational deprivation is not something that starts when refugees are reaching a country where they ask to stay, it starts yet before families decide to leave their homes, when the occupational life can't go on as always and when roles, tasks, occupational identities are lost, and have to change dramatically. Children who are refugees, experience consequences of occupational deprivation , even more when they have to wait in a country till they can get a residence card..

Waiting in insecure circumstances, causes health problems, psychological and social problems, a different social behavior in order to survive.

We believe that we can strenghten the children in their Spirit of Survivors (Occupational Therapy without borders), listening their story, motivating them in creative therapy, looking for their potential and offering them opportunities to play, to laugh, to tell their story and to build up their identity: Doing, Being, Becoming, and Belonging...

MOHO BASED ASSESSMENT OF OCCUPATIONAL FUNCTIONING SUPPORTING RESOURCE-ORIENTED ASSESSMENT OF ABILITY TO WORK

Friday, 17th June - 15:10 - PS2.37 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 510 - Poster

Mrs. Sanna Nisula¹, Mrs. Kaisa Honka²

¹Helsinki University Hospital, Department of Psychiatry, Acute and Consultation Psychiatry
Division, ²Helsinki University Hospital, Department of Psychiatry, Acute and Consultation
Psychiatry Division and Mood Disorder Psychiatry Division

Background:

Assessment of occupational functioning by occupational therapists is part of strategy for developing assessment of work ability in Helsinki University Hospital, Acute and Consultation Division. The poster describes assessment of occupational functioning implemented in An Psychiatric Outpatient Clinic for Assessment of Ability to Work.

Theoretical underpinning:

Work is an essential element of mental well-being. According to Kielhofner (2008) In the Model of Human Occupation, work is an essential part of adult person's life and identity. The Model of Human occupation provides usable conceptualization and diverse assessment tools for assessing work ability. In psychiatry, assessment of working ability focuses mainly on diagnostics and symptom evaluation. When assessment is made in order to obtain disability compensation, there is need to stress illness and disability. Resource oriented assessment and positive psychology offers different aspects. It is important to find remaining capabilities, resources and rehabilitation prospects (Tuisku et al. 2015).

Intervention:

An occupational therapist has individual meetings with the client to understand how one experiences occupational functioning with emphasis on the worker role. Observation is an essential part of assessment. Clients take part in an observation group where occupation has a work related required standard. The aim is to bring out the client's observable work related skills. Other assessment methods are MOHO based interviews and self- assessments. Assessment is made within two weeks and includes two individual and two group meetings. Findings are used in rehabilitation planning.

STUDY CIRCLES ENHANCING THE EVIDENCE BASED OCCUPATIONAL THERAPY IN PSYCHIATRY

Friday, 17th June - 15:10 - PS2.38 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 516 - Poster

Mrs. Kaisa Honka¹, Mrs. Tuija Repo², Mr. Jukka Anto³

¹Lead Occupational Therapist, Helsinki University Hospital (HUH), Department of Psychiatry, Acute and Consultation Psychiatry Division and Mood Disorder Psychiatry Division,, ²Lead Occupational Therapist, Helsinki University Hospital, Department of Psychiatry, Adolescent Psychiatry Division, ³Lead Occupational Therapist, Helsinki University Hospital, Department of Psychiatry, Psychosis and Forensic Psychiatry Division

Background:

Expectations of evidence based practice concerns occupational therapy in HUH psychiatry. Occupational therapists must answer to this challenge to confirm the importance of occupational therapy as a rehabilitation method and to survive as a part of the multidisciplinary team. As a solution to this challenge

social learning were arranged, using the study circles as a method.

Theoretical underpinning:

The theoretical background of study circles relied on theories of social and situated learning. The study circle is a social and interactive form of learning. It provides a space to learn and reflect in, through and for the workplace. (Evans K. et al, 2006; Ollila S. 2006)

The Value of occupational therapy – about evidence based occupational therapy textbook was used as a guideline. (Alnervik, A. & Linddahl I., 2011)

Intervention:

Occupational therapists with variety of professional experience participated the study circles as a groups of peers sharing empirical and theoretical knowledge. The OTs were taught to search for researches about their own clinical specialties from the data bases.

Evaluation of outcome:

OTs recognized the need of more knowledge about evidence based occupational therapy. The discussion and reflection about the theme have started.

The final evaluation of achieved skills will be made during the spring 2016.

Application to practice:

The aim of the study circles were to enhance the use of evidence based occupational therapy in everyday practice. The responsibility to use the theory and research knowledge in practice relies on each OT but the discussion should be an ongoing process.

THE OCCUPATIONS OF SELF-MANAGED ATTENDANT SERVICES: A REFLEXIVE ETHNOGRAPHIC STUDY OF 'INVISIBLE WORK'

Friday, 17th June - 15:10 - PS2.39 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 572 - Poster

Ms. Erika Ruth Katzman¹, Dr. Elizabeth Anne Kinsella¹

¹Western University

Background: Participants in Ontario, Canada's Self-Managed Attendant Services (SMAS) program receive funding directly from the government to 'self-manage' support services. Responsibilities include recruiting, hiring, training and managing attendants, and maintaining accountability. Self-managed models frequently receive praise for enabling physically disabled adults to exercise choice and control over the supports they require to live independently in the community (Stainton & Boyce, 2004). Few studies however have examined the 'work' that self-managers undertake (Carmichael & Brown, 2002).

Method: This research adopts a reflexive ethnographic methodological approach (Foley, 2002; Lather, 2001), informed by critical feminist theories of work (Kittay, 1999) and a critical disability studies theoretical framework. The primary research question asks, 'what is the work of self-managing attendant services?' Eleven self-managers, five attendants and three program administrators participated in 90-minute semi-structured interviews. The interviews are designed to identify the 'work' involved in the occupation of self-managing attendants. Policy documents, program literature, accountability forms and personal records are being collected and analyzed alongside interview transcripts and reflexive researcher journals.

Results: Data analysis is underway and expected to be completed in Spring 2016. Findings that explicate the 'work' of SMAS and the implications for everyday occupations of program participants will be presented.

Conclusion: Preliminary findings suggest various forms of cognitive and emotional labour as significant dimensions of 'invisible work'.

Application to Practice: The findings contribute to understandings of the everyday occupations, including the 'invisible work', of self-managed/direct-funded health care models, with implications for health professional practice with SMAS users, and for policy development.

PREPARING OCCUPATIONAL THERAPY STUDENTS FOR A COMPLEX FUTURE – AN EXAMINATION FORM INTEGRATING PERSPECTIVES ON EVIDENCE WITH DIVERSITY AND POLITICAL AND ECONOMIC FACTORS IN SOCIETY

Friday, 17th June - 15:10 - PS2.40 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 585 - Poster

Dr. Ida Kåhlin¹, Dr. Pia Kåcker¹, Dr. Gunilla Liedberg¹

¹Linköping University

Background:

Today's society is characterized by diversity and complexity in relation to its cultural, economic and political context. The aim is to present one examination form that prepare students to meet this complexity in their future professional role.

Educational Philosophy:

Problem-based learning (PBL) is the educational philosophy and method which is used at the Occupational therapy programme at Linköping University in order to encourage the student's development for an independent and life-long learning. PBL includes using student centered learning activities and examination forms that prepare students to meet today's and tomorrow's society, characterized by complexity in relation to changes, development, growth and knowledge.

Educational approaches used:

The examination form is part of a course in the last semester at the bachelor level, and includes two phases. The first phase begins during a 9 week clinical placement where the student should develop an occupational therapy program for a defined client group. In the second phase the student should plan and perform a twenty minute individual oral presentation. The presentation should be used to further develop the program related to perspectives on evidence, diversity (for example; gender, ethnicity, disability, sexual orientation or age), and political and economic factors in society.

Evaluation and Application to practice:

Both course and programme evaluation shows that students perceive this examination form to be closely related to their future professional practice. The examination form prepare students for their professional role as occupational therapists in a complex and ever changeable society.

THE INTER-GENERATIONAL EFFECTS OF OCCUPATIONAL THERAPY EDUCATION: BENEFITS FOR STUDENTS AND ELDERLY

Friday, 17th June - 15:10 - PS2.41 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 605 - Poster

Ms. Miranda Van Niel¹, Ms. Loïs De Visser¹, Ms. Natanja Van Schalkwijk¹

¹School of Health Professions, University of Applied Sciences, Amsterdam

The elderly are an increasing population that show clear benefits from Occupational Therapy (OT). However, many students in OT education prefer not to work with this target group. To address this issue, the School of Health Professions at the University of Applied Sciences in Amsterdam funded a pilot study, involving students at the start of their second year of OT education and elderly stroke survivors, living in either nursing homes or independently. During the project, students worked closely with the elderly in teams of five, aiming to improve both their OT skills and knowledge, as well as to gain personal insights into elders and working with this group of people. This encouraged professional autonomy and accountability in the students, and a greater understanding of what it means to age. Importantly, this inter-generational contact proved to be a highly positive experience not only for the students, but also for the elderly. The elderly indicated looking forward to the meaningful meetings. They enjoyed the opportunity to contribute to the project and expressed their appreciation towards the involvement of the younger students.

Using photos and videos we would like to enhance our poster presentation. We are focusing on both the specific benefits and the overall positive impact of this project. Personal experiences, acquired insights and challenges from the perspective of the students, as well reflections from the elderly will be highlighted throughout the presentation, demonstrating the importance and joy of inter-generational contact.

FALL DETECTION SYSTEMS; USABILITY AND ACCEPTANCE WITHIN AN OLDER ADULT POPULATION.

Friday, 17th June - 15:10 - PS2.42 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 610 - Poster

Ms. Mary Rose Mulry¹, Prof. Agnes Shiel¹, Dr. Pauline Meskell¹, Prof. Gearoid O’Laighin², Dr.
Leo Quinlan²

¹Discipline of Occupational Therapy, National University of Ireland, Galway, University Road,
Galway,, ²National University of Ireland, Galway

Background:

Fall detection systems are now familiar concepts. However, it is critical that fall detection systems have good usability characteristics for the target older adult population if they are to be effective and achieve high levels of compliance. The aim of this review is to examine what work has been done in this area and to identify any potential gaps in this area.

Method:

This review was conducted with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) statement. A search string was identified and formed the basis of the literature search for the review. All papers included in the review were subject to analysis through the Critical Appraisal and Skills Programme (CASP). The articles were coded and themed manually.

Results:

In total 15 papers were identified. The papers were primarily qualitative in nature. Four main themes were identified in the analysis of papers found in the search. The main themes are as follows: ergonomic and functional requirements, users’ perceptions and experiences, service use and conditions of fall detection.

Conclusion:

The review identifies key issues in the usability and acceptance as identified by the older adult. The review highlights the need for further research in this area and emphasizes the importance of including the older adult in the user centered design process during the development and manufacture of fall detection systems.

Application to Practice:

The review highlights key areas to be considered when choosing a fall detection system for an older adult.

FINE-MOTOR GROUP-INTERVENTIONS FOR PRE-SCHOOLERS – COLLABORATION FOR PROFESSIONAL DEVELOPMENT

Friday, 17th June - 15:10 - PS2.43 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 626 - Poster

Mrs. Kristina Hoydal¹, Mrs. Vanja Bjørnnes², Ms. Henriette V. Bjelland²

¹VID Specialized University (former Diakonhjemmet University College), ²City of Stavanger

Background: Fine-motor problems are common reasons for referral to occupational therapy service. In 2012 a project of collaboration between the city of Stavanger and the occupational therapist education at Diakonhjemmet university collage was formed. The aim was 1) to develop a structured group-based early intervention program for pre-schoolers, and 2) to actively involve students in developing and implement an occupational therapy program.

Group-intervention: Preschool children with fine motor difficulties are identified and referred to the program. The children meet once a week 12 times - 6 weeks during autumn and 6 weeks during spring. Each group-meeting last an hour and contains the same steps, but with a new theme and new activities every meeting: Introduction, writing dance, drawing/colouring, scissor skills, visual perception, finger manipulation/bilateral coordination, and strength and stability training. Every child is followed by a parent or caregiver, who actively supports the child both during and between meetings.

Student involvement: In the autumn 2 students at their third year participates as instructors along with the 2 occupational therapist leading the program. In spring 2 students at their first years participates. The students' responsibility in the meetings is adapted to their individual level of learning.

Results: Testing shows that the children participating gains a progress in fine-motor skills needed for school activities. Parents and caregivers also reports new knowledge and expertise to support both this and other children in their daily work. In addition the program has given students a structured arena to develop important skills as an occupational therapist-worker.

EVALUATION OF A COMMUNITY OF PRACTICE APPROACH TO CONTINUING PROFESSIONAL DEVELOPMENT IN EQUIPMENT PROVISION

Friday, 17th June - 15:10 - PS2.44 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 642 - Poster

Dr. Mandy Stanley¹, Mr. Hugh Stewart¹, Ms. Susan Gilbert Hunt¹, Dr. Angela Berndt¹, Ms.
Carolyn Murray¹

¹University of South Australia

Background:

Changes in service delivery models for people with a disability have produced new challenges for therapists working in rural areas of South Australia. A team of educators were commissioned to develop and evaluate learning materials to improve the knowledge and skills of health professionals in the provision of equipment to children with a disability. Emphasis was placed on developing professional reasoning and using a community of practice approach.

Method:

Participants who agreed to trial at least one of the four learning modules completed pre- and post-questionnaires related to knowledge, preferred ways of learning and working, as well as evaluating the usefulness of the materials. Survey data were analysed with descriptive statistics. We also conducted a focus group and interviews which were analysed thematically

Results:

Fifteen of the twenty-seven therapists who engaged in the learning participated in the evaluation. The majority were within a few years of graduation and were female. Not all participants had completed a module. Feedback about the modules was quite mixed perhaps reflecting different learning styles.

Conclusion:

Several modules need some revision based on the feedback from the therapists. The key issue appears to be the length of time needed to complete and fitting that in to workload.

Application to Practice:

Assistive technology is a rapidly changing field with emergence of new technologies. Continuing education that relies on teaching prescription techniques for specific technology examples, rather than processes based approaches, risks being rapidly redundant. Robust processes of evaluation will enhance future learning experiences.

ACTIVITIES AND PARTICIPATION FOLLOWING SPINAL CORD INJURY: A 10 YEAR LONGITUDINAL STUDY

Friday, 17th June - 15:10 - PS2.45 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 657 - Poster

Mrs. Aušra Adomavičienė¹, Prof. Alvydas Juocevičius², Mrs. Jūratė Kesienė³, Mr. Juozas Bernatavičius⁴

¹OT PhD student, Department of Rehabilitation, Physical and Sports Medicine, Faculty of Medicine, Vilnius University. Centre of Rehabilitation, Physical and Sports Medicine, Vilnius University Hospital Santariskiu klinikos, Lithuania, ²Department of Rehabilitation, Physical and Sports Medicine, Faculty of Medicine, Vilnius University. Centre of Rehabilitation, Physical and Sports Medicine, Vilnius University Hospital Santariskiu klinikos, Lithuania, ³Centre of Rehabilitation, Physical and Sports Medicine, Vilnius University Hospital Santariskiu klinikos, Lithuania, ⁴Lithuanian Paraplegics Association, Lithuania

Background: The disability after Spinal Cord Injury (SCI) has a tremendous impact on both the individual and the society. Daily living performance and social participation are related with the changes in activity patterns, functional state, life satisfaction and adjustment over the time among people with SCI.

Method: The preliminary data were collected at inpatient SCI rehabilitation unit in Rehabilitation, Physical and Sports medicine centre of Vilnius University Hospital Santariskiu klinikos. The follow-up data were collected at a Lithuanian Paraplegics Association. Instruments: ICF Core Set for SCI in post-acute period, ICF Core Set for SCI in long-term context and Life Situation Questionnaire-revised were used.

Results: Approximately in 68% cases participation in daily activities during inpatient SCI rehabilitation was related with lesion level, age, physical state, functional problems and secondary conditions (pain, infections and pressure ulcers). In long-term context (over a 10 year period after SCI onset) daily living activities more related with lower level of pain and fatigue, environmental barriers and higher level of physical activity. Participation in social life was related with physical activity, family and disabled people support.

Conclusion: Participation in daily living and social activities were more related with higher level of physical activity, environment adaptation and greater support, than with decreased health state and functional problems.

Application to Practice: A comprehensive investigation that contains objective and subjective information about changes in activities and participation among people with SCI over the time, can help to identify predictive value of functioning, independence and integration.

AN EMERGING POPULATION: SUPPORTING ADULTS WITH ASD IN HIGHER EDUCATION: THE OCCUPATIONAL THERAPISTS ROLE.

Friday, 17th June - 15:10 - PS2.46 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 663 - Poster

Ms. Claire Gleeson¹, Dr. Clodagh Nolan¹

¹Discipline of Occupational Therapy, Trinity College, Dublin

Background:

Over the past ten years, the number of children and adults diagnosed with autism spectrum disorders (ASD) has increased dramatically (Olsson, Thoren-Jonsson & Martensson, 2013). According to Tantam (1991), the effects of ASD are greatest in adulthood, with more and more adults presenting to mental health services in search of support. Equally so, there has been a huge increase in the number of students entering higher education with ASD, who experience challenges in occupational domains such as activities of daily living, education, and sleep (APA, 2013). However Occupational Therapists feel unprepared and unskilled in supporting this group of people.

The aim of this paper is to present practice approaches to supporting occupational therapists in their work with adults with ASD.

Theoretical underpinning/Techniques:

The Person-Environment-Occupation Model (Law, et al, 1996), is a useful lens for supporting students with ASD, and will be used to explore the interplay between the student and his/her occupation within a given context, such as the higher education institute, to enable participation in their meaningful roles.

Evaluation of outcome:

Interventions targeting increased participation in daily occupations span the work of many professionals, however a dearth of literature exists exploring the needs and supports for students within higher education with ASD, particularly within occupational therapy literature. Therefore, as OTs we must establish our role, as we are well placed to promote occupational engagement.

Application to practice:

This presentation will provide OT's with suggestions for developing therapeutic relationships with people with ASD and the student role.

SEXUAL ACTIVITIES AS A TOPIC IN THE AUSTRIAN TRAINING OF OCCUPATIONAL THERAPISTS

Friday, 17th June - 15:10 - PS2.47 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 677 - Poster

Ms. Jasmin Dürauer¹, Ms. Christina Hanko¹, Mrs. Astrid Kisser¹, Dr. Mona Dür²

¹IMC FH Krems, UNIVERSITY OF APPLIED SCIENCES / AUSTRIA, ²University of Applied
Health Sciences Krems

Background:

Sexuality is a central aspect in human life (WHO, 2006). Sexual activities are considered ADLs in the AOTA-Framework (AOTA, 2014) and are mentioned in the ICF (DIMDI, 2005). Sexual activity as a meaningful occupation is relevant for OTs, e.g. when sexual activities are hindered after injuries or illness (Hattjar et al., 2012). Research shows that this topic is not routinely addressed in OT, depending on the influence of local culture, OTs attitudes towards sexuality of disabled people and the lack of competence to address and treat the sexual concerns of their clients. The majority of OTs report that they would need more training in dealing with sexual issues (Coultrick, 1998; Hyland & McGrath, 2013; Mc Grath & Lynch, 2014; Penna & Sheehy, 2000; Yallop & Fitzgerald, 1997). Sexuality is mentioned as important by OT students as well (Agnew, Poulsen, & Maas, 1985; Valvano et al., 2014). They anticipate their level of discomfort as very high in various clinical situations with sexual connotations, largely due to a lack of preparation and education on topics related to sexuality (Jones, Weerakoon, & Pynor, 2005).

This leads to the research question „How does the training of OTs in Austria integrate topics on clients' sexuality as part of their bachelor-degree-curricula?“

Method:

Data will be gathered through questionnaires for students and lecturers, which will be sent to all Austrian institutions running an OT Bachelor Degree Programme and will be analysed by using descriptive statistics.

Results, conclusion and application to practice are expected in May 2016.

IMPLEMENTING A PARTICIPATION-BASED SELF-MANAGEMENT PROGRAM FOR PEOPLE WHO HAVE EXPERIENCED STROKE INTO THE OUTPATIENT DAY REHABILITATION SETTING

Friday, 17th June - 15:10 - PS2.48 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 686 - Poster

Dr. Heidi Fischer¹, Dr. Joy Hammel¹, Dr. Danbi Lee¹, Ms. Rosetta Robertson²

¹University of Illinois at Chicago, College of Applied Health Sciences, Department of Occupational Therapy, ²Rehabilitation Institute of Chicago

Background:

People who experience stroke face barriers to participation and are not fully integrated into their homes, communities and work. Current rehabilitation practice is dominated by impairment reduction and decreasing burden of care, often leaving little time for interventions that enhance performance of meaningful occupations and long-term participation in the community.

Theoretical underpinning:

The Person Environment Occupation Performance (PEOP) model was used as the theoretical framework for the self-management intervention program.

Intervention:

A participatory action research approach was used to include consumers who have experienced stroke into the development, implementation and evaluation of the program. Participants attended 6, 1-hour OT group sessions, 2 times per week. Assessments occurred prior to and immediately following the program and included the Canadian Occupational Performance Measure (COPM), the Executive Function Performance Test (EFPT), the Community Participation Index (CPI) and the Participation Self-Efficacy Scale (PS-SES).

Evaluation of outcome:

Four participants completed the OT self-management program. Participants reported increases in satisfaction and perceived occupational performance on the COPM. Total EFPT scores improved for 3 of 4 subjects. Three participants reported increases in self-efficacy per the PS-SES. All participants reported an increase in community participation and sense of enfranchisement per the CPI.

Application to practice:

Implementation of a stroke specific self-management program into occupational therapy day rehabilitation services was feasible and reimbursable. Self-management interventions focused on participation in the home, community and in productive roles and co-facilitated by a peer mentor are feasible in an outpatient day rehabilitation setting and enhance meaningful participation outcomes for stroke survivors.

LONGITUDINAL STUDY ABOUT THE CHANGE OF SELF-EFFICACY AND SELF-KNOWLEDGE FOR ADJUSTABILITY RELATED TO PRACTICAL PLACEMENT OF OCCUPATIONAL THERAPY STUDENTS

Friday, 17th June - 15:10 - PS2.49 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 701 - Poster

Reiko Miyamoto¹, Dr. Yu Ishibashi¹

¹Tokyo Metropolitan University

Background:

Occupational therapy students learn about the job and adaptability and self-regulation during practical placements. Self-efficacy seems to influence self-knowledge in adaptability. We clarified the changes and relationship with a two-year longitudinal study of practical placements using general self-efficacy scale (GSES; Sakano, 1986) and self-assessment scale of adjustability (SSA; Miyamoto, 2014).

Method:

The 34 subjects were occupational therapy students who submitted consent forms for participation in the study. Two short-term (three-week) sessions (S1&S2) and two long-term (eight-week) sessions (S3&S4) were designed. GSES and SSA analysis was performed before and after sessions. An analysis was performed using GSES and SSA before and after sessions. Data was analyzed using SPSS statistics 23.

Results:

A Friedman test showed a significant difference in both GSES and SSA scores. Multiple comparison test using Bonferroni inequalities showed significant differences in GSES scores between S2-S1, S3-S1, and S4-S3 ($p < 0.0125$ respectively), but not between S4-S1 ($p = 0.16 > 0.0125$). There were significant differences in SSA scores between S2-S1, S3-S1, and S4-S1 ($p < 0.0125$ respectively), but not between S4-S3 ($p = 0.027 > 0.0125$). Correlation analysis showed a moderate positive correlation between GSES and SSA in S1.

Conclusion:

No significant difference in self-efficacy was found between S4-S1, but score changes suggest a qualitative difference. Self-evaluation of necessary adaptability increased with empirical P values, but a large increase in the range was observed before and after the first empirical evidence. Self-evaluation increased before and after a long-term practical placement, but not significantly. Correlation analysis also indicated that these changes did not always occur simultaneously.

ON-ROAD DRIVING ASSESSMENT AND ROUTE DESIGN FOR DRIVERS WITH DEMENTIA

Friday, 17th June - 15:10 - PS2.50 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 705 - Poster

Dr. Angela Berndt¹

¹University of South Australia

Background:

Dementia causes progressive loss of cognitive capacities, impairs daily living skills and to varying degrees, influences driver performance and safety. Eventually drivers affected by dementia must stop driving so they do not harm themselves or others. Cessation of driving can result in loss of mobility and social connections. Therefore, assessing drivers with dementia is important but susceptible to possible biases, including unreliable driving performance measures or driving routes that are inconsistent in the levels of difficulty of the driving tasks.

Method:

Drivers with dementia (n 117; age 48 – 88; MMSE 10 - 30) underwent a 60 minute, set route on-road driving assessment in Adelaide South Australia consisting of 110 pre-programmed observation points. Drivers were assessed by an occupational therapist; outcome was determined by consensus with a professional driving instructor.

Results:

The study identified 80 sufficiently challenging driving tasks and described the relationship of driving error to that task, for example, critical errors at unguided intersections.

Conclusion:

Each on-road assessment task inclusion has the potential to elicit one or more error type and the discriminatory task items are congruent with previous research, suggesting high construct validity. The results of the task-demand by error type analysis identified a list of task items that can be applied to assessment route design.

Application to Practice:

This study describes a range of suitably challenging items and sequences of driving tasks that can be used to enhance the consistency of design inclusions in on-road assessment routes and thus improve assessment of drivers with dementia.

PARTICIPATORY RESEARCH FOR OCCUPATIONAL THERAPY–GREECE

Friday, 17th June - 15:10 - PS2.51 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 712 - Poster

Dr. Panagiotis Siaperas¹, Mrs. Elena Glik²

¹Department of Occupational Therapy Metropolitan College Athens, Greece, ²Department of Occupational Therapy, Metropolitan College Athens, Greece

Background:

Although the need for Evidence Based Practice (EBP) in Occupational Therapy is an accepted initiative, very often lack of access in published research and insecurity about research skills limits the engagement of Occupational Therapists (OTs) in research studies. In addition, the accommodation of the evidence produced from research into practice is slow. In Greece although younger OTs have an adequate knowledge of research methods their involvement in research is limited.

Method:

The division of Occupational Therapy of Metropolitan College in Greece that was established in 2013 has 13 OTs involved academically and collaborates with 30 clinical sites and 40 Occupational Therapists. Following the frameworks Scholarship in Practice and Participatory Action Research the academics of the Metropolitan College and the practicing OTs are engaged in the joint process of participatory visioning of research that has immediate application in the clinical practice. As a first stage a questionnaire was used in order to measure attitudes towards research and EBP.

Results:

The first results of this collaboration produced data for the attitudes of Greek OTs towards to research and gave the opportunity for the collaboration of practicing OTs and OTs in academic institutions for EBP.

Conclusion:

The procedure of this collaboration, the perceptions and the challenges for OT research in Greece are discussed.

Application to Practice:

The principal aim of “Participatory Research for Occupational Therapy–Greece” is to generate more research and EBP in Greece and the creation of stronger links between clinicians, academics and researchers in field of Occupational Therapy.

SELF – SUPPORT AND ARM FUNCTION RECOVERY APPLYING MIRROR REFLECTION THERAPY FOR PATIENTS WITH CEREBRAL INFARCT

Friday, 17th June - 15:10 - PS2.52 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 742 - Poster

Dr. Jolita Rapoliene¹, Mrs. Neringa Jankauskiene²

¹Lithuania University of Health Sciences, ²Lithuanian University Of Health Sciences

Research goals:

1. To evaluate everyday activity and arm function disorders in the early stage of rehabilitation of patients with cerebral infarct; 2. To determine the effect of the mirror reflection therapy for regaining self-support and arm function recovery of patients with cerebral infarct in the early stage of rehabilitation; 3. To establish factors determining insufficient effect of mirror reflection therapy for patients after cerebral infarct in order to regain self-support and arm function.

Research methodology: persons for the research were selected using Mini Mental State Examination (MMSE) and Lovett scale. Persons, who at the beginning of the rehabilitation got 21 and more points after MMSE, and according to Lovett scale – 2-3 points, participated in the research. For the evaluation of arm function, Jebsen arm function test, dynamometry, manometer, and goniometer were used. For data analysis, seven tasks of this test were chosen, which accurately and quickly show the dominating arm function disorders, difficulties in everyday activity. Performance of everyday activities was evaluated using Functional Independence Measure (FIM). Each examined patient was evaluated twice. Primary evaluation of patients was carried out at the beginning of rehabilitation. Repetitive evaluation was carried out upon patients' discharge from the rehabilitation department.

The research was carried out in Kaunas Clinical hospital Physical medicine and rehabilitation department. 60 persons after cerebral infarct participated in the research.

INVESTIGATING THE OCCUPATIONAL PARTICIPATION OF UNIVERSITY STUDENTS WITH DEVELOPMENTAL COORDINATION DISORDER

Friday, 17th June - 15:10 - PS2.53 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 754 - Poster

Ms. Lisa Hynes¹, Prof. Agnes Shiel²

¹National University of Ireland, Galway, ²Nation

Background: DCD persists into adulthood and is now being diagnosed in young adults. The associated difficulties with motor coordination significantly and persistently interfere with daily living activities and academic achievement (APA, 2013). This study aimed to provide an insight into the occupational participation of university students with developmental coordination disorder (DCD).

Methods: This exploratory, qualitative, descriptive phenomenological study used individual interviews with participants. These were guided by a protocol adapted from the Occupational Circumstances Assessment Interview and Rating Scales interview (Forsyth, et al., 2005).

Results: Participants had difficulties with occupational participation in various domains. In some cases, participation was evident but occupational performance was impaired. Difficulties with motor coordination, memory and attention impacted on participation. Environments generally supported participation, however, the importance of a formal DCD diagnosis in the university environment is evident. Compensatory strategies were used, however, in some cases participation restrictions prevailed.

Conclusions: University students with DCD may experience participation restrictions despite supportive environments and compensatory strategies. A DCD diagnosis may be key to facilitating participation in the university, however, there is an absence of an appropriate motor assessment. Universities may benefit from specific occupational therapy (OT) services to support participation and assist in providing diagnoses of DCD.

MEASUREMENT OF FUNCTIONAL ABILITY IN ELDERLY PATIENTS IN AN EMERGENCY DEPARTMENT

Friday, 17th June - 15:10 - PS2.54 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 776 - Poster

Ms. Louise Nielsen¹

¹Department of Physiotherapy and Occupational Therapy, Aarhus University Hospital

Background:

Many elderly patients still have disability with performing daily activities at discharge. It is therefore important to identify and measure their functional ability pre-discharge, with validated measures to use within further rehabilitation. Our aim was to examine face validity and criterion validity of three performance measures.

Method:

Study participants (n=61) aged 65+ were included at an emergency department. The performance-based measures were Timed Up and Go (TUG), 30s-Chair Stand Test (30s-CST), and Assessment of Motor and Process Skills (AMPS). Barthel-20 (self-reported) was used as criterion standard.

Results:

Moderate correlations were found between Barthel-20 and TUG ($r=-0.64$) and Barthel-20 and AMPS motor ($r=0.53$). A fair correlation was found between Barthel-20 and 30s-CST ($r=0.45$). A poor correlation ($r=0.06$) was found between Barthel-20 and AMPS process. Face validity of the therapist's assessments of the applicability of the measures was high. The results were affected by high ceiling (Barthel-20) and floor (TUG and 30s-CST) effects.

Conclusion:

The correlation between self-reported and performance-based assessments of functional ability was low to moderate. All the measures had high face validity.

Application to Practice:

Assessing functional ability with validated measurements can not only save the patient further testing post-discharge, the result can also be used by other professionals in the course of the patients' rehabilitation and will probably improve the quality of the pathway as a whole.

A RELATIONAL CONTENT ANALYSIS OF CURRENT AND FUTURE PEDAGOGICAL INSTRUCTION OF MOTOR CONTROL APPROACHES

Friday, 17th June - 15:10 - PS2.55 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 788 - Poster

Ms. Courtney Ruch¹, Ms. Katherine Phelan¹, Prof. Verna Eschenfelder¹, Prof. Marlene Morgan¹

¹Department of Occupational Therapy, The University of Scranton, Scranton, Pennsylvania

Background:

This poster reflects a student perspective regarding our academic preparation and evidence-based review in the area of motor control approaches. We were introduced to motor control theories and approaches in Physical Rehabilitation class. We were simultaneously enrolled in Evidence-Based Research (EBR). Our class project in EBR explored the literature on motor control approaches through a historical lens. This led to a relational content analysis of our curriculum. The content analysis included the examination of related course materials and syllabi. Combined with a reflective analysis of our clinical fieldwork experiences, we examined the relationship of our academic preparation to current practice on the timeline of motor control evolution, consequently placing our curriculum on this timeline.

Educational Philosophy:

The educational philosophy for this process was John Dewey's Pragmatic Philosophy, which states that students learn best by actively engaging in the learning process.

Pedagogy:

We operationalized Dewey's philosophy by completing individual library research, interacting with articles following the evidence-based approach, meeting with our mentor, and sharing our thoughts and perceptions with colleagues in class.

Evaluation:

This project was evaluated to be successful and meaningful by a passing grade and presentation at a state conference.

Application to Education:

To achieve the optimal pedagogy, curricula should combine historical analysis, content analysis, and a subjective student perspective. In summary, this poster will share with educators how a historical perspective can be integrated with curricular content analysis and the student perspective to insure that health professions' education is current and forward reaching.

ENGAGING STUDENTS IN WORK WITH REFUGEES AND ASYLUM SEEKERS:

Friday, 17th June - 15:10 - PS2.56 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 794 - Poster

Ms. Lisette Rodenburg¹, Ms. Nadine Blankvoort²

¹University of applied sciences of rotterdam, ²Hogeschool van Amsterdam

Background:

As the issue of refugees continues to become more relevant in Europe, it becomes increasingly evident that with the theories of occupational injustice used within OT, it is clear clinicians as well as OT students have a valuable role to play.

Educational Philosophy or theory:

Student led project where students develop their own professional identity and scope of practice in a role emerging area for OT practice.

Pedagogy/ educational approach(es) used:

At the time of this presentation, this group will have completed the first year of a student led project.

Students engaged in a special interest group, collaborating between institutions to initiate new work and exchange knowledge in the area of refugees. Students engaged in reflection via video diaries in which their experiences were explored.

Evaluation:

Through a reflection via these student video diaries, the successes, challenges, and lessons learned will be explored. Drawing on these experiences, a model will be presented by both students and faculty members whom were involved, which could be used to initiate similar projects. Additionally, the next steps as the project moves into the next second year of the project will be presented.

Application to Education and /or practice:

This reflection can inform as well as stimulate a discussion, for those academic institutions and clinicians interested in a similar pursuit.

INTERPROFESSIONAL EDUCATION FOR COLLABORATIVE CLIENT CENTERED PRACTICE IN COMMUNITY SETTINGS – OCCUPATIONAL THERAPY STUDENTS’ PERSPECTIVES OF THEIR LEARNING

Friday, 17th June - 15:10 - PS2.57 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 800 - Poster

Mrs. Margareta Törnqvist¹, Dr. Bente Norbye¹

¹UiT the Arctic university of Norway

Interprofessional education in clinical placement for health profession students is a rather new pedagogical approach, particularly in community settings. The purpose of providing interprofessional placement for occupational therapy (OT) students is to prepare them for their responsibilities toward clients in community health service. Interprofessional teamwork is viewed as an opportunity for client centered practice, where OT work will play a central part.

An action research study was conducted at UiT the Arctic university of Norway in 2013 – 2015, to create new arenas for interprofessional practice. This paper focuses on how occupational therapy students, in their last year of study, experienced interprofessional collaborative practice in real-life situations. Eight OT students participated in this study as members of interprofessional teams, along with medicine, nursing and physiotherapy students.

Data were collected from both individual and group interviews with occupational therapy students, as well as observations in a field study. The analyze is inspired by the constant comparative method described in grounded theory. Preliminary findings are: 1) Students’ responsibilities towards clients and representing the OT profession. 2) Developing identity as occupational therapists. 3) Awareness of increased ability to contribute in interprofessional teams. 4) Enhanced understanding of other health professions’ focus.

The results can influence OT students in new interprofessional placements, to strengthen their professional identity, as well as understanding other health professionals’ way of thinking. It can also guide educators as to how interprofessional education can further develop as an integrated part of occupational therapy education.

THE EVALUATION OF THE RELIABILITY OF THE ACTIVITY CARD SORT – UNITED KINGDOM VERSION (ACS-UK)

Friday, 17th June - 15:10 - PS2.58 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 810 - Poster

Ms. Lorna Rand¹, Mr. Dritero Kastrati¹, Ms. Christine Muller¹, Ms. Philippa Price¹, Ms. Storr
Storr¹, Ms. Maria Pickard², Dr. Alison Laver Fawcett¹

¹York St John University, ²Age UK

Background:

The Activity Card Sort (Baum and Edwards, 2008) is a self-report outcome measure that provides insight into people's occupational history and participation. This study aims to evaluate the reliability of the Activity Card Sort - United Kingdom (ACS-UK; Laver-Fawcett and Mallinson, 2013) community living version. The study has been undertaken by three groups of occupational therapy student (n=13) for a third year project.

Method:

A convenience sample of older people was recruited through local charity social groups. Participants completed the ACS-UK three times. To establish inter-rater reliability (IRR) ACS-UK was administered twice on the first day, with a break in between, by two different student researchers. To establish test-retest reliability (TRR), it was administered the third time, approximately two weeks later. Written consent was obtained prior to the initial data collection with verbal consent gained before each subsequent administration.

Results:

Reliability data was obtained for two samples, each comprising 17 people (N = 34). The intraclass correlation coefficients for the ACS-UK Global Retained Activity Scores (GRAS) for inter-rater reliability was 0.86 and for test-retest reliability was 0.83.

Conclusion:

The ACS-UK has good inter-rater and test-retest reliability.

Application to Practice:

ACS-UK enables occupational therapists to assess participation and plan interventions to support older people's activity engagement.

References:

Baum, C.M., Edwards, D.F. (2008) Activity Card Sort (ACS): Test manual. 2nd ed. Bethesda: AOTA Press

Laver-Fawcett, A.J., Mallinson, S.H. (2013) 'Development of the Activity Card Sort - United Kingdom version (ACS-UK)' OTJR: Occupation, Participation and Health, 33(3), pp. 134-145.

EXPLORING THE COLLABORATION BETWEEN FORMAL AND INFORMAL CARE FROM THE PROFESSIONAL PERSPECTIVE – A SYSTEMATIC REVIEW

Friday, 17th June - 15:10 - PS2.59 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 828 - Poster

Ms. Rieke Hengelaar¹

¹Research group Occupational Therapy - Participation and Environment, Amsterdam Centre for
Innovative Health Practice (ACHIEVE) Amsterdam University of Applied Sciences, The
Netherlands

Background:

Collaboration between formal and informal care is not always effective and both groups have different perspectives on providing care for the client (Broese van Groenou et al., 2015). Improving this collaboration it is necessary to understand both perspectives.

Method:

A systematic review of qualitative literature is performed exploring this collaboration from the professional perspective. Based on inclusion criteria and a quality appraisal of the methodology, using Critical Appraisal Skills Program (CASP), from the N = 1151 studies finally 22 were included. Results are based on a metasummary and metasyntesis of these articles.

Results:

Two important things stand out: 1) professionals are more sensitive towards the client than to the informal caregiver 2) there are different perspectives on the collaboration and formal care is more positive than informal care.

Conclusion:

Satisfactorily working with informal caregivers requires a different way of performing of professionals. Professionals are not only focussed on enabling participation of the client but also on supporting the informal caregiver. The urgency to meet the support needs of informal caregivers is high and professional's knowledge how to support these needs is necessary. Thereby professionals hardly receive any training in family intervention.

Application to Practice:

It is a future challenge to incorporate new competences in the curriculum of professionals regarding working with family carers.

References

Broese Van Groenou, M.I., Jacobs, M.T., Zwart-Olde, N.E. & Deeg, D.J.H. 2015, "Mixed care networks of community-dwelling older adults with physical health impairments in the Netherlands", Health and Social Care in the Community. 10.1111/hsc.12199

OCCUPATIONAL THERAPY ANGER MANAGEMENT STRATEGIES USED WITH CHILDREN AND VYGOTSKY'S THEORY OF SOCIAL INTERACTION

Friday, 17th June - 15:10 - PS2.60 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 840 - Poster

Mr. Patrick Hynes¹, Ms. Margot Barry²

¹Department of Occupational Science and Occupational Therapy, University College Cork, ²HAN
University of Applied Sciences

Background:

Vygotsky (1978) believed children learn through social interaction; determined by the child's independent problem solving and through their problem solving under adult guidance or in collaboration with more capable peers. The theory promotes learning contexts in which students play an active role in learning. This paper explored anger management strategies used by Occupational Therapists with children with anger management difficulties linking it with Vygotsky's theory of social interaction.

Method:

A literature overview was conducted on anger management strategies used with children. Strategies used by occupational therapists were explored. Vygotsky's theory was theoretically linked to the findings.

Results:

Much of the research available on anger management stems from the perspectives of instinct theories, motivational/drive theories, and social learning theories (Williams & Barlow, 2003). Outcome measures reporting success appear to favour a cognitive based approach. However, Occupational Therapy is concerned with occupation emphasising participation and "doing".

Conclusion:

Approaches used for anger management with children are from a cognitive based approach, and psychological theory. As Occupational Therapists use occupation in intervention, it would be beneficial to research how activity based tasks such as problem solving skills, conflict resolution skills and emotional regulation could be incorporated into anger management programmes. Exploring how participants of anger management programmes can play a more active role in their learning is important when anger management programmes are delivered.

Application to Practice:

Using a cognitive behavioural approach, with an occupation focused approach when addressing anger management issues with children, encompassing Vygotsky's theory of social interaction has potential.

SOCIAL COGNITION IN VERY YOUNG AUTISTIC CHILDREN: A COMPARATIVE STUDY BETWEEN A CLASSICAL BEHAVIORAL APPROACH AND A SPECIFIC OCCUPATIONAL THERAPY METHOD.

Friday, 17th June - 15:10 - PS2.61 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 848 - Poster

Ms. Emmanuelle Rossini¹, Prof. Evelyne Thommen², Ms. Corinne Abarno¹, Mr. Fabio Lenzo¹,
Ms. Angela Di Fulvio², Mr. Nicola Rudelli², Ms. Melissa Zecchin³, Prof. Massimo Molteni³

¹Department of Business Economics, Health and Social Care, University of Applied Sciences and Arts of Southern Switzerland, ²EESP, University of Applied Sciences Western Switzerland, ³La Nostra Famiglia, IRRCS Medea Institute, Bosisio Parini

Living with autism involves having difficulties in the development of social cognition with important impact on social inclusion. The evidence uphold intensive and behavioral interventions like ABA. Currently a new therapeutic current more focused on social aspect raises increasingly interests in the scientific and clinical communities. Furthermore the integration of family in the rehabilitation process has been linked with positive effects. The occupational therapy's method SAS (Sviluppo Abilità Sociali, Social Skills Development) aims to develop social cognition skills. This approach is not built around to the intensity of the treatment but rather around to the pro-active implication of the family. We evaluated twenty six children with autism (2- to 4-years old) separated in two groups. The first one follow the SAS method for 45 minutes twice a week. The second one follow a classical behavioral treatment (ABA) for 9/10 hours a week. In an interval of 10 months, we proceeded three testing. The first results reveal a general progression of the children at the scale ECSP. 20 children improved their total score after the second testing. The evolution is significative for the subscale Social Interaction, $t(25) = 3.2$, $p < .005$ and for the subscale Joint Attention $t(25) = 3.1$, $p < .005$. This first results seem demonstrate that if an approach involves family on the process, it could be possible to diminish hours spent directly with autistic children maintaining the good evolvement of specific social abilities.

THE SELECTION PROCESS FOR A SCOPING STUDY IN THE FIELD OF AUTISM: LESSONS LEARNED

Friday, 17th June - 15:10 - PS2.62 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 863 - Poster

Mrs. Beate Krieger¹, Dr. Christina Schulze², Mrs. Uta Jakobs², Dr. Barbara Piskur³, Dr. Albine Moser⁴, Prof. Sandra Beurskens⁴

¹Institute of Occupational Therapy, School of Health Professions, Zurich University of Applied Sciences, 8401 Winterthur, Technikumsstrasse 71, ²Zurich University of Applied Sciences, ³Zuyd University of Applied Sciences, ⁴Maastricht University

Background:

As professionals in the field of occupational therapy we have a vital interest in the impact of aspects of the person, environment and occupation performed during participation. While research in ASD (autism spectrum disorders) is extensive, an ICF-focused view on the combination of participation and environment is less available or must be detected. A scoping study methodology is used to understand, what is known about the influence of environment on participation in adolescents diagnosed with ASD.

Method:

One aim of scoping studies or scoping reviews is to identify and outline the extent and nature of current literature of interest, in particular when the area is complex, spread across multiple disciplines or has not been reviewed comprehensively before. During the (still on-going) systematic and rigorous procedure of the scoping study, various insights in the field of autism specific research in combination with participation and environment were gained.

Results:

Some of the lessons learned during the different selection stages cover wording of the field of ASD, the impact of a medical versus a psychosocial model of disability, or the focus on health service needs versus the needs of health service users.

Conclusion:

The selection process during scoping studies provides new and unexpected insights that can seldom be reported in conventional articles but are worth to be reported.

Application to Practice:

This presentation provides insight into a relatively new research method and gives a critical overview on fields and aspects of autism specific research.

WILLARD AND SPACKMAN'S ENDURING LEGACIES

Friday, 17th June - 15:10 - PS2.63 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 876 - Poster

Dr. Christine Peters¹, Dr. Peggy Martin², Dr. Wanda Mahoney³

¹University of Southern California, ²University of Minnesota, ³Midwestern University- Downers
Grove

Background:

Helen Willard and Clare Spackman influenced occupational therapists through their writing, professional service, and leadership in education and practice. Their 1947 textbook was one of the first occupational therapy textbooks authored by occupational therapists, now in its 12th edition and a foundational text used by educators worldwide. Many early occupational therapists around the world were educated at the Philadelphia program directed by Helen Willard and taught by Clare Spackman.

Method:

The historical method was used to better understand the impact of Willard and Spackman on occupational therapy. Families and friends of Willard and Spackman have been interviewed using an in-depth approach related to the primary question, "What do you remember the most about Willard and Spackman?" Personal scrapbooks and family memorabilia in addition to OT association public documents have been analysed. Results:

Three key themes have resulted from this research; the power of two, sacred spaces, and enduring legacies. This presentation reports on the enduring legacies theme with particular focus on international impact through education, practice, and service.

Conclusion:

Occupational therapists will better understand the worldwide influence of Willard and Spackman and the resounding impact made by two occupational therapists.

Application to Practice:

The future of occupational therapy depends upon its leadership today. This historical study of leaders illustrates how leadership impacts persons, systems, and practices in occupational therapy.

Reference

Willard, H. & Spackman, C. (eds.) (1947) Principles of Occupational Therapy. Philadelphia: Lippincott.

Financial support by the Frederic W. Sammons Family Foundation is gratefully acknowledged.

COMMUNITY OF PRACTICE APPROACH: IMPROVING QUALITY OF OT INTERVENTION IN THE TRANSITIONAL CARE OF ACUTE STROKE CLIENTS

Friday, 17th June - 15:10 - PS2.64 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 891 - Poster

Mr. Soemitro Poerbodipoero¹, Dr. Margo Van Hartingsveldt¹, Ms. Marleen Koeman²

¹Amsterdam University of Applied Sciences, ²Ergo Doen – Primary Care OT Practice, Amsterdam

Background:

A group of practitioners, researchers, teachers, students and clients collaborate in the development of the OT profession in a Community of Practice (CoP). A best practice protocol and flowchart for integrated OT was developed to improve the transitional care of acute stroke clients directly discharged from the hospital to their homes in the community.

Method:

Within the CoP approach (Wenger, 1998) two methodological concepts are used: evidence-based practice (from research to practice) and practice-based evidence (from practice to research). Research was focused on the evaluation of the implementation of the protocol for transitional OT care in practice.

Results:

Preliminary results show that OT practitioners appreciate the transition protocol for stroke clients and the used CoP approach. Application in practice shows the importance of using a standard approach of a client-centred and occupation-based intervention. Involving a client in the CoP has proven to be a valuable addition.

Conclusion:

The CoP approach creates a stimulating dialogue, resulting in involvement and commitment using the protocol. Aligning all members' perspectives and interests remains a challenging active learning process from conceptualisation towards active experimenting, reflection and adjustment of best practice. Using a core set of instruments might foster client-centred working and shared decision making.

Application to Practice:

The CoP approach combining experience from different members is promising in connecting practice, education and research in the quality improvement of transitional OT care in clients with an acute stroke.

References

Wenger, E. (1998). 'Communities of practice: learning, meaning, and identity'. Cambridge: Cambridge University Press

THE SKWEEZEE: EMPOWERING OCCUPATIONAL THERAPISTS WITH A DIY-TOOLKIT FOR SMART SOFT OBJECTS.

Friday, 17th June - 15:10 - PS2.65 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 899 - Poster

Ms. Argyro Moraiti¹, Prof. Vero Vanden Abeele¹, Mr. Erwin Vanroye², Prof. Luc Geurts¹

¹e-Media Lab KU Leuven, ²Department of PXL-Healthcare, Occupational Therapy. PXL
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Background: This poster presentation presents the Skweezee, a DIY-toolkit, designed to empower occupational therapists to create tailor-made, unique assistive solutions for their clients.

Aim: The toolkit aims to enable occupational therapists to turn everyday soft objects into smart devices that can be programmed to recognize specific fine and gross motor manipulations and use them during interventions. These smart objects replace the computer mouse and then can be used to control applications or to play games on the computer.

Method: A participatory design was used to develop the Skweezee DIY-toolkit in an iterative way.

Results: The evaluation reveals that occupational therapists were able to make use of the toolkit without the aid of a technical experts. The therapists hacked everyday objects such as cushions, socks, cuddly toys and repurposed them for therapy. They computationally augmented them and tailored them to clients' needs and desires.

Conclusion: The DIY- Skweeze toolkit ensured that it could deliver a diversity of solutions to tailor a diversity of client 'needs. Occupational therapists are creative in making client-centred Skweezee objects.

Application into practice: The DIY-toolkit is able to give clients additional challenges in occupational therapy sessions and delivers meaningful feedback. The tailor-made Skweezees are increasing motivation for interaction.

With this toolkit, occupational therapists can explore all different kind of objects, gestures and games, to make exercises fun.

HAND EXERCISES FOR WOMEN WITH RHEUMATOID ARTHRITIS AND IMPAIRED ADL ABILITY:

Friday, 17th June - 15:10 - PS2.66 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 914 - Poster

Mrs. Alice Røpke¹

¹Karen Ellegaard¹, Alice Røpke², Inge Skovby Hansen³, Eva Ejlersen Wæhrens^{1,4}

Background:

In 90% of patients with rheumatoid arthritis (RA) the joints of the hand are affected causing decreased ability to perform activities of daily living (ADL). Occupational therapy focusing on changing the patient's behavior during ADL task performance by introducing compensatory strategies such as joint protection, assistive devices and alternative methods of doing, have shown to be effective. Studies have indicated that an intensive hand exercise program might have effect on pain and grip strength in patients with RA, but information about whether such improvements translate into improved ADL ability is sparse. The aim of the study is to investigate whether hand exercise therapy as an add on to a compensatory intervention program focused on joint protection, assistive devices and alternative methods of doing would improve the performance of ADL tasks requiring hand function in patients with RA.

Methods:

An exploratory controlled parallel trial is conducted. A total of 90 patients all women (18), with RA will be included. Patients are randomized to hand exercise therapy and compensatory intervention program (CIP) or to CIP alone. Primary outcome is change in observed ADL ability using the Assessment of Motor and Process Skills (AMPS).

Results:

As the study enrolls participants until January 2016, results are not available yet. Based on the data we will be able to determine if hand exercise will improve ADL ability among RA patients.

Application to Practice:

If hand exercise therapy added to CIP improves ADL ability this should be applied in practice.

HORTICULTURE AND GARDENING AS A WAY TO PROMOTE OCCUPATIONAL JUSTICE

Friday, 17th June - 15:10 - PS2.67 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 936 - Poster

Ms. Rita Paizinho¹, Prof. Cristina Silva¹, Prof. Manuela Ferreira¹

¹Escola Superior de Saúde do Alcoitão

Employment is one of the most determinant factors for social inclusion. People with learning disabilities may face several constraints within the participation in professional activities. Nowadays, we have been assisting to an increasing awareness about this issue. In Portugal, it has been developed a national strategy to promote and support the employment of that population. CERCICA is a Portuguese institution, which has been promoting the participation of people with learning disabilities within the community, through the cultivation of plants to be sold.

This paper aims to study a sample of these clients, which participate in horticulture activities, in order to understand how they experience those activities, investigating their motivation, as well as the perception of a patients monitor.

For this study, it was applied a questionnaire to each one of the clients, on their perception about the feelings of value, enjoyment and competence, when participating in those activities, as well as to the monitor about the clients' performance. The data was analyzed using descriptive and inductive statistics.

The results showed significant differences between the perceptions of the monitor and the clients, as well as significant correlations between competence, value and enjoyment.

To conclude, the horticulture activities arouse feelings of satisfaction, self-esteem, personal value and pride in their own abilities, having a positive impact on the well-being of people with learning disabilities.

This knowledge about how meaningful horticulture activities are for those clients, can give more information whether they are adequate and foster their skills, and how they promote occupational justice.

THE HISTORY OF OCCUPATIONAL THERAPY AT ST. PATRICK'S HOSPITAL, DUBLIN: 1945-1962

Friday, 17th June - 15:10 - PS2.68 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 942 - Poster

Ms. Bríd Dunne¹, Dr. Judith Pettigrew¹, Dr. Katie Robinson¹

¹Department of Clinical Therapies, University of Limerick

Background:

Researching the history of occupational therapy provides insight into present day beliefs and practices. In early 20th century Ireland, nurses, attendants, craft workers and artists worked in occupational therapy departments. This paper examines the development of occupational therapy at St. Patrick's Hospital Dublin from 1945-1962.

Method:

Historical documentary research methods were used to construct a chronological case study of occupational therapy at St. Patrick's Hospital, Dublin. Minutes of the Hospital Board meetings, Mental Hospital Inspector reports, a history of the hospital (Malcolm 1989) and an oral history interview with Olga Gale were analysed for evidence of early occupational therapy from 1945-1962.

Results:

Occupational therapy was used at the hospital from 1945-1962. The department was run by a number of individuals, most notably Olga Gale who was the first person employed in the occupational therapy department by Dr. Norman Moore. Occupational therapy consisted mainly of craft work, including basketry, glove making, and art. A social therapist named Irene Gray was employed in 1958, providing social activities such as plays, debating, and an annual garden fete. There was significant investment in the occupational therapy department in the early 1960s.

Conclusion:

Occupational therapy was a significant aspect of treatment at St. Patrick's Hospital Dublin from 1946-1962. The results provide an insight into broader occupational therapy practice at the time and the context within which occupational therapy developed.

Application to Practice:

Understanding the history of the use of occupation in mental health settings is supportive of the use of occupation focused intervention today.

COLLABORATION IN CLINICAL EDUCATION: A STUDENT, PRACTICE EDUCATOR AND PRACTICE TUTOR REFLECT ON A TEN-WEEK PRACTICE EDUCATION EXPERIENCE IN A FORENSIC MENTAL HEALTH SETTING.

Friday, 17th June - 15:10 - PS2.69 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse - Abstract ID: 957 - Poster

Ms. Shelley Mack¹, Ms. Roisin O'regan², Ms. Sarah Murray³

¹Department of Occupational Science and Occupational Therapy, University College Cork,

²National Forensic Mental Health Service, Dublin, ³Department of Occupational Science and Occupational Therapy, University College Cork, Ireland

This presentation will focus on the roles of a fourth year student, practice educator and practice tutor during a placement in a forensic mental health setting with the common goal of clinical education in occupational therapy.

From the background work between the tutor and educator until first contact is made with the student, many factors must be considered for any placement site, but particularly in a forensic mental health setting. With safety and risk being primary concerns in such a setting, collaboration between tutor and educator is essential to develop and promote the student experience. Grading this experience and creating opportunities for the student while also promoting autonomy are just some of the many considerations that the tutor and educator face to ensure the student has the best learning climate, in tandem with providing a quality occupational therapy service to the service-user. The final year student also collaborates to create their own learning opportunities and take responsibility for directing the practice.

These three individuals use the Competency Based Fieldwork Evaluation for Occupational Therapists (2002), as a scaffold for focusing their reflections, as this tool, used to guide Practice Education by the Discipline of Occupational Therapy at University College Cork plays an important part in steering the practice experience for all involved.

OCCUPATIONAL VALUE EXPERIENCED IN PERSONAL PROJECTS RELEVANT TO OLD PERSONS' HEALTH AND WELL-BEING

Friday, 17th June - 15:10 - PS2.70 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 967 - Poster

Dr. Cecilia Bjorklund¹

¹1 School of Occupational Therapy, Department of Health Sciences, Luleå University of
Technology, Luleå, Sweden.

Experienced meaning in daily occupations is known to influence health and well-being positively. The ValMO-model suggests that occupational value contributes to meaning in life. The aim of this study was to explore variations in occupational value as interpreted from old persons' personal projects described relevant to health and well-being during a year.

The sample for this study was texts describing five core projects including fourteen personal projects relevant to health and well-being of 11 old persons (M=76) in northern Sweden. The texts were analysed by latent content analysis guided by a deductive approach based on the concepts of occupational value in order to extract and count expressions interpreted as describing, concrete, symbolic, and self-rewarding occupational value.

The results show that four of the five core projects were dominated by expressions of symbolic value. Within the fourteen personal projects the highest frequencies for expressed occupational value were showed for concrete value 46% and symbolic value 40% contrasting self-rewarding value 14%. Symbolic value were mostly expressed in the core project, Promoting conditions of healthy ageing, Being close to the nature, Keeping the family together, and concrete value in, Cultivating oneself. Self-rewarding value was least expressed in all the core projects.

These results show that old persons need to continue to be productive and develop their skills in society and has less need of being amused by others to experiencing meaning in life. These results may influence the content of occupations suggested to old persons in the care centres and within communities.

THERAPISTS PERSPECTIVES ON THE USE OF SENSOR MONITORING IN HIP REHABILITATION

Friday, 17th June - 15:10 - PS2.71 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 979 - Poster

Mr. Robbert Kruijne¹, Mrs. Margriet Pol², Prof. Staffan Josephson³

¹Hogeschool van Amsterdam, ²Research group Occupational Therapy- Participation and Environment, Amsterdam, University of Applied Sciences, The Netherlands, ³Department of Neurobiology, Care Sciences and Society, Karolinska Institutet,

Background:

Shared decision making is advocated as an optimal model for therapy with clients with chronic conditions. To reach this shared decision making clients and therapist need to access information about the current level of functioning. Since current developments in healthcare reduce the time spent in the rehabilitation center. Sensor monitoring is often discussed to provide this information and could provide a platform to discuss treatment goals. Although research has shown that clients report the use of sensor monitoring as beneficial. Studies done on the therapist perspective are sparse.

Method:

Therapist working with clients who are recovering from hip surgery are recruited to participate in focus-group and in-depth individual interviews to get insight in the expectations and demands therapist had on the use of sensor monitoring. The meetings comprised two general themes. How they currently work with clients and how one could benefit from the use of technology was discussed in the first meeting. The second meeting therapist were shown some examples of information generated by the use of sensor data and implications for practice were discussed.

Results:

From analysis of the data one general theme came forward. Therapist reflect strongly on the need for the information provided by technology to be useful, otherwise they are less motivated to use this new technology. This usefulness was constructed around five themes: Getting insight, rehabilitation choices, supporting success. Fear of falling, no fuzz.

Conclusion:

Sensor monitoring could be beneficial when it supports therapist to get information about the five themes

INCREASING THE OCCUPATIONAL PARTICIPATION IN PEOPLE WITH INTELLECTUAL DISABILITY

Friday, 17th June - 15:10 - PS2.72 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1011 - Poster

Mrs. Ana Judit Fernandez¹, Dr. María Rodríguez Bailón², Dr. M^a Elena Baños¹

¹Universidad Católica San Antonio de Murcia, ²Universidad de Málaga

Background:

In 2002 the definition of intellectual disability included the concepts of participation, interactions and social roles; this is highly related to the proposed CIF by the WHO. Both highlight the outstanding paper provided to analyze the opportunities and restrictions that the individual has to participate in the life of the community.

The aim of this study is to increase the social participation of people with intellectual disability by increasing their perception of health, so they can involve in meaningful occupations.

Method:

This study examined a health promotion program of occupational therapy using the MOHO with 12 Spanish people intellectually disabled. For the research methodology, a pre-post design was used, comparing qualitative and quantitative variables at the beginning and at the end of the program.

Results:

The results showed an increase in the level of health perception, in general, and particularly related to social functioning and physical aspects. Furthermore, the number of roles in which the participants wanted to get involved in the future, was higher after the program. (TABLE 1)

Conclusion:

Learning to analyse the occupations we get involved in improves our health perception, and this makes people with intellectual disability want to start new meaningful occupations after completing the program.

Application to Practice:

This program allowed participants to engage in meaningful occupations through the occupational self-analysis as already has been proved by other studies like the Redesign lifestyle program in aging people. Then, we can say that is useful for other groups.

WHAT MAKES GROUP-WORK WORK? PERCEPTIONS OF FIRST YEAR OCCUPATIONAL THERAPY STUDENTS

Friday, 17th June - 15:10 - PS2.73 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1034 - Poster

Dr. Bethan Collins¹

¹Bournemouth University

Background:

This research sought to understand BSc Occupational Therapy students' perceptions of different types of group-work, as experienced throughout their first year in one UK university.

Method:

Students experience and perceptions were sought through mid- and end-module feedback and through a focus group at the end of the academic year. The focus group was facilitated by an external researcher, recorded and transcribed. Elements relating to group-work were extracted and themed.

Results:

Students' perceptions of what made group-work work could broadly be categorised into three themes:

- Group-work was more effective, more valued and more enjoyable when it was supplemented or preceded by lecture or other teaching and learning approaches;
- clear and consistent guidance and tasks that were meaningful and clearly related to their learning as a whole were needed, and,
- students wanted other group members to be engaged, to attend and to prepare properly for sessions

Students were very tolerant of poor peer facilitation as they recognised that they are all learning.

Conclusion:

These findings can guide occupational therapy academics to make group-work more meaningful to students. Most significantly, this relates to the nature and structure of groupwork and the pedagogic rationale for its inclusion within a varied curriculum. Regardless of the type of group-work, clear guidance about the intended learning outcomes and approach and a culture of attendance and self-directed learning are needed.

Application to Practice:

The primary application of this work is that it guides academics to ways to enhance group-work throughout occupational therapy curricula.

COPM INTRODUCTION INTO OCCUPATIONAL THERAPY PRACTICE AT INSTITUTE FOR PHYSICAL MEDICINE AND REHABILITATION „DR M. ZOTOVIC“ BANJALUKA

Friday, 17th June - 15:10 - PS2.74 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1041 - Poster

Mrs. Lidija Slunjski Tisma¹, Mrs. Dijana Lastro¹, Dr. Natasa Tomic¹

¹Institute for physical medicine and rehabilitation Dr M.Zotovic Banja Luka

Background:

Occupational therapy started developing at Institute 60 years ago. We've been trying to go ahead with changes that happen in occupational therapy worldwide. COPM introduction into practice is one of the steps in occupational therapy practice development. Research will show the challenges we're facing.

Method:

Prospective study included forty occupational therapists employed at Institute for physical medicine and rehabilitation "Dr Miroslav Zotovic" in Banjaluka that underwent COPM online education from May – July 2015. We used questionnaire adjusted to research needs. Data was processed using analysis of frequency and percentages.

Results:

Responded rate to questionnaire was 95%. Out of 40 occupational therapists, 73% are women and 27% men, 57% age 31 – 40, 84% with up to 10 years of working experience at Institute. 75% works with adults and 25% with children. 60% heard of COPM before online education. 70% of respondents is satisfied with online education. Respondents think that COPM will help treatment planning because of better insight in client's challenges (80%), due to easier goals setting (73%), due to client's involvement with therapeutic process (72%). 15% think that treatment planning won't be easier than before. Major obstacles listed are lack of time due to regular tasks (33%) and lack of space for conducting the interview (27%).

Conclusion:

The results indicates that OT at Insitute are ready to accept COPM and client centered approach in everyday practice. Few obstacles are listed but not seen as impossible to solve.

SERVICE USER/CARER EDUCATION IN NEUROPLASTIC PROCESSES: IMPLICATIONS FOR USE IN PRACTICE

Friday, 17th June - 15:10 - PS2.75 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1053 - Poster

Mrs. Lucy Zurich¹

¹Sheffield Hallam University

Background:

The process of neuroplasticity is essential for functional recovery following an acquired brain injury (ABI). Short hourly rehabilitation sessions alone are often not enough to lead to neuroplastic changes in the brain. The engagement and commitment required to create these positive neuroplastic changes during rehab is often insufficient sessions. The national clinical guidelines for professionals working in ABI rehabilitation state educational interventions should be a part of routine practice. However, there is no specific standard clinical practice or current research around educating service users or carers in neuroplastic processes in relation to understanding their ABI. The aim of this study is to explore how and why occupational therapists choose to discuss the neuroplastic process during the rehabilitation process with service users with an ABI and their carers. The study will explore; current practice, methods utilised and examine viewpoints around such a provision detailing its relevancy to neuro occupational therapy (OT).

Method:

A positivist and post-positivist approach was utilised via an online survey that elicited mixed-methods data. A purposive sample of UK occupational therapists who work with people with an ABI were recruited through the College of Occupational Therapists Specialist Section Neurological Practice and third-sector and private brain injury organisations. Data analysis is through both SPSS and thematic analysis.

Results:

Initial results confirm the overarching necessity for standardising this educational provision. It is expected that the results may help steer neuro care pathways and guide future practice in OT that have significant implications for rehab outcomes for the service user.

A RETROSPECTIVE ANALYSIS TO PROFILE EMPLOYMENT AND WORK STABILITY IN SERVICE USERS ATTENDING AN ALLIED HEALTH PROFESSIONAL CLINIC ON AN INFLAMMATORY ARTHRITIS PATHWAY

Friday, 17th June - 15:10 - PS2.76 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1087 - Poster

Ms. Yvonne Codd¹, Ms. Susan Somerville², Dr. Ronan Mullan², Dr. David Kane²

¹Naas General Hospital, ²Tallaght Hospital

Health benefits of engagement in employment are well documented (Waddell & Burton, 2006). Inflammatory arthritis (IA) correlates with high work disability; 40% with rheumatoid arthritis (RA) exit the work- force within 5 years of diagnosis (Bevan et al 2009). Early intervention is recognised as key to supporting work ability (Codd et al, 2010, COT 2008). This study profiled employment and work stability in service users (SU) on presentation to an Allied Health Professional (AHP) Clinic on an IA pathway.

Retrospective chart review was completed of SU (n=47) attending 1st appointment at an AHP Clinic on an IA pathway across 2 hospital sites (from which ethics were obtained). Data was collected over 3 months, April –July 2015.

Results:

62% (n=29) were in employment and diversity of occupations was noted. N=5 did not complete the WIS. Analysis of WIS scores highlight that 54% (n=13) obtained a score in the medium-high risk range. N=12 achieved a low risk score of which n=3 were borderline medium risk. N=9 of those not working wished to return to employment/study.

Findings profile levels of work instability with this population at an early stage in disease trajectory and identify occupational therapy (OT) need to support work ability and provide timely intervention to maintain SU paid employment. Profile highlights need for OT in 19% of SU not in employment. Findings reiterate early impact of IA on employment and identify therapy needs within this population. Early vocational screening and intervention is recommended from diagnosis to support positive employment outcomes.

WRITING FOR PUBLICATION; RECONCEPTUALISING DISENGAGEMENT.

Friday, 17th June - 15:10 - PS2.77 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1109 - Poster

Mrs. Linda Renton¹

¹Queen Margaret University

Background:

Whilst undertaking her Professional Doctorate the author explored the topic of writing for publication. She uncovered evidence to suggest that barriers to writing exist and competing demands impinge upon the writer's ability to engage with the process.

Educational Philosophy or theory:

It is suggested that in order to successfully publish one requires disengagement from other activities. The competing demands of (academic) work can be an impediment to writing and Dwyer et al (2015) suggest reframing or recontextualising them. This concept is further developed by using Murray's (2013) components of engagement, challenging the notion that one needs to disengage from other activities in order to write.

Educational approach and evaluation used:

A critical exploration of the literature is presented and the findings are synthesised, along with personal reflections, to support the reconceptualisation of disengagement from competing work, in order to write.

Application to Education and /or practice:

This will be of value to academics as well as practitioners who are studying or hoping to write for publication. It offers both an insight into the potential barriers writers' can experience and a reconceptualisation of the belief that one needs to disengage with competing work tasks in order to write.

References

DWYER, T., FRIEL, D., MCCALISTER, M., SEARL, K and ROSSI, D., 2015. A proactive approach to increasing academics' writing skills and outcomes. Nurse Education in Practice. In Press. <http://dx.doi.org/10.1016/j.nepr.2014.12.004>

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THE EFFECTS OF THE OBJECTIVE STRUCTURED CLINICAL EXAMINATION ON THE REDUCTION OF ANXIETY

Friday, 17th June - 15:10 - PS2.78 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1114 - Poster

Mrs. Noriko Fujita¹

¹Teikyo Heisei University community medicine faculty department of occupational therapy

Background: This study investigated whether the Objective Structured Clinical Examination (OSCE) performed before training can reduce students' anxiety over the occupational therapy clinical training program.

Methods: Subjects were 35 students who have not yet undergone training. This study was conducted with the approval of the ethics committee of Teikyo Heisei University (Approval No. 25-087). Self-administered questionnaires were completed before and after the OSCE. A 5-point scale was used to rate the levels of confidence in the evaluation of each test item and performance of the training. Free comments were encouraged to describe their anxiety. Statistical analysis was conducted by calculating the numbers for each answer choice, and the Wilcoxon signed-rank test was also performed with a significance level set at $p < 0.05$.

Results: Students' anxiety over the training and the evaluation of test items, such as hemiplegia, kinesthesia, and hyper-cerebral functions, were reduced, but that over the implementation of motion analysis remained persistent.

Conclusions: Since the items which showed the reduction of anxiety have clear methods to evaluate them, undergoing the OSCE as a practice method for clinical training has contributed to reducing their anxiety. However, since there are no clear methods for motion analysis, students' anxiety regarding this item did not decrease. Also, the testing environment is considered to promote their anxiety, suggesting that positive feedback can reduce it.

Application to practice: Examination of the OSCE contents and environment as well as feedback methods may prevent students from becoming anxious about the training.

SMART PLAY

Friday, 17th June - 15:10 - PS2.79 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1124 - Poster

Mrs. Annemie Coupé¹, Dr. Ruth Van Der Looven¹, Mrs. Frike Van Nevel¹

¹University Hospital Ghent,

What can we do as OT to provide a special contribution in the care of the child born with an obstetric brachial plexus lesion (OBPL) . Literature teaches us the long-term consequences of OBPL; next to the biomechanical consequences of the “plexus” arm, there are also functional and central neurological consequences such as “learned non use” or “developmental apraxia”. Maintaining mobility and intensive exercises are important pillars in the treatment of children with OBPL. Additionally, family-centred therapy, intrinsic motivation and integration of exercises in daily occupations are key elements of success.

After analysing the characteristics of therapeutic methods and analysing existing toys we created a therapeutic approach that combines the above described success-elements. All these elements resulted in into a toolbox with toys and play-ideas and an accompanying educational program including tips and tricks to enable parents to integrate therapeutic exercises into playful moments.

The education program teaches parents about the lesion and the consequences.

Since every baby learns by playing and parents love to play with their new born baby; this toolbox helps parents to integrate the exercises in playful moments with their child.

The toolbox is a helpful tool for all who are working with children with OBPL. The development of the toolbox is a response to a real need of parents.

The toolbox provides a special contribution in the care of the child born with an OBPL and fulfils a need for . We also noticed that a lot of community-OT's are very interested in the box.

HOSPITALAR OCCUPATIONAL THERAPY WITH A VIEW OF THE BRAZILIAN HUMANIZATION POLICY GUIDELINES

Friday, 17th June - 15:10 - PS2.80 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1150 - Poster

Ms. Barbara Aniceto¹, Prof. Tatiana Barbieri Bombarda¹

¹Federal University of São Carlos- UFSCar

With the purpose to promote assistencial changes in the brazilian healthcare system, it was originated in the year 2000 the National Program of Humanization in Hospital Assistance, which culminated in the formulation the National Policy of Humanization. This policy presents as guideline an amplified clinic, participative management, appreciation of the work, reception, environment and defending the rights of the users. **OBJECTIVE:** identify humanization actions carried out by the occupational therapist in the hospital context and correlate them with the brazilian policy of humanization. **METHOD:** integrative review, which data source was the Virtual Health Library (VHL), Journal of Occupational Therapy - UFSCar and Journal of Occupational Therapy - USP searching the words Humanization and Occupational Therapy, National Program of Humanization in Hospital Assistance and Occupational Therapy, National Policy of Humanization and Occupational Therapy, Assistance Humanization and Occupational Therapy. Categorization of the occupational therapeutic actions and correlation between it and the brazilian policy of humanization guidelines. **RESULTS:** seventeen articles have been considered, confirming that publications of occupational therapists with optics for the humanization of hospital are scarce, being the found ones mostly related to the child context. From the explained actions, it has been verified a particular correlation of these with the guidelines of amplified clinic and reception. **CONCLUSION:** scientifically, few indicators correlates occupational therapy with humanization, which is possibly associated with the low intimacy of the professionals with the guidelines of this policy. However, it is believed that occupational therapists have potential to contribute to a humanized hospital care, instigating this discussion.

OCCUPATIONAL THERAPY INTERVENTIONS TO IMPROVE THE ABILITY TO USE EVERYDAY TECHNOLOGY IN WORK AFTER ACQUIRED BRAIN INJURY

Friday, 17th June - 15:10 - PS2.81 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1155 - Poster

Dr. Ann Charlotte Kassberg¹, Dr. Maria Prellwitz², Prof. Maria Larsson Lund³

¹Department of Health Sciences, Luleå University of Technology, Luleå Sweden Division of Occupational Therapy, ²Division of Health and Rehabilitation, Department of Health Sciences, Luleå University of Technology, ³Luleå University of Technology

The use of everyday technology (ET) has become an integral part of tasks in home and society, including the workplace. Research has shown that people with acquired brain injury (ABI) can have difficulties managing ET and that the demands the ET impose can influence the possibility to return to work after an ABI. Despite that, the role of ET has until recently been disregarded in the work rehabilitation. More knowledge is needed on how people with ABI can be supported in their use of ETs, required to perform work tasks. The purpose of this study was to investigate how client-centered occupational therapy interventions could support and improve the ability to use ET in work tasks in people with ABI. This intervention study was designed as a descriptive multiple-case study of three participants. Data were collected through interviews, observations, field-notes and assessments before, after the interventions and at follow-up. The Canadian Occupational Performance Measure was used to evaluate changes in the participants' self-perception of work task performance and satisfaction and the Management of Everyday Technology Assessment was used to evaluate observation-based changes of the participants' abilities. The Occupational Therapy Intervention Process Model guided the individual occupation-based interventions. The results showed that all goals in each of the three cases were achieved and both the perceived and the observed ability to use ET in work tasks improved. These results indicate that client-centered occupational therapy interventions have the potential to improve the ability to use ET in work tasks for people with ABI.

THE USE OF MOTION DETECTION SYSTEMS IN TRAINING OF PATIENTS WITH NEUROLOGICAL DISORDERS: A SYSTEMATIC REVIEW

Friday, 17th June - 15:10 - PS2.82 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1171 - Poster

Ms. Els Knippenberg¹, Mr. Jonas Verbrugghe², Dr. Ilse Lamers², Mr. Steven Palmaers¹, Dr.
Annick Timmermans², Dr. Annemie Spooren³

¹PXL University College, ²Hasselt University, ³Department of Healthcare, School of Occupational
Therapy. PXL University College, Hasselt, Belgium

Background: This review aims to examine which motion detection systems are used in training in neurological rehabilitation, what their content and outcome of training is.

Methods: A computerised systematic review was conducted in PubMed, Cinahl, Cochrane Database and IEEE. The following key words were used: Motion, Movement, Detection, Capture, Kinect, Rehabilitation, Nervous System Diseases, Multiple Sclerosis, Stroke, Spinal Cord. The methodological quality of the studies was scored by the Van Tulder's Quality assessment. The descriptive assessment is reported by training systems, patient group and ICF level of training and outcome.

Results: A total of nineteen studies were selected (mean Van Tulder score = 7.84 ± 4.00). Microsoft Kinect was used in thirteen studies. Fourteen studies included persons with stroke. Upper limb training was performed in twelve studies, while four studies focused on lower limb and three the whole body. ICF activity level was the main focus in intervention and outcome measures. An individualised training was not reported. Most commonly used feedback was visual-auditory feedback. Most prevailing combination of training parameters is four weeks of training, three training sessions per week, training for one hour per day. All but one study reported improvement on one or more ICF levels.

Conclusion: In neurological rehabilitation, motion detection systems are promising tools for increasing treatment intensity and support improvement on one of more ICF levels. However, to explore the use of motion detection systems in clinical practice more research is needed by performing larger multicentre RCTs with long-term follow-up using an individualised task-oriented approach.

KNOWLEDGE, ATTITUDES AND ETHICAL VALUES OF STUDENTS FROM THE OCCUPATIONAL THERAPY DEGREE AT CENTRO SUPERIOR DE ESTUDIOS UNIVERSITARIOS LA SALLE, IN MADRID

Friday, 17th June - 15:10 - PS2.83 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse - Abstract ID: 1175 - Poster

Ms. Maria Gracia Carpena Niño¹, Dr. Miguel Gómez Martínez¹, Dr. Iris Dimbwadyo Terrer¹

¹Occupational Thinks Research Group. Centro Superior de Estudios Universitarios La Salle (UAM), La Salle Campus Madrid, Spain

Background:

Health professions' roles and practice are largely linked to institutional expectations and to professional practice (AJOT, 2010). Occupational therapists face frequently bioethical dilemmas, which makes it necessary to incorporate both personal righteousness and commitments. These aspects will frame an organized body for professional practice (Galán, 2013), and many of them can be achieved in the university (Feito, 2012).

Method:

A cross, prospective, quantitative study was performed using a Likert questionnaire for Occupational Therapy degree students at Centro Superior de Estudios Universitarios La Salle, in Madrid.

Objective: To identify knowledge, attitudes and ethical values of students.

Results:

Students presented good legislation and ethics related knowledge. We have to highlight, that students consider "ethical" practice those actions directly related to patient's disability, accepting as "right" actions those that will not be considered ethics if the person would have not the disability. Furthermore, they consider that their personal ethics depends on established professional standards.

Conclusion:

Individuals with high cognitive capacities or abilities would have greater moral worth than those with lower acumen. It's important to highlight the tendency of some students, even though they were not a great number, who accept as "right" those founded questions from ethical relativism: "individual by individual and moment by moment".

Application to practice:

Social transformation in areas such as social reasoning, development of new technologies and their incorporation to medical and scientific field make necessary a bioethical readiness and appropriate occupational therapist training of those in educational programs.

WHAT IS THE IMPACT OF LIPOEDEMA ON OCCUPATIONAL PERFORMANCE?

Friday, 17th June - 15:10 - PS2.84 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1207 - Poster

Ms. Ellen Kirby¹

¹She

Lipoedema is a fat distribution disorder which causes disproportionate enlargement of the legs in women, and is unaffected by diet or exercise (Allen and Hines 1940). I am a woman with lipoedema, and I am also soon to be a qualified occupational therapist. I have conducted interviews with four other women with the condition, in an attempt to discover what impact lipoedema has had on their occupational identities within the context of a society that has rigid ideals of feminine beauty. Over the next three months I will be analysing the data using an interpretative phenomenological approach, working closely with the words of each individual to identify key themes and subthemes. This should allow me to present a detailed picture of the lived experience of lipoedema.

In presenting this study, I will begin by explaining the symptoms of lipoedema, supported by images. I will present the method over 3-4 slides, before focussing on the words of each participant to highlight themes identified from the interviews. Having already conducted the interviews, I am able to state with some confidence that shame and social withdrawal are predominant. Furthermore, a theme has begun to emerge of these women feeling that they lack a voice, so it will be important to present the research in their own words. The genesis of this research was the idea that occupational therapy could play a key role in the management of lipoedema, and I hope that this presentation will support that idea.

AN EXPLORATION OF THE RELATIONSHIP BETWEEN FACTORS THAT IMPACT UPON PARTICIPATION IN EVERYDAY ACTIVITIES AMONG PEOPLE WITH MULTIPLE SCLEROSIS

Friday, 17th June - 15:10 - PS2.85 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1217 - Poster

Ms. Niamh Kirby¹, Prof. Agnes Shiel¹, Dr. Anita Rose²

¹National University of Ireland, Galway, ²The Raphael Medical Centre

Background: Multiple Sclerosis can be described as a life-limiting condition, having a profound effect on participation and engagement in everyday activities. Research to date has identified depression, physical impairment, cognitive dysfunction and pain to be among the predominant barriers to participation. However, little research has been conducted, exploring the relationships between these variables. The aim of this study was to determine whether relationships exist between factors affecting participation in everyday activities and if so, are the links between certain variables greater than others.

Methodology: A sample of thirteen individuals from a local Multiple Sclerosis organisation completed a demographic and illness characteristics questionnaire along with a battery of self-report measures, examining a range of variables including cognition, anxiety, physical function, self-control and coping strategies.

Results: Data analysis identified several statistically significant correlations between different variables. Among these were strong correlations between anxiety and quality of life, depression and physical health, emotional well-being and sexual function and health perceptions and physical function.

Conclusions: Acquiring an understanding of the relationships between these variables might enable both clinicians and therapists to identify specific areas for assessment and ultimately facilitate intervention planning. However, in order to determine whether findings are applicable to the broader population of individuals with MS and if the relationships between the factors affecting participation remain static over time, further research is needed.

IMPACT OF CREATIVE ACTIVITIES ON QUALITY OF LIFE AND MOTIVATION FOR PATIENTS WITH PHYSICAL DISABILITIES

Friday, 17th June - 15:10 - PS2.86 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse - Abstract ID: 1221 - Poster

Ms. Rūta Rakštelytė¹, Ms. Inga Raudonytė¹, Ms. Alma Cirtautas¹

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Background: Creative activities aims to improve the daily functioning of the patients, according to the existing problems, which can reduce or at least keep rising at an individual selection of useful activities¹.

Method: A randomized clinical study was performed during 2014 - 2015 years at inpatient rehabilitation program in Rehabilitation, Physical and Sports medicine centre Vilnius University hospital Santariskiu klinikos. Instruments: Quality of life questionnaire, list of 45 activities Interest / Activity search, Will questionnaire, Leisure Boredom Scale.

Results: Were participated 40 patients with physical disabilities: creative activity improves quality of life, as it provides an opportunity to engage in leisure activities ($p < 0.05$), to show the residual possibilities, and to apply them in daily activities ($p < 0.05$). Creative activity affects motivation, because after the creative work of the desire to try new activities ($p < 0.05$), error correction of these activities ($p < 0.05$), striving to complete the task before the end ($p < 0.05$) are higher than applied creative activities

Conclusions: Creative activities targeting can be used as a way of contributing to the improvement of the quality of life of patients and increasing motivation rehabilitation.

Application to Practice: Occupational therapist applying creative activities for patients with physical disabilities can lead to better patient motivation, improving the quality of life, which is important not only to the creative workshops.

References:

1. Blacker D., Broadhurst L., Teixeira L. The role of Occupational Therapy in leisure adaptation with complex neurological disability: A discussion using two case study examples. *NeuroRehabilitation* (23). London, UK. 2008; p. 313–319. ISSN 1053-8135

ASSISTIVE DEVICES ADOPTION BY PEOPLE WITH AGE RELATED MACULAR DEGENERATION. A SMALL SCALE QUALITATIVE STUDY.

Friday, 17th June - 15:10 - PS2.87 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1230 - Poster

Ms. Lucie Bilat¹, Ms. Carine Verdon¹, Mr. Olivier Blaser², Prof. Nicolas Kuhne¹

¹Occupational Therapy Department, University of Applied Sciences Western Switzerland,

²Centrevue, autonomy and integration for blind and visually impaired people

Background:

Age related macular degeneration (ARMD) causes a progressive decrease in central vision and limits many occupations. Assistive devices (AD) and changes in environment are helpful means to help people with ARMD to remain independent. But these adaptations are sometimes not accepted by people with ARMD or accepted but not used in their everyday life. This study aims to explore how people with ARMD experience the acceptance and use of AD and changes in their environment, over time, in relation with their acceptance of their disability.

Method:

Five people with advanced ARMD (chosen through purposeful sampling) answered a qualitative semi-structured interview.

Results:

The changes in identities/occupations seem intertwined with the use of AD throughout the course of the illness, and not only at specific stages. The effectiveness of an AD seems not to be linked to specific moments in the process. Moreover, even unused AD seem to play significant roles in the adaptation process experienced by the persons with ARMD, e.g. by helping them to accept a new condition or situation. The result of the struggle between normalisation and awareness of abnormal experience is a key process leading to request help and new AD.

Conclusion:

AD have complex significations in the process of adaptation to the disability. AD use is linked to changes in identities.

Application to Practice:

Within such a complex process, each client must be supported with individual specialized advices. Client centred practice is the golden way to adapt to the complex processes lived by people with ARMD.

IDICT - DEVELOPING ICT COMPETENCES WITHIN OCCUPATIONAL THERAPY COMMUNITY THROUGH CLIENT CENTERED ERASMUS + PROJECT

Friday, 17th June - 15:10 - PS2.88 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1243 - Poster

Mrs. Ivana Medić¹, Ms. Iva Bekić², Mrs. Andrea Matković³, Mrs. Sasa Radic⁴, Mr. Mario Horvat⁵, Ms. Barbara Mikšić⁶, Ms. Lea Črček⁷, Mrs. Nikolina Janekovic⁸

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Research evidence suggests that health professionals are reluctant to accept and use ICT. Among Croatian occupational therapists, ICT is primarily used for client documentation, rarely for professional development and networking, and at least as a part of therapy process. There are some evident barriers in use of ICT, but there is also present lack of intrinsic drive and fear of validity of ICT solutions within occupational therapy community.

Croatian Association of Occupational Therapists has had an opportunity to be a partner Erasmus+funded project IdICT - removing barriers to access ICT for specific client group. As occupational therapists we advocate the use of occupation to facilitate change and occupational adaptation, learning through doing thus promoting competence through new experiences.

A group of interested occupational therapists was gathered through an open call for participation in an project activities focused on development of competences necessary for implementation of ICT during therapy process. Led by HURT project team they participated in process oriented guided inquiry learning workshop enabling them through participation in ICT activities to recognize barriers and facilitate personal participation.

Results have showed increased awareness of use of ICT in daily practice, development of ICT related competences and recognition of barriers and ways of overcoming them.

Online workshop was developed and will be available for use of association members

BENEFICIAL EFFECTS OF ASSISTIVE TECHNOLOGY DEVICES FOR SITTING ACTIVITY TO CHILDREN WITH CEREBRAL PALSY

Friday, 17th June - 15:10 - PS2.89 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1249 - Poster

Ms. Thaís Breternitz Lino¹, Dr. Geresa Lourenço¹, Dr. Patricia Della Barba¹,
Prof. Daniel Marinho Cezar Da Cruz²

¹Universidade Federal de São Carlos, ²Federal University of São Carlos- UFSCar

Background:

Most children with cerebral palsy required extensive assistance to perform everyday activities. Beneficial effects were reported from modifications implemented to reduce the amount of assistance using assistive technology resources (Ostensjo, Carberg & Vollestad, 2005). Given the importance of using assistive devices to perform daily activities of children with cerebral palsy, this research investigated and evaluated the implementation of devices that help sitting during meals.

Method:

This study followed a multiple baseline among activities. The participant is 5-years-old with cerebral palsy and the taught activity was to sit at the table, as part of the larger activity feeding time. The data collection instruments were the PEDI, GMFCS and MACs to characterize the functional performance, and a quantitative event protocol to score the child's performance in each of the sessions, which was scored to level the child performance. With a total of 34 sessions, recorded on video for later analysis, the research took place in the child household. Assistive technology resources were provided to adequate furniture for the placement of the child, as the implementation of the upholstered seat and a footrest.

Results:

The child increased their level of independence with the use of assistive technology resource, going from 26.75% to 77% of independence to perform the activity.

Conclusion:

Properly postural support devices seemed to be essential for functional independence in daily activities.

Application to Practice:

The study suggests that using postural support devices for children with cerebral palsy to perform daily activities are extremely important and essential for functional independence.

PRELIMINARY FINDINGS: FOSTERING PARTICIPATION IN CHOSEN OCCUPATIONS AMONG INDIVIDUALS WITH MENTAL ILLNESS

Friday, 17th June - 15:10 - PS2.90 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1141 - Poster

Ms. Kary Otterstein¹, Ms. Tara Cairo¹, Ms. Carrie Chase¹, Ms. Kirsty Federal¹, Ms. Donna Fullerton¹, Ms. Erin Goodman¹, Ms. Brenda Hayashi¹, Ms. An Luong¹, Prof. Tal Jarus²

¹Community Link Program, Vancouver Coastal Health, ²Occupational Science and Occupational Therapy, University of British Columbia

Background:

Participation has been shown to be predictive of well-being for adults with mental illness, yet this population faces significant barriers to participation in all occupational domains. Recovery frameworks argue that participation grounded in a community context promotes wellbeing by providing opportunities to develop identity, build supports, and engage in illness self-management strategies. It was hypothesized that among individuals with mental illness, community OT interventions would result in improved participation.

Method:

21 Community Link Program (CLP) clients participated. All were diagnosed with a mental health condition and were receiving regular Psychiatric follow-up but were not eligible for a Mental Health Team. CLP is a mental health service offered by OTs, providing individualized, outreach-based and occupation-based services. The Adult Subjective Assessment of Participation (ASAP) was completed at admission and discharge. The ASAP is a self-report questionnaire which examines the level of participation in 9 categories and measures the diversity of activities participated in, frequency of participation, participation away from home, enjoyment and satisfaction with participation performance.

Results:

As hypothesized, increases were seen in the diversity of activities participated in, frequency of participation, level of participation away from home, enjoyment and satisfaction. Improved engagement was found in several categories including physical activity, learning and self-care.

Conclusion:

Providing individuals with mental illness with community OT services can lead to significant participation improvements. Especially promising is the improved engagement in self-management associated activities that underlie recovery.

Application to Practice:

The provision of individualized community OT services to an underserved mental health population is supported.

DEVELOPMENT OF AN ONLINE COMMUNITY OF PRACTICE TO SUPPORT OCCUPATIONAL THERAPISTS IN THEIR ROLE IN HEALTH PROMOTION

Friday, 17th June - 15:10 - PS2.91 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1111 - Poster

Mrs. Johanne Filiatrault¹, Mrs. Manon Parisien², Mrs. Lise Poissant¹, Mrs. Karine Massé¹, Mrs.
Marilyne Le Blanc¹, Mr. Stéphane Boutin¹

¹School of Rehabilitation, Faculty of Medicine, Université de Montréal, ²Integrated Health and
Social Services University Network for West-Central Montreal

Background: Occupational therapists (OTs) recognize they can play an important role in health promotion. However, many of them express a need for support to develop their knowledge and competencies in this domain. Online communities of practice (OCoP) can facilitate professional development in different domains. This project aimed to develop and assess an OCoP prototype (PROMOT) to support OTs' professional development in health promotion.

Method: Phase 1- PROMOT was developed by a team of researchers and practitioners with complementary expertise in health promotion, knowledge transfer, communities of practice and educational technologies and according to best practices. Phase 2- 27 OTs who previously expressed their interest in taking part in an OCoP in health promotion were invited to explore PROMOT for a 6 week period. An online survey was sent afterwards to assess several variables which were drawn from the Unified Theory of Acceptance and Use of Technology Model.

Results: Phase 1- PROMOT includes a library of resources, a blog, a forum, and a calendar of scientific/professional events. Phase 2- PROMOT was launched in October 2015 after pre-testing. Data collected among 20 OTs through an online survey informed the research team about OTs' satisfaction level, perceived utility and intention to use PROMOT in the future, and the factors influencing members' participation level.

Conclusion: This project provides valuable insights on how to successfully implement PROMOT on a larger scale.

Application to Practice: PROMOT has the potential to be a useful tool for helping OTs play a larger role as health promoters.

HOME SAFETY FOR PEOPLE WITH DEMENTIA FOLLOWING HOSPITAL DISCHARGE: IMPLICATIONS FOR OCCUPATIONAL THERAPISTS

Friday, 17th June - 15:10 - PS2.92 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 26 - Poster

Prof. Véronique Provencher¹

¹Université de Sherbrooke

Background:

Occupational therapists (OTs) practising in geriatric units routinely assess their patients with dementia prior to hospital discharge for their ability to perform their daily living activities safely. The aim of this assessment is to identify what type of assistance (e.g. technical aids, homecare services) will be needed when patients return to their living environment. Because a home visit cannot usually be done prior to discharge, this assessment is performed in hospital. This situation raises two questions: 1-To what extent do the risks assessed and assistance recommended in a hospital setting prior to discharge truly reflect and predict home safety?; 2-How can OTs improve home safety for people with dementia following hospital discharge?

Method:

1-Panel of experts: Twenty-five researchers, managers, policymakers, clinicians (occupational therapists, nurses, social workers and geriatricians) from 5 Canadian cities; 2-Systematic review (Ageline, Pubmed, CINALH - 1998-2014).

Results:

Our data suggest that some risks (e.g. fire) may be overestimated while others (e.g. inappropriate medication intake) may be underestimated before hospital discharge. These results may be explained by: 1-Characteristics of the assessment setting (unfamiliar context); 2-Differences in clinicians', patients' and caregivers' perceptions and values with respect to ethical challenges (safety vs autonomy); 3-Difficulty predicting how safety issues will change following hospital discharge.

Application to Practice:

Developing a clinical decision-making tool to support the assessment and management of risks by health professionals as well as optimizing transitions in care may help to improve home safety for people with dementia following hospital discharge.

PSYCHOMETRIC PROPERTIES OF THE OCCUPATIONAL THERAPY PSYCHOSOCIAL ASSESSMENT OF LEARNING (OTPAL) IN STUDENTS AGE 6-9 IN IRAN

Friday, 17th June - 15:10 - PS2.93 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1091 - Poster

Ms. Sima Khadivejam¹, Dr. Ali Asgari², Dr. Farzaneh Yazdani³

¹Tehran University, ²University of Social Welfare and Rehabilitation Sciences, ³Oxf

Background:

In order to establish an evidence informed practice, occupational therapists need to have valid and reliable assessment tools. This particularly is important to explore the psychometric characteristics of tools in variety of cultures. OTPAL is based on the Model Of Human Occupation (MOHO) and suitable to be used in school setting. The aim of the current research was to measure validity and reliability of the OTPAL in Iran.

Method:

A group of 212 children age 6 to 9 years were selected using random categorical method. The Persian Psycho-social Inventory Questionnaire (KIST) and Child Occupational Self-Assessment (COSAS) were used as parallel to the OTPAL.

Results:

The Cronbach's alpha coefficient for the total score of OTPAL was 0.96 and for the three subscales were 0.90 to 0.83. The result of exploratory factor analysis showed three factors that were different from the original structure of the scale. Positive and significant correlation between the total score and the subscale of the OTPAL and with the score of both mother's and teacher's KIST forms revealed the internal and concurrent validity.

Conclusion:

Overall, this scale is appropriate for assessing the psycho-social aspects of learning in children in school settings.

Application to Practice:

OTPAL can be applied in practice as a valid and reliable outcome measure.

References

Khadivjam, S. (2013) Psychometric properties of Occupational Therapy Psychosocial Assessment of Learning. Unpublished MA Thesis. Tehran University. Kish

QUALITY OF LIFE ACROSS AN INPATIENT FORENSIC MENTAL HEALTH CARE PATHWAY. A CROSS SECTIONAL STUDY LOOKING AT ASSOCIATIVE FACTORS & IMPLICATIONS FOR OCCUPATIONAL THERAPISTS.

Friday, 17th June - 15:10 - PS2.94 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse - Abstract ID: 514 - Poster

Mr. Padraic O Flynn¹, Ms. Roisin O'regan¹

¹HSE

Forensic psychiatric care is aimed at improving mental health and reducing the risk of recidivism of mentally disordered offenders. This patient group reside in therapeutically safe and secure environments for many years. Improving quality of life should be a core priority in the treatment of these patients from an occupational therapy perspective. The aim of this study is to develop an understanding of what factors are associated with improved quality of life in this setting.

We measured quality of life, ward atmosphere, meaningfulness of activity (EMAS), occupational functioning (SOFAS), neurocognition (MCCB) and a range of variables for 52 forensic inpatients with schizophrenia and schizoaffective disorder.

There were strong correlations ($p < 0.001$) between perceptions of meaningfulness of activity and improvement in quality of life. Increased occupational functioning (SOFAS) predicted increased meaningfulness of activity (EMAS). Increased occupational functioning and neurocognition (MCCB) predicted increased meaningfulness of activity and engagement in over 10 hours vocational activity per week. Impaired occupational functioning and neurocognition were associated with decreased meaningfulness of activity.

Availability of meaningful activity for patients in this setting was the strongest associative factor with improved quality of life from a range of objective and subjective measures. Higher functioning patients that are exposed to a variety of activities of adequate challenge appraise activity as being more meaningful.

Matching activities to abilities, providing a choice and incorporating patient perspectives into the prescription of activities are important points to consider when planning and providing activity in forensic inpatient settings.

ACTIVE AND QUALITY AGEING IN THE HOME ENVIRONMENT

Friday, 17th June - 15:10 - PS2.95 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 833 - Poster

Mrs. Katarina Galof¹

¹University of Ljubljana, Faculty of Health Sciences, Occupational Therapy department

Background:

The Active and Quality Ageing in the Home Environment project is being implemented under the Norwegian Financial Mechanism 2009-2014 Programme.

Method:

The beneficiaries of free services are clients of the Institute for Home Care Ljubljana, aged over 65. In the evaluation phase of the occupational therapy process in the home environment, which we are conducting jointly with students of occupational therapy, we used the Canadian Occupational Performance Measure to assess the implementation and satisfaction in performing meaningful occupations. We measured independent living skills by the Katz Index of Activities of Daily Living and The Lawton Instrumental Activities of Daily Living Scale. We also checked which medical devices the elderly are using in their home environments (check-list) and assessed their views on adjustments in their home environments.

Results:

Five elderly participants who had completed the occupational therapy process have achieved statistically significant improvements in implementation of and satisfaction with meaningful occupations. They were introduced to the possibility of obtaining medical aids and educated on how to use them. Based on the analysis of elements contributing to a safe environment, we advised and facilitated them in making small adjustments.

Conclusion:

Since the project is still on going, the results will continue to be updated. Our initial results indicate that we were successful in achieving our primary aim, namely healthy and active ageing.

Application to Practice:

Slovenia has yet to adopt long-term care legislation. We are hoping that our results will contribute to the development of occupational therapy services in home environment.

PERSONAL DEVELOPMENT OF OCCUPATIONAL THERAPY BACHELOR STUDENTS

Friday, 17th June - 15:10 - PS2.96 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 502 - Poster

Mrs. Hermine August Feicht¹, Mrs. Rita Schmiedecker Pauxberger¹, Ms. Petra Schwab¹

¹UAS FH CampusWien

For many years the holistic development of vocational competence of future occupational therapists has been a main focus of the Bachelor's degree program Occupational Therapy at the University of Applied Sciences "FH Campus Wien".

The latest curriculum change in 2013 includes an innovative concept for personality development, which covers all six semesters of the training.

The personal development modules 1, 2 and 3 consist of lectures and seminars on the topics of skills development, ethics, client-centeredness, communication and supervision. The aim of these courses is, in addition to the acquisition of knowledge, the continuous reflection of skills development and the documentation of this process.

Each of the three personality development modules (1 basic, 2 advanced, 3 extension) includes customized thematic blocks with rising levels of competence.

The courses for skills development are carried out in different settings. On the one hand, information is presented in keynote speeches, which are reviewed using different methodologies. To support personal reflection, various tools are applied, in particular the competency wheel. Discussions with the accompanying teachers or peers provide additional settings for reflection.

The student-centered e-portfolio software Mahara is used to support the documentation of the development process. Students have access to structured manuals and documents and can present their learning steps on personal, electronic pages. The most important knowledge gained in feedback meetings are reflected upon in blogs. Accompanying teachers give feedback to the reflections.

Feedback and evaluation loops allow for continual improvement and further development of the modules.

IMPLEMENTING AMPS IN THE CURRICULUM FOR OCCUPATIONAL THERAPY STUDENTS

Friday, 17th June - 15:10 - PS2.97 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 324 - Poster

Mrs. Anne Karin Petersen¹, Mrs. Kamilla Kielsgaard Andersen¹

¹Department of Occupational Therapy, Universal College Lillebælt, DK

Background:

Increased efficiency and documentation are challenges for occupational therapists (OT). Therefore, the graduating OT need tools with which to manage the requirements for evaluation of occupational performance.

Educational Philosophy or theory:

Implementing the Assessment of Motor and Process Skills (AMPS) as part of evidence based curriculum.

Pedagogy / educational approach(es) used:

In the first year the OT students work with the theme Reablement (Rehabilitation of daily living). They use the Occupational Therapy Intervention Process Model (OTIPM) to structure their work. The students carry out an interview with an elderly adult and follow an Activity of Daily Living (ADL) task. AMPS is used during informal, non-standardised performance analyses. After this, the students consider strategies for intervention.

Their learning is a required part of the conditions for following an ordinary AMPS course and calibrate as AMPS tester in the last part of their second year.

Evaluation:

In the course, the students train their skills for structuring a workflow and for observing ADL ability. They begin to acquire a basic language with which to describe and document the quality of a person's occupational performance.

Application to Education and /or practise:

Implementing OTIPM and AMPS in the curriculum for OT students will bolster Occupational Therapy's core and give the students the knowledge and skills to observe and document occupational performance.

References

Fisher A.G. (2012) OTIPM, En model for planlægning og implementering af top-til-bund, klient-centreret og aktivitetsbaseret interventioner, ERGO/Munksgaard

Financial support by Department of Occupational Therapy, University College Lillebaelt, DK

EMPLOYABILITY OF SURVIVORS IN RECOVERY FROM SUBSTANCE MISUSE

Friday, 17th June - 15:10 - PS2.98 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 904 - Poster

Mrs. María Kapanadze¹, Mrs. Beatriz Caparrós Caparrós², Mrs. Esperanza Villar Hoz², Mrs.
Yaiza Martín Acosta³, Mr. Víctor Martí Carrasco³

¹University School of Nursing and Occupational Therapy of Terrassa (affiliated to the Universitat Autònoma de Barcelona), Universitat de Girona, ²Universitat de Girona, ³Consorci Sanitari de Terrassa

The contemporary economic crisis in Spain challenges the employment by existence of precarious and temporal works. Individual career development needs to respond to rapid societal changes in a flexible and adaptable manner. This situation is worsened for vulnerable populations, especially, for the survivors with substance use disorders. It seems essential to introduce the life and career design, oriented to core personal values, into the career counseling of this target group and the current investigation reflects this end.

The method used was a quasi-experimental study with surveys at baseline and endline, measured by previously selected questionnaires. The original protocol of intervention (15 sessions), based on the career designing, distress, anxiety management and relapse prevention techniques, was administrated to the experimental group. The inclusion criteria were adult men and women, abstinent more than 3 months and currently unemployed. For the control group 1 the same inclusion criteria were applied. The surveys at baseline and endline were undertaken with interval of 3-4 months, but without intervention, and the control group 2 followed ordinary vocational orientation.

The preliminary results had shown improvements at the level of the perception of personal competence, self-esteem, self-directed career management, changes in self-importance of moral identity and reduction of fears related to the job search.

We hope this investigation can contribute to the construction of programs related to career designing for people who suffer from substance misuse and, on the other hand, it can give a light to personality theories that consider processes related to moral identity.

MAKE A CLEVER DECISION - NO VIOLENCE!

Friday, 17th June - 15:10 - PS2.99 - Poster Session 2 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1118 - Poster

Ms. Alexandra Kosma¹, Mr. Maximilian Giel¹, Ms. Sinje Autenrieth¹, Ms. Nicole Stierle¹

¹ETRT OT school Reutlingen

In our presentation we would like to focus on how violence can be prevented in schools especially with young pupils. Our project takes place in a school in south germany. The project phases are :

- register the self-awareness and the meaning of violence
- a practical session with, for example, role games
- support in confrontation with violence
- evaluation of results and solutions

Our topic is related to the current European development.

To deal with the experience, worries and feelings of the young generation is more important than ever.

DEMOGRAPHIC AND ACADEMIC PREDICTORS OF EDUCATION ENGAGEMENT IN AUSTRALIAN OCCUPATIONAL THERAPY STUDENTS

Saturday, 18th June - 09:40 - OS - 7A.01 - Developments in Education - AC213 - Abstract ID: 344
- Oral

Mr. José Manuel Pérez Mármol¹, Dr. Ted Brown²

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²Department of Occupational Therapy, Faculty of Medicine, Nursing and Health Sciences, Monash University – Peninsula Campus, Frankston, Victoria

Background: Engagement is a positive psychology construct composed of the three factors: vigor, defined as high levels of energy and mental flexibility and capacity to spend effort in one's studies; dedication, referred to as a sense of importance, enthusiasm, inspiration and self-esteem; and absorption, defined as being fully concentrated and happily absorbed in one's study, by which time passes rapidly (1). The aim of the study was to investigate what demographic and academic factors of undergraduate occupational therapy (OT) students were predictors of their education engagement.

Methods: Participants were 225 Australian undergraduate OT students from Monash University completed the Utrecht Work engagement scale for students. Multiple linear regression analyses were performed.

Results: Year level of enrolment and hours of indirect time spent working on OT studies were significant predictors of vigor, explaining 26% its variance while age, gender, hours of indirect time spent working on OT studies, and hours spend per week engaged in self-care activities accounted for 21% of the variance of dedication. Finally, age, year level of enrolment, and hours of indirect time spent working on OT studies explained 26% of the variance of absorption.

Conclusion: several demographic and academic variables were found to be significant predictors of three components of the education engagement, those being vigor, dedication and absorption.

Application to Practice: Being familiar with the demographic and academic factors that are significant predictors of the factors that underpin students' education engagement can provide valuable insights for educators in the university context.

AN OCCUPATION FOCUSED CURRICULUM FOR HAVING AN OCCUPATION BASED CURRICULUM IS IT NECESSARY TO TEACH ACTIVITIES?

Saturday, 18th June - 10:00 - OS - 7A.02 - Developments in Education - AC213 - Abstract ID: 766
- Oral

Mrs. Gabriele Schwarze¹, Mrs. Brigitte Loder Fink², Mrs. Elisabeth Moitzi³

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Background

The current curriculum of the Occupational Therapy Program of FH JOANNEUM in Austria uses a therapeutic bottom-up approach. This method corresponds with the occupational therapy process performed in many institutions. Viewing the macro, meso and micro level influencing the professional tasks of Occupational Therapists as well as the paradigm shift the necessity of an occupation-based approach in education is shown.

Educational Philosophy

Based on the lifespan of humans as “occupational beings” and the client-centred philosophy, the new curriculum is based on CMOP-E (Townsend & Polotajko, 2013) and additional frameworks. To unleash the therapeutic potential of occupations, students have to discover and identify this potential by “doing, being, becoming and belonging” (Wilcock, 1999).

Educational Approach Used

Occupational therapists have to be able to create new ways of performing occupations – with and without adaptations. Theoretical input about meaningful occupation and principles of occupation-based interventions are the foundation. In addition, our students view themselves as occupational beings, they perform, analyse and adapt typical and age-appropriate (Austrian) occupations. They assume diverse personas – the role of a scholar, a teacher and a researcher by using different medias or doing projects in different settings.

Application to Education/Practices

The practical implementation, concerning the course work and the placement will be the real challenge of the program. Further we are looking forward to an intensive discussion with the members of the profession about the changed content and the educational approach. The new curriculum will start in 2017.

„BUILDING A BRIDGE“ FROM OCCUPATIONAL THERAPY STUDENTS TO COMPETENT PROFESSIONAL

Saturday, 18th June - 10:20 - OS - 7A.03 - Developments in Education - AC213 - Abstract ID: 654
- Oral

Ms. Lea Črček¹, Ms. Barbara Mikšić², Ms. Martina Duh³, Ms. Marija Juric³

¹Special Hospital for Children with Neurodevelopmental and Motoric Disorders, Goljak, Zagreb, Croatia, ²Special Hospital for Medical Rehabilitation, Krapinske Toplice, Croatia, ³University of Applied Health Studies, Zagreb, Croatia

Croatian Health Care Act and Law on health care professionals defined occupational therapy education in Croatia as follows: three years of bachelor study (includes 1500 hours of fieldwork practice, one year of internship with approx. 1800 hours of practical work under supervision) and state exam. Literature has explored the challenges experienced by newly qualified occupational therapists moving from colleague to practice which in Croatia is more emphasized by the context defined through position of the profession in health care, social care, education and work area.

The authors of this paper believe that during transition from student to professional, it is crucial to „establish a strong bridge“ between theoretical foundation and practice which can be enabled by the support from mentors, senior occupational therapists. This transition phase in the literature is called Preceptorship.

The aim of this paper is to identify characteristics of mentors and placements which facilitated professional development, the challenging areas, positive influences of fieldwork practice and internships in Croatia, and to describe from experience how all of this affects development of a Croatian occupational therapy professional.

In order to gather the information, a qualitative questionnaire was conducted among 60 occupational therapy students, 30 interns and mentors. Results gave an insight into what needs to be changed with regard to past experience; and how important is the influence of mentorship for the whole process.

Based on the results, document was developed which is used as a position paper defining crucial context needed for occupational therapy internship and program development.

PROMOTING STUDENT PROFESSIONALISM: AN INTEGRATED PROFESSIONAL BEHAVIOUR SELF-ASSESSMENT

Saturday, 18th June - 10:40 - OS - 7A.04 - Developments in Education - AC213 - Abstract ID: 779
- Oral

Dr. Katharine Preissner¹, Ms. Catherine Killian¹, Dr. Elizabeth Peterson¹, Dr. Joy Hammel¹

¹University of Illinois at Chicago

Background:

Professional behaviour is as essential to an occupational therapist's success as clinical competence (Glennon & Van Oss, 2010). Therefore, it is critical for academic programs to include opportunities for students to understand professionalism, evaluate and receive feedback on their behaviour, and to have structured learning opportunities to cultivate professional behaviours.

Educational Philosophy or theory:

Students engage with faculty and clinical mentors in a transformative learning process to critically assess their professional behaviours, reflect on strategies to improve, and evaluate their progress and outcomes over time.

Pedagogy / educational approach(es) used:

The Professional Behavior Self-Assessment (PBSA) was developed by faculty to support the socialization process of becoming an occupational therapist. The tool and associated processes are heavily integrated into the 23-month curriculum, with deliberate ties to courses, fieldwork experiences, and student advising. PBSA use affords multiple opportunities for student self-reflection, goal setting, and feedback from faculty.

Evaluation:

Multiple sources of data provide support for this assessment and process. The results of a program evaluation, which students complete upon graduation, indicate that students feel well prepared in the area of professional behaviours. This finding is further supported by fieldwork evaluations which indicate very high ratings on professional behaviour items.

Application to Education and /or practice:

The use of a professional behaviour self-assessment tool and integrated process can assist occupational therapy education programs in guiding students in the development of professional behaviours.

References

Glennon, T. J. & Van Oss, T. (2010) 'Identifying and promoting professional behavior', OT Practice, 27 September, pp. 13-15.

EAMON O’SULLIVAN AND THE GAELIC ATHLETIC ASSOCIATION (GAA): OCCUPATIONAL THERAPY INFLUENCES ON GAELIC FOOTBALL

Saturday, 18th June - 09:40 - OS - 7B.01 - Occupational Science - O’ Flaherty Theatre - Abstract
ID: 854 - Oral

Ms. Lauvern Sheridan¹, Dr. Judith Pettigrew¹, Dr. Katie Robinson¹

¹University of Limerick

Background:

Dr. Eamon O’Sullivan (1897-1966) was a pioneer of Occupational Therapy in Ireland (Fogarty 2007). In 1938, he established an Occupational Therapy department in St. Finan’s Hospital, Co. Kerry. On retirement, he published ‘Textbook of Occupational Therapy with Chief Reference to Psychological Medicine’ in 1955 (O’Sullivan 1955), one of the first psychosocial Occupational Therapy books in Europe (Pettigrew et al 2013). Dr. O’Sullivan’s contribution to Occupational Therapy was unrecognized until the discovery of the textbook by the research team in the University of Limerick in 2012 (Dunne et al, 2014). However, his involvement with the Gaelic Athletic Association has been widely acknowledged. He was the trainer of the Kerry Senior Gaelic football team from 1925-1962, winning eight All-Ireland Finals (Fogarty 2007). This paper focuses on how the concepts of Occupational Therapy influenced Dr. O’Sullivan as a football trainer.

Methods:

Historical documentary analysis of secondary sources including his textbook on Occupational Therapy. Data was analysed using Braun and Clarke’s (2006) framework for thematic analysis.

Findings:

The influence of Occupational Therapy can be seen through Dr. O’Sullivan’s use of concepts such as roles, routines and habits i.e. performance patterns (AOTA 2008) and his endorsement of the idea of balance.

Conclusion:

Through the promotion of Occupational Therapy concepts and his advocacy for balance, the influence of the profession on Dr. O’Sullivan’s work as a football trainer can be clearly seen.

Application to Practice:

Highlights the importance of taking a historical perspective to explore the influence of Occupational Therapy concepts beyond the discipline.

COMMUNITY GARDENING AS A PATH TO WELL-BEING

Saturday, 18th June - 10:00 - OS - 7B.02 - Occupational Science - O' Flaherty Theatre - Abstract
ID: 1046 - Oral

Dr. Melinda Suto¹, Ms. Neysa Hale², Ms. Ursula Stansfield³

¹University of British Columbia, ²South Cariboo Health Centre, ³Campbell River Hospital

Background:

Serious mental illness (SMI) negatively impacts many aspects of well-being, including social inclusion, community engagement and self-efficacy. Mental illness is associated with less participation in occupations and also limited access to fresh food. Community gardening positively impacts these issues; however little evidence exists that examines the question: How does participation in community gardening influence the well-being of people living with SMI?

Method:

Community-based participatory research principles guide this 3-year mixed methods study. Researchers recruited 15 adults with SMI living in supported housing and/or attending a mental health resource centre. Participants attended a weekly gardening program facilitated by a horticultural therapist. Data collection involved interviews, focus groups, and participant observation. Inductive data analysis continues and findings are presented as themes.

Results:

Preliminary themes are: 1) Community gardening offers positive qualities for occupational engagement, 2) Community gardening fosters social interaction and connections, 3) Cultivating skills and confidence enhances learning that supports doing.

Conclusion: Community gardening is a complex occupation that welcomes diverse participants and accommodates a range of abilities, interests and needs. Participation in community gardening offers opportunities to learn, share skills and knowledge, and creates a place where people belong.

Application to Practice:

Occupational therapists can use this popular, low-cost occupation as a means to achieve client goals that support well-being. As a non-stigmatizing leisure occupation, clients can participate in it for the enjoyment and satisfaction the process elicits. Leisure is understood as time, activity, subjective experience and context; these elements highlight opportunities for occupational adaptation and client education.

EXPLORING THE OCCUPATION OF DATING FOR YOUNG WOMEN LIVING IN IRELAND.

Saturday, 18th June - 10:20 - OS - 7B.03 - Occupational Science - O' Flaherty Theatre - Abstract
ID: 134 - Oral

Dr. Karen Mc Carthy¹, Prof. Jeanne Jackson¹

¹University College Cork

Background:

The discipline of occupational science has called for an increase in research focusing on the study of occupations. Gray (1997) stated that occupational therapy could benefit from “a more profound understanding of the essence of occupation” (p. 15). Dickie (2003) argues that “one way to achieve this understanding is to examine occupations directly” (p. 120).

Dating is an occupation that has not been examined directly and has recently undergone rapid changes in its practice. Although occupational science research has been done on mate selection (Krishnagiri, 1996), there is a dearth of literature exploring the actual activities surrounding mate selection, how one actually participates actively in this selection which the researcher will refer to as dating. This study will address the gap in the literature by exploring the occupation of dating and the experience of young women participating in dating occupations in Ireland.

Method:

A qualitative approach will be used to explore the occupation of dating. Data collection will include the use of semi-structured interviews, direct observation, and cultural material. Interviews will be audiotaped, transcribed. Field notes taken during observation and interviews will be coded using thematic analysis to generate common themes across cases (Braun & Clarke, 2006).

Results:

Findings will be reported using themes generated from thematic analysis.

Conclusion:

To be determined. Research to be completed by Spring 2016.

Application to Practice:

Implications for understanding the occupation of dating will be discussed with relevance to occupational therapy practice.

HOW TO RECRUIT PARTICIPANTS FOR AN OCCUPATIONAL THERAPY BASED HEALTH PROMOTION PROGRAM? EXPERIENCES FROM SWITZERLAND

Saturday, 18th June - 10:40 - OS - 7B.04 - Occupational Science - O' Flaherty Theatre - Abstract
ID: 730 - Oral

Ms. Verena Biehl¹, Mrs. Angelika Beck², Mrs. Yvonne Fallico Vogel², Mrs. Iris Luescher Forrer²,
Dr. Ernst Fasol³, Dr. Julie Page⁴

¹Institute Research and Development in Occupational Therapy, Zurich University of Applied Sciences, ²ergoalltag, outpatient occupational therapy practice, ³Health centre Linthpraxen GmbH,

⁴Director of BSc Health Promotion and Prevention, Zurich University of Applied Sciences, Winterthur

Background:

The steadily aging population and the rising health care costs demand interventions aiming at maintaining the independence of elderly people for as long as possible. Health promotion programs are a possibility to contribute to this issue. Therefore we adapted the programs "Lifestyle Matters" (Craig et al., 2007) and the German "Tatkraft" to Swiss rural conditions.

Method:

A needs assessment was conducted by questionnaire with existing patients of the health centre, which will offer the program (N=2.000), 265 questionnaires were received back.

Results:

The needs assessment revealed that 43.4% were interested in participating in the program. Relevant contents were: exercise (21%), nutrition (18%), memory training (14%), new technologies (11%), balance training (6%) and social relations (6%). Based on these results we decided to develop the program and to implement it the first time at the beginning of 2015. However, not enough people signed up for the program so the first implementation was cancelled.

Conclusion:

Results of needs assessments may not be sufficient for identifying the interest in a target group. Conventional recruitment strategies, such as flyers or newspaper articles are not adequate for recruiting participants for health promotion programs. We will conduct a focus group discussion with representatives of the target group to obtain ideas for better recruitment strategies.

Application to Practice:

Occupational therapists are interested in becoming involved in health promotion. Recruitment of self-paying participants needs careful consideration.

References

Craig, C. & Mountain, G. (2007) Lifestyle Matters. United Kingdom: Speechmark.

USING THE ICF TO SEARCH FOR INFORMATION

Saturday, 18th June - 09:40 - OS - 7C.01 - Client-Centred Practice - Anderson Theatre - Abstract
ID: 463 - Oral

Ms. Mareike Decker¹, Mrs. Maisun Lange¹

¹REHADAT, Cologne Institute for Economic Research

Background:

The International Classification of Functioning, Disability und Health (ICF) was established after publication in 2001. It serves as a multidisciplinary, cross-national, uniform and standardised language and is therefore also estimated to be suitable for structuring and classifying information and data. The online information system REHADAT explains aspects of vocational inclusion and assistive technology provision. The aim was to implement the ICF into the REHADAT system.

Method:

For the implementation of the ICF classification into the REHADAT system the first step was to search and gather literature on the ICF, rehabilitation scientists and institutions in Germany were questioned about their application of the classification. The second step was to structure information in the REHADAT databases based on the ICF. The third step was the development of an Internet portal to make the information accessible for users.

Results:

The Internet portal REHADAT-ICF-Guide is the result of ICF implementation. It leads users along the ICF structure to information on assistive devices, specific examples of workplace adaptations and relevant literature on the respective ICF items.

Conclusion:

Complex information and data can be structured via ICF classification in order to provide a practicable tool for research on practice-relevant information.

Application to Practice:

Occupational therapists and other experts for rehabilitation and inclusion can find information by using ICF codes and items. The portal therefore supports a bio-psycho-social approach according to the ICF.

TRANSLATION AND VALIDATION OF A DANISH MODIFIED VERSION OF THE CLIENT-CENTERED REHABILITATION QUESTIONNAIRE (CCRQ) FOR OUTPATIENTS

Saturday, 18th June - 10:00 - OS - 7C.02 - Client-Centred Practice - Anderson Theatre - Abstract
ID: 645 - Oral

Mrs. Alice Ørts Hansen¹, Ms. Hanne Kaae Kristensen², Mrs. Ragnhild Cederlund³, Mr. Hans Tromborg⁴

¹Institute of Clinical Research, University of Southern Denmark. Department of Orthopedic, Odense University Hospital. Department of Rehabilitation, Odense University Hospital., ²Health Sciences Research Center, Odense, DenmarkUniversity College Lillebaelt., ³Health Sciences, Lund University, ⁴Institute of Clinical Research, University of Southern Denmark. Department of Orthopedic, Odense University Hospital.

Background:

Evidence supports client-centeredness as approach in occupational therapy, as it improves functioning in everyday living. The Client-Centered Rehabilitation Questionnaire (CCRQ) was developed to measure inpatients reported outcomes. However, questionnaires to measure outpatients' perception of client-centeredness are also of utmost importance. Therefore, the CCRQ was translated into Danish and modified to suite outpatients with hand-related injuries.

Method:

Focus group interviews were completed to insure consistency between the Danish understanding of client-centered practice and core values from the occupational therapy research. The CCRQ was translated using Dual panel translation. Face and content validation was obtained. The Danish modified version was pilot tested. Construct validity is accessed by a priori hypothesis. The reliability is tested by test-retest.

Results:

CCRQ was modified after literature review and interviews. Items concerning enabling occupation were added and items related to inpatient were deleted. The content validity was good to excellent. The test-retest and construct validity is ongoing. An a priori analysis of reliability shows excellent agreement.

Conclusion:

This study showed consistency in the understanding of client-centeredness. The modified CCRQ for outpatients with hand-related injuries has good to excellent face and content validity and seems preliminarily reliable.

Application to Practice:

In quality development of rehabilitation, measurement instruments to evaluate patients' perception of client-centeredness is most important.

References

Cott, C & Teare, G & McGilton, K & Lineker, S. (2006) 'Reliability and construct validity of the Client-Centered Rehabilitation Questionnaire', *Disability and rehabilitation*, 28 p.1387-1397.

Financial support by The Danish Occupational Therapist Association and Bevica Foundation is gratefully acknowledged.

QUANTITATIVE MEASURES INFORMING OCCUPATIONAL LITERACY

Saturday, 18th June - 10:20 - OS - 7C.03 - Client-Centred Practice - Anderson Theatre - Abstract
ID: 297 - Oral

Prof. Joan Brangan¹, Dr. Mark Morgan Brown², Mr. Ciaran Reilly³

¹Trinity College Dublin, ²HSE, ³statistical programmer

BACKGROUND

Occupational therapists need to learn to think, act and effect change at social and cultural levels (Whiteford, 2000). Occupational literacy as described by Townsend (2015) is a way of thinking, talking, writing, making decisions, and making sense of occupational justice.

In order for occupational literacy and occupational justice to have credibility, this dialogue must be based on solid evidence, research and theory. This presentation provides a method for obtaining occupation specific evidence of a whole environment in congregate settings and highlights occupational deprivation.

METHOD

The Assessment Tool of Occupation and Social Engagement (ATOSE) was used to observe the interactive occupation and social engagement of residents in a mental health unit for older people in Ireland.

RESULTS

Residents spent 10.7% of their time in interactive occupation (3.7% in social engagement and 2.9% receiving care). In contrast they spent most of their time staring into space, with eyes closed or showing agitated behaviours (82.7%). Interrater reliability for the observations was 91.8%. Specific environmental characteristics (social, physical and organizational) which created occupational deprivation were recorded and are reported here.

CONCLUSION

This research identifies social and occupational deprivation. The ATOSE observational method is a powerful way to examine the effects of the environment on occupation.

APPLICATION TO PRACTICE

The ATOSE method generates occupational literacy: understanding how the environment shapes interactive occupation and social engagement. Furthermore, this method can judge the functioning of congregate environments from an occupation perspective. This occupational literacy can be used to underpin planning and creating better environments.

PROFILE SPECIALISATION HAND-OCCUPATIONAL THERAPIST

Saturday, 18th June - 10:40 - OS - 7C.04 - Client-Centred Practice - Anderson Theatre - Abstract
ID: 329 - Oral

Mrs. Lucelle Van De Ven Stevens¹, Mrs. Karin Boer Vreeke², Mrs. Madelein Vroomen², Mrs. Dorethé Wassink², Mr. Mike Van Heel²

¹Policy Officer - Dutch Association of Occupational Therapists (Ergotherapie Nederland (EN)) and Member of working group Register Hand-Occupational Therapist of Dutch Association of Occupational Therapists, ²Member of working group Register Hand-Occupational Therapist of Dutch Association of Occupational Therapists

Introduction / Background:

Hand therapy is the art and science of rehabilitation of the upper extremity of the human body. It has become a specialisation for occupational therapists (OT) and physiotherapists (PT) in theory and practice, combining a comprehensive knowledge of both the anatomy and function of the upper extremity and conceptual issues involved in rehabilitation.

Description of the policy / proposed policy

In the process of acknowledgment of the specialisation of Hand-Occupational Therapists (Hand-OT) the 'Profile Specialisation Hand-Occupational Therapist' has been realized (Boer-Vreeke e.a., 2015) by a partnership between Dutch Association of Occupational Therapists (EN) and Dutch Society for Hand Therapy (NVHT). The relevant occupational therapy documents as well as the document 'Hand Therapist Profile' that is acknowledged by the EFSHT and IFSHT, have served as the basis for this document.

The 'Profile Specialisation Hand-Occupational Therapist' describes in what way the hand-OT differs from the professional practice of the generalist-occupational therapist.

In this profile, the bottom-up approach as well as the top-down approach within hand-occupational therapy are described. The hand-OT will however always navigate between the bottom-up and the top-down approach, and decide when and which approach is the most effective and most appropriate. Here arises the 'customisation' of the occupation-based, client-centred approach of a hand-OT.

Application of the policy to practice:

Based on competences, knowledge and skills, described in this 'Profile Specialization Hand-OT', the procedure and criteria for a 'Register of Specialised Hand-OT's' will be developed.

DRIVING AND DEPRESSION: IRISH HEALTH PROFESSIONAL'S PERSPECTIVES

Saturday, 18th June - 09:40 - OS - 7D.01 - Participation and Mental Illness - D'Arcy Thompson
Theatre - Abstract ID: 559 - Oral

Mrs. Sherrie E. Buckley¹, Dr. Katie Robinson², Dr. Tadhg Stapleton³

¹St. Patrick's Mental Health Services/University of Limerick, ²Department of Clinical Therapies,
University of Limerick, ³Trinity College Dublin

Background:

Previous international studies have concluded that health professionals including occupational therapists often have poor knowledge of medical fitness to drive guidelines, how to assess driving fitness and infrequently advise service users about how their medical condition may affect their driving ability.

Study Aim:

To assess Consultant Psychiatrists, General Practitioners and Occupational Therapists knowledge, attitudes and current practice in an Irish context related to fitness to drive, awareness of the guidelines and compliance with regulations for individuals with depression.

Method: Cross-sectional survey (electronic & paper) using a structured questionnaire.

Ethics: Ethical approval received from SPMHS.

Results: In total 228 health professionals participated (Consultant Psychiatrists n=60, General Practitioners n=72 and Occupational Therapists n=96). 54% (n=122) of health professionals reported they were aware of the Slainte agus Tiomaint medical fitness to drive guidelines. 39% (n=90) of respondents indicated that they routinely discuss driving with 57% (n=131) of health professionals reporting a discussion or informal assessment being the most common evaluation method. 75% of health professionals (n=170) reported assessment of fitness to drive was important and 82% (n=187) of health professionals agreed they have a duty of care to patients and the public to discuss driving.

Conclusion: Health professionals acknowledge that discussing fitness to drive is important however they do not routinely do it as standard practice perhaps as a result of lack confidence in performing driving assessments. Education about assessing driving fitness is needed to assist health professionals of all disciplines in making decisions about fitness to drive with individuals with depression.

TREATMENT OF DEPRESSION AND/OR ANXIETY – A RANDOMIZED CONTROLLED TRIAL OF THE TREE THEME METHOD® (TTM) AS AND OCCUPATIONAL THERAPY INTERVENTION

Saturday, 18th June - 10:00 - OS - 7D.02 - Participation and Mental Illness - D'Arcy Thompson
Theatre - Abstract ID: 70 - Oral

Dr. A Birgitta Gunnarsson¹, Dr. Petra Wagman², Dr. Carita Håkansson³, Dr. Katarina Hedin¹

¹Department of Research and Development, Region Kronoberg, ²Jönköping University, ³Lund University

Background:

Clients suffering from depression and anxiety need tools to achieve a satisfying everyday life. The Tree Theme Method® (TTM) (e.g. Gunnarsson et al., 2006) implies that clients paint pictures of trees representing certain life periods, used for occupational life story telling and for shaping future plans, aiming at becoming more active in everyday life. The study aim is to compare the effects of the TTM to standard occupational therapy.

Method:

The ongoing study is a randomized clinical trial carried out in general outpatient mental health care and primary health care in Sweden. 130 clients, 18-65 years, with depression and/or anxiety, are randomized to intervention or control. Data collection, by self-rating questionnaires regarding psychological symptoms, everyday activities, and health related aspects, is carried out at baseline and three times after the intervention. Statistical analyses are used with non-parametric methods.

Results:

So far, 110 clients have been recruited. The research design, and baseline results, will be presented at COTEC.

Conclusion:

Evidence-based interventions focusing on occupations are lacking. Therefore, this study aims to study the outcomes of a specific occupational therapy intervention, namely the TTM.

Application to Practice:

If outcomes are positive, the TTM can be implemented more widely within occupational therapy.

References

Gunnarsson, A. B., Jansson, J. A., & Eklund, M. (2006). The Tree Theme Method in psychosocial occupational therapy – a case study. *Scandinavian Journal of Occupational Therapy*, 13(4), 229-240.

Financial support by Region Kronoberg, Southern Health Care Region and the Medical Research Council of Southeast Sweden are gratefully acknowledged.

EXPLORING OCCUPATIONAL PARTICIPATION OF PEOPLE WITH A PERSONALITY DISORDER TO INFORM AN OCCUPATIONAL THERAPY INTERVENTION

Saturday, 18th June - 10:20 - OS - 7D.03 - Participation and Mental Illness - D'Arcy Thompson
Theatre - Abstract ID: 1178 - Oral

Dr. Mary Birken¹, Dr. Mary Morley², Mrs. Shelley Harper³

¹Plymouth University, ²South West London & ST George's Mental Health NHS Trust, ³Freelance

Background:

People with a personality disorder can experience multiple admissions to hospital and have difficulty with self-care, work and leisure activities (Lee et al, 2011). Experiences of returning to independent living following hospital discharge have not been explored and are needed to inform occupational therapy practice and discharge processes. This paper will present findings from post-doctoral research aiming to explore the experiences of people with a personality disorder regarding returning to daily life following discharge from hospital. The results of the study were used to further develop an occupational therapy intervention to ensure it meets the occupational needs identified in this study.

Method:

Interviews with 9 people with a personality disorder who left hospital in the last six months were used to gather the data. A researcher with experience of using mental health services co-developed the interview questions and led the interviews. Thematic analysis was used to identify themes relating to occupational performance post-discharge from hospital.

Results:

The themes identified during analysis revealed that participants felt that post-discharge discussions focused on their illness and they were often not asked about their plans for the future. Having multiple admissions resulted in them having difficulty re-establishing routines or maintain community and self-care activities.

Conclusions:

The study identified specific issues regarding occupational performance for people with a personality disorder that are important for an occupational therapy intervention to address.

Application to practice:

The results of this study directly informed the content of an occupational therapy intervention and informed the local acute care pathway.

STUDYING AT UNIVERSITY WHILE EXPERIENCING MENTAL ILL-HEALTH: A GROUNDED THEORY STUDY

Saturday, 18th June - 10:40 - OS - 7D.04 - Participation and Mental Illness - D'Arcy Thompson
Theatre - Abstract ID: 394 - Oral

Ms. Priscilla Ennals¹, Dr. Ellie Fossey², Dr. Linsey Howie³

¹La Trobe University, ²Department of Occupational Therapy, Faculty of Medicine, Nursing and Health Sciences, Monash University – Peninsula Campus, Frankston, Victoria, ³Occupational Therapy, School of Allied Health, La Trobe University

Background: Participating in, and succeeding at, postsecondary education, impacts career opportunities, earning potential, life choices and social inclusion. Many people with mental ill-health aspire to study, but many find studying at university challenging, resulting in high attrition rates and lost opportunities.

Method: This grounded theory study used a participatory framework to understand from students themselves, about their experiences of studying at university students while experiencing mental ill-health. Data were gathered through 21 in-depth interviews with 15 current students, and twelve reference group meetings involving six people with lived experience of mental ill-health and the three investigators. Rigorous comparative analysis of data revealed a theoretical understanding of this issue.

Results: Being a student while living with mental ill-health requires actively managing feeling different in order to be a 'regular' student. Participants managed feeling different in three main ways: hanging in with difference, wrestling with difference, and reconciling difference. When they could not manage their sense of difference they dropped out of study. Managing their sense of difference was active, effortful and time consuming for all participants.

Conclusion: A critical social framing of the issue highlights the role of structures and supports in confirming difference or creating space for difference. This reframing positions students as agentic, resourceful and resilient in managing often invisible, oppressive and discriminatory forces.

Sharing these findings with students may allow them to understand their experiences differently. Constructing issues as social, rather than as located within individuals, provides occupational therapists with alternative ways to understand and act on issues.

HOLISTIC PORTFOLIO-BASED SYSTEM TO EVALUATE OT STUDENT COMPETENCY

Saturday, 18th June - 09:40 - OS - 7E.01 - Developments in Education - Kirwan Theatre -
Abstract ID: 1002 - Oral

Dr. Lisa Connor¹, Dr. Regina Doherty¹, Dr. Mary Evenson¹

¹MGH Institute of Health Professions

Background: Health professions education is grounded in the responsibility of faculty to shape caring practitioners who can practice competently in complex health and school systems (Jensen & Greenfield, 2012). Educational Philosophy or theory: Throughout education, a call has been made for competency-based education, ensuring that students have the knowledge, skills, and attitudes necessary to enter the workforce. The challenge for educational programs to establish a reliable means to assess these competencies. Educational approaches used: We report the development of a holistic assessment scheme (Allen, 2004). This scheme includes student achievement in academic and fieldwork curricula and reflections on their development of professional reasoning skills. Our assessment tool was based on the initial steps of continuous improvement of student learning (Kent State). The development process included (1) reviewing program goals and values and aligning them with our curriculum, (2) developing learning objectives for this competencies portfolio based available OT competency standards, such as WFOT (2008) and the Lumina Foundation, (3) identifying how competencies were assessed in the curriculum, (4) working with instructional designers to identify gaps in assessment and help faculty develop sound instructional assessment principles and measures, (5) working with information technology to create a system for students to electronically curate a portfolio to demonstrate attainment of competencies across the academic program. Application to Education: The goal of this approach is to provide a systematic means to assess student achievement of curricular aims and to ensure that graduating students have the knowledge, skills and attitudes to practice occupational therapy.

PERSONAL DEVELOPMENT TOWARDS OCCUPATIONAL THERAPY PROFESSIONALISM IN THE OCCUPATIONAL THERAPY PROGRAMME AT UMEÅ UNIVERSITY

Saturday, 18th June - 10:00 - OS - 7E.02 - Developments in Education - Kirwan Theatre -
Abstract ID: 1095 - Oral

Ms. Birgitta Englund¹, Mrs. Johanna Morin¹, Ms. Margareta Lindberg¹

¹Umeå University

Background:

How can we support and assess our students' personal development towards occupational therapy professionalism? Teachers in the occupational therapy programme at Umeå University have developed learning modules focusing on self-awareness and empathy. These modules, such as counseling, group leadership and clinical training includes elements of self-evaluation. The challenge lies in formulating learning goals and examining generic skills in these modules.

Our presentation aims at sharing our experiences and creating discussion among teachers and programme coordinators.

Educational Philosophy:

Learning within the OT programme is characterized by active knowledge acquisition, problem solving and reflection. In learning groups, the students are expected to reflect on their interaction and role dynamics, and to give constructive feedback to each other.

Pedagogy / educational approaches used:

The last ten years we have used and continuously developed an educational instrument - Personal Development towards Occupational Therapy Professionalism (in Swedish, Personlig Utveckling Mot Arbetsterapeutisk Professionalism, PUMAP). It is applied in different ways throughout the programme; for self-evaluation, peer evaluation, for teachers' and supervisors' assessment.

Evaluation:

The instrument has proven to be a valuable tool for students' self-awareness regarding skill development and for giving feedback to peer students. Additionally, it provides excellent support to the examiner and clinical supervisor in assessing professional development.

Application to Education:

Examples in the presentation are obtained from learning goals, assessment of students' tasks, and the links between them, "constructive alignment".

References

Biggs, J. B. & Tang, C. (2007). Teaching for quality learning at university. Open university Press/Mc Graw-Hill Education.

TEACHING CULTURE SENSITIVENESS

Saturday, 18th June - 10:20 - OS - 7E.03 - Developments in Education - Kirwan Theatre -
Abstract ID: 271 - Oral

Ms. Saskia Buschner¹

¹Wannsee Schule e.V.

The presentation aims to give an overview of the design of transcultural learning arrangements.

Background:

In 2000 ENOTHE has already stated that „qualifying student occupational therapists should be able to work with clients and carers from diverse cultural and ethnic groups“ (ENOTHE, 2000, p.22). The WFOT declared in 2010 „the increased awareness and focus of occupational therapists in culture and diversity“ (WFOT, 2010). As occupations are culturally determined cultural sensitiveness plays a crucial role in the client centered practice of occupational therapists.

How can culture sensitiveness be taught in a therapeutical context? Which teaching models are suitable for the construction of learning arrangements and how can they be implemented practically?

Educational Philosophy or theory:

The educational footing is formed by the model of transcultural competence by Domenig (Domenig, 2007) which is combined with the learning theory “Berliner Modell” (Heimann Otto Schulz, 1997). The occupational therapy perspective is brought in through contemporary publications, e.g. Iwama, 2002; Buschner, 2013, Darawsheh, 2015.

Pedagogy / educational approach(es) used:

The transcultural learning process includes cognitive, social, emotional and personal skills. Self organised and collaborative learning as well as PBL reflect this multidimensionality.

Evaluation:

As appropriate methods of evaluation portfolios for the individual learning process and peer conferences for group results are presented.

Application to Education and /or practice:

Different educational formats – from strongly structured to self organised - will be introduced to meet the needs of diverse learners. The current refugee crisis as an opportunity to engage students will be critically appraised.

FINAL YEAR PROFESSIONAL PORTFOLIO COURSES SUPPORT GRADUATE READINESS

Saturday, 18th June - 10:40 - OS - 7E.04 - Developments in Education - Kirwan Theatre -
Abstract ID: 581 - Oral

Dr. Angela Berndt¹, Dr. Mandy Stanley¹, Ms. Susan Gilbert Hunt¹, Ms. Shelley Wright¹

¹University of South Australia

Background:

Graduates of occupational therapy programs must leave University with competencies (ACSOT 2010) and maintain those competencies in a period of major reform. University of South Australia (UniSA) offers two final year courses that focus on graduate preparedness.

Educational Philosophy:

UniSA curriculum is underpinned by adult learning, social constructivist philosophy, occupational therapy practice approaches (e.g. AOTA 2014; Townsend 2002) and occupational science. Students are seen as agentic learners and doers.

Educational approach(es) used:

Fourth year students complete three nine week placements whilst concurrently completing Professional Portfolio (PP). PP includes reflective practice; self-evaluation and goal setting; action planning and applying measures of competence; critical analysis of practice issues and ethical practice. Learning is via flipped activity; online; intensives; and culminates in a two day student led Capstone Conference.

Evaluation:

Students are satisfied with relevance of learning activities and value events such as careers expo. In 2015 employers reported graduates commence as competent practitioners able to seek evidence, reflect and apply clinical reasoning. Graduates are perceived as high quality, highly employable, competent and safe to work in a broad range of practice areas. Graduates, with 18 months to 2 years workforce experience, identify the strengths of their program was the occupational therapy practice models they now implemented.

Application to Education and /or practice:

Occupational therapy programs should prepare graduates for contemporary practice in rapidly changing environments. Courses that are underpinned with a sound pedagogy to address reflection on practice and lifelong learning enable students to transition to being a competent occupational therapist.

THE IMPACT OF COST-EFFECTIVE DEMENTIA FRIENDLY ENVIRONMENTS ON OCCUPATIONAL PARTICIPATION AND AGITATION IN PEOPLE WITH DEMENTIA IN RESIDENTIAL CARE: A PILOT STUDY

Saturday, 18th June - 09:40 - OS - 7F.01 - Dementia - Larmor Theatre - Abstract ID: 400 - Oral

Ms. Emma Fingleton¹, Ms. Pauline Lee², Mrs. Orla Dolan³, Prof. Agnes Shiel¹

¹National University of Ireland, Galway, ²St.Vincent's Nursing Home, Athlone, Co.Westmeath,

³Health Services Executive

Background

A fundamental characteristic of occupational therapy practice is promoting optimal occupational performance within one's environment. A combination of person-centred, environmental and occupation related factors impact one's ability to engage in everyday activities. There is a growing body of evidence on the efficacy of dementia-friendly environments, many of which have had large budgets and implemented high-cost interventions. Therapists are challenged to respond to increased scrutiny of costs and other resource constraints as well as rising expectations from service users.

This study employed a mixed methods design to explore the impact that making the environment dementia-friendly has on patients with a diagnosis of dementia in a residential care home. A dementia-friendly environment which aimed to improve mood, independence and participation with ADL's and decrease the frequency of agitated behaviours in participants was developed. Measures of behaviour and agitation were taken before and after the change. Interviews were also conducted to gain an insight into the nursing staffs' perspective on the effectiveness of this intervention and how they feel it benefits the person and care they can provide.

Overall, levels of agitation and other neuropsychiatric symptoms reduced in participants following the intervention period. A slight increase was also noted in levels of occupational participation.

Implications

One of the unique aspects of this research project is that it implemented these interventions with minimal start-up or running costs, implications of which are that interventions will be readily available and cost-effective, entities that would be transferable to and applicable in the majority of healthcare settings.

HOME-BASED ACTIVITY SUPPORT FOR DEMENTIA CARE PARTNERS

Saturday, 18th June - 10:00 - OS - 7F.02 - Dementia - Larmor Theatre - Abstract ID: 375 - Oral

Ms. Jennifer Womack¹

¹Division of Health and Rehabilitation, Department of Health Sciences, Luleå University of Technology, University of North Carolina at Chapel Hill

More people with Alzheimer's dementia and related disorders (ADRD) live at home as opposed to long term care facilities, yet behavioral issues are often what cause caregivers to decide they can no longer provide home-based care. Agitation and aggression are two behaviors that cause the most concern to caregivers and put people with ADRD at risk for institutionalization. This session will present the evidence for occupation-based programs delivered in the home environment that address behavioral symptom management. An example will be provided of a specific home-based consultation program designed to build on best evidence while also customizing the intervention to clients' specific needs.

PARTICIPATION OF PERSONS WITH A COGNITIVE DISABILITY IN THE GOAL SETTING PROCESS

Saturday, 18th June - 10:20 - OS - 7F.03 - Dementia - Larmor Theatre - Abstract ID: 773 - Oral

Mrs. Maarit Karhula¹, Mrs. Tuulikki Alanko², Prof. Teppo Kröger³, Prof. Riku Nikander³, Dr.
Anna-Liisa Salminen⁴

¹Mikkeli University of Applied Sciences, ²GeroCenter Foundation for Aging Research & Development, ³University of Jyväskylä, ⁴Kela, The Social Insurance Institution of Finland

Background:

Goal setting is an essential phase of a rehabilitation process. Cognitive problems may cause challenges in identifying, prioritizing and deciding the appropriate goals for rehabilitation. The aims of this study were to evaluate the participation of rehabilitees with cognitive problems in the goal setting process and to identify methods which support their engagement.

Method:

20 persons with a dual diagnosis of developmental disability and mental illness (PwDDMI) set their goals for rehabilitation with a multidisciplinary team using goal attainment scaling (GAS). A three phase data collection started with the observation of the goal setting discussions. Then the rehabilitees were interviewed individually and the professionals in focus groups about their experiences in goal setting. Qualitative content analysis was used to analyse text data.

Results:

The rehabilitees' participation in the goal setting process varied from limited verbal expressions to shared power and responsibility in decision making. The rehabilitees' trust in professionals and professionals' commitment to work in a person-centered manner were essential. The questions, comments and visual techniques used by the professionals were essential for PwDDMI to identify, prioritize and concretize their own goals.

Conclusion:

A cognitive disability is not a barrier to active participation in the goal setting process with PwDDMI if professionals use adequate, person-centered methods to support decision making.

Application to Practice:

Professionals working with PwDDMI should utilize person-centered methods such as questions, supportive comments and visual techniques to assist rehabilitees during the goal setting process and encourage them to take power and responsibility in decision making.

EVALUATION OF A PRISON INFORMAL PERSONAL EDUCATION COMMUNITY RE-ENTRY PROGRAM

Saturday, 18th June - 10:40 - OS - 7F.04 - Dementia - Larmor Theatre - Abstract ID: 1030 - Oral

Dr. Jeffrey Crabtree¹, Mr. David Ohm², Mr. Jarrod Wall², Mr. Joseph Ray²

¹Department of Occupational Therapy, School of Health & Rehabilitation Sciences, Indiana University, ²Na

Background:

The Sentencing Project (no date) estimates that in the United States there are currently about 2.2 million people in jail or prison. Most will be released, but as many as 47 percent will return to prison within three years. Education is one of the most effective reducers of recidivism, but it is unclear what kinds of education best prepare people to return to society.

Method:

This study explored how 27 residents of a minimum-security prison perceived and responded to an informal occupational therapy educational re-entry program (American Occupational Therapy Association, 2014). The primary investigator and 3 former program participants used the participatory action research approach to interview 27 residents who completed the program. Interviews were transcribed, de-identified and analysed.

Results:

Initial summative content analysis yielded five concepts: Doing (engaging in purposeful activities); information (value of handouts); re-entry fears (making amends and reuniting with family and friends); technology (using smartphones, internet and other technology in all areas of occupation); and self-worth (having a value in spite of being in prison). Further interpretation yielded three themes: doing (engaged in purposeful activities), validation of self-worth (confirmation of being a valued human being), and concerns about the future (being able to successfully engage in virtually all occupations).

Conclusion:

Informal personal education programs that include a classroom milieu that offers opportunities for meaningful social contact may help people who are incarcerated successfully re-enter society.

Application to Practice:

Further research to examine the effectiveness of an informal occupational therapy education program is warranted.

CONCEPTUAL FRAMEWORK FOR PARTICIPATION IN MENTAL HEALTH: SYSTEMATIC REVIEW AND NARRATIVE SYNTHESIS

Saturday, 18th June - 09:40 - OS - 7G.01 - Mental Health and Occupation - Dillon Theatre -
Abstract ID: 867 - Oral

Dr. Katrina Bannigan¹, Ms. Joanne Inman², Dr. Jane Cronin Davis³

¹Plymouth University, ²Lancashire Care NHS Foundation Trust/ Plymouth University, ³York St
John University

Background:

When designing a study to test the effectiveness of an intervention, such as occupational therapy, a primary outcome measure needs to be identified. Choosing an outcome measure requires an understanding of the underlying concept being measured (McDowell, 2006). Although described in the International classification of functioning, disability, and health participation as an outcome lacks conceptual clarity (Khetani & Coster, 2007). This study aimed to understand participation in the context of mental health.

Method:

The systematic review and narrative synthesis described by Leamy et al (2011) was replicated. A conceptual analysis was undertaken which also drew on the theory development approach (Walker & Avant 2011). All relevance checking and analysis was completed by two reviewers. Data was analysed thematic analysis.

Results:

56 papers were included in the review. The thematic analysis identified that participation in mental health is a dynamic process between the individual, their life context, and it occurs through activities. This was summarised diagrammatically and the definition 'Participation occurs when an individual is involved in activities, within the context of their life, which provides that person with a sense of engagement' emerged from the data.

Conclusion:

This conceptual analysis, based on a comprehensive systematic review, provides conceptual clarity about the experience of participation in relation to mental health.

Application to Practice:

The definition developed can be used as a basis for selecting measures to assess participation in effectiveness studies of mental health.

SEESAWING THROUGH EXTREMES IN LIFE: ‘LIKE A SEESAW, I FEEL OUT OF CONTROL’. AN EXPLORATION OF THE LIVED EXPERIENCE OF CODEPENDENCY THROUGH IPA

Saturday, 18th June - 10:00 - OS - 7G.02 - Mental Health and Occupation - Dillon Theatre -
Abstract ID: 104 - Oral

Dr. Ingrid Bacon¹, Dr. Elizabeth McKay¹, Dr. Frances Reynolds¹, Dr. Anne Mc Intyre¹

¹Brunel University London

Codependency is a highly contested construct featuring in the popular clinical and research literature (Beattie 2009, Denning 2010, Marks, Blore, Hine and Dear 2011). Within the academic literature, the voices and lived experience of individuals who consider themselves codependents are mostly unavailable.

This Interpretative Phenomenological Analysis (IPA) study explored the lived experiences of 8 self-identified as codependents, who chose 12-Step recovery groups to frame their recovery process. The idiographic, phenomenological and hermeneutic aspects of the study captured how participants made sense of their experiences of codependency.

The information was collected over 6 months by three in-depth semi-structured interviews and a visual method, in which participants selected images which expressed the meaning of codependency.

Four main themes emerged from the analysis of the interviews: Codependency experienced as real and tangible: ‘Codependency explains everything’. Experiencing an undefined sense of self: ‘Codependency helps me to discover my sense of self’. Seesawing through extremes in life: ‘Like a seesaw, I feel out of control’. Finding meaning in codependency through exploring family experiences: ‘Down to childhood’.

The findings revealed that the experience of codependency frames these individuals’ sense of identity and their occupational lives. Although the findings are not generalizable, they inform clinical practice highlighting a role for occupational therapists working with this group. They reveal participants’ ‘extreme’ oscillation in activity engagement and occupational imbalance, adding an important novel aspect to occupational therapy practice. Occupational therapy interventions might be effective in assisting these individuals in reaching a more balanced occupational engagement in meaningful activities.

AGING, OCCUPATION AND WELLBEING: THE EXPERIENCE OF OLDER ADULTS WITH MENTAL HEALTH DIFFICULTIES LIVING IN THE COMMUNITY

Saturday, 18th June - 10:20 - OS - 7G.03 - Mental Health and Occupation - Dillon Theatre -
Abstract ID: 529 - Oral

Ms. Fiona Mulholland¹, Prof. Jeanne Jackson²

¹HSE; UCC, ²UCC

In Ireland, people are living longer than previous generations, and as life expectancy grows so does the need for mental health services for older people. Occupational therapists use evidence-based strategies such as preventative occupation-focused programmes to enhance the wellbeing of community-dwelling older adults. However there has been no research into the specific programme needs of older people with anxiety and depression. Using a qualitative research design framed by a phenomenological approach, the researcher gathered critical information on the experience of community-living older persons who had been referred to the Dublin North City Psychiatry of Old Age team in relation to aging, occupation and wellbeing. Five semi-structured interviews were completed with potential participants who were purposively selected. These interviews were analysed using thematic analysis. The findings of the study reveal insights into the relationship between occupation, identity, aging and mental health. Occupational engagement was the means by which

participants tested their sense of wellbeing and self. By not being able to engage in a familiar and meaningful routine, participants experienced a crisis to their occupational identity, which provoked poor mental health and thoughts of being old. Revisiting previous occupations in different ways or finding meaning in new occupations supported participants to feel competent, socially connected and to realise their evolving sense of self. The results of this

study will be used to inform the development of an occupational therapy programme aimed at improving the health and wellbeing of older adults with anxiety and depression living in Dublin North City.

THE DEVELOPMENT OF OCCUPATIONAL THERAPY IN GRANGEGORMAN PSYCHIATRIC HOSPITAL, DUBLIN: 1934 – 1954

Saturday, 18th June - 10:40 - OS - 7G.04 - Mental Health and Occupation - Dillon Theatre -
Abstract ID: 858 - Oral

Ms. Rebecca Cahill¹, Dr. Judith Pettigrew²

¹University of Limerick, ²Department of Clinical Therapies, University of Limerick

Background:

Occupational therapy has its origins in moral treatment (Peloquin 1989). Throughout the 20th Century, much of Ireland's mental health care was situated in hospitals, the largest being Grangegorman, Dublin (1815-2013). Occupational therapy was introduced in Grangegorman in the 1930s (Reynolds 1992). This study maps the development of occupational therapy in the hospital.

Method:

Historical documentary research methods were used to analyse primary source data from Grangegorman Committee Minutes, the Inspector of Mental Hospital Reports, the Boroughs of Mental Hospitals, related Foreign Affairs documents and newspaper archives.

Results:

A sub-committee was established in Grangegorman in 1934 to examine occupational therapy practice in Great Britain and the Netherlands. Following this, nurses were sent to Cardiff for a six month training course. Subsequently an occupational therapy department was established in 1935 which promoted engagement in handicraft activities. Occupational therapy nursing staff from Grangegorman became key members in the establishment of the Irish Occupational Therapy Association in 1951.

Conclusion:

Occupational therapy, run by nurses in the absence of professionally qualified occupational therapists, was valued in Grangegorman. Despite reduced resources, the department continued to expand and by the 1950s, was organised at ward level. Grangegorman occupational therapy staff played a key role in promoting occupational therapy at both a hospital and national level.

Application to Practice:

Findings add to the unfolding history of occupational therapy practice from its mental health care origins. This study adds to research uncovering the development of occupational therapy in Ireland.

ESTABLISHING RELIABILITY AND VALIDITY OF DO WORK: A DYNAMIC OBSERVATIONAL ASSESSMENT OF WORK PERFORMANCE IN A COMPUTERIZED ENVIRONMENT FOR PEOPLE WITH DISABILITIES

Saturday, 18th June - 09:40 - OS - 7M.01 - Assessment and Measurement - O' hEocha Theatre -
Abstract ID: 1000 - Oral

Ms. Maya Huber¹, Ms. Rotem Fishman², Ms. Aya Hasdai³, Ms. Rinat Dagan³, Prof. Gali Cinamon², Prof. Navah Ratzon²

¹Te, ²Tel Aviv University, ³eshnav

Background: As part of the rehabilitation process, vocational rehabilitation practitioners use various work ability assessments. Most of those assessment are static, and do not refer to the person's learning potential and the mediation needed for him/her to succeed in the work task. The purpose of the following research is to examine initial reliability and validity of a new, dynamic observational assessment of work performance in a computerized work environment for people with disabilities.

Method: As a pilot, 15 healthy students went through the assessment process, resulting with minor changes to the assessment tool. Next, five vocational rehabilitation practitioners reviewed the tool to test content validity. We then began data collection. Up to this point, 15 subjects, between the ages of 22-52 (M=32.40, SD= 7.6) who have been diagnosed with psychiatric disability and receive vocational rehabilitation services, went through the research procedure.

Results: The experts affirmed content validity: the inter-rater reliability resulted in a high percent agreement (95%) between four raters. In terms of criterion validity, we found a moderate yet significant correlation between the general score of the DO WORK assessment and the general score of the AWP assessment in the pilot group ($r=0.68$, $p=0.008$), and a strong, significant correlation between the processing skills of the AWP and the mediation score of the DO-WORK ($r=-0.758$, $p=0.002$).

Conclusions: The DO WORK assessment was found to be valid and reliable, and thus offers a dynamic assessment method for people with disabilities in a computerized work environment.

DEVELOPMENT AND PSYCHOMETRIC TESTING OF A NEW INSTRUMENT ASSESSING SELF-EFFICACY IN ABILITY TO FUNCTION COLLABORATIVELY IN INTERPROFESSIONAL TEAMS

Saturday, 18th June - 10:00 - OS - 7M.02 - Assessment and Measurement - O' hEocha Theatre -
Abstract ID: 280 - Oral

Dr. Elizabeth Peterson¹, Prof. Anders Kottorp¹, Dr. Valerie Gruss², Dr. Mary Keehn³, Dr.
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Illinois at Chicago, College of Applied Health Sciences, Department of Biomedical and Health
Information Sciences, ⁵University of Illinois at Chicago, College of Medicine, Department of Family
Medicine

Background: Interprofessional education (IPE) is an important focus in occupational therapy educational programs to optimize preparation of occupational therapists who can address the health needs of an evolving, complex client population. In 2011, the United States (US)-based Interprofessional Education Collaborative (IPEC) created the Core Competencies for Interprofessional Collaborative Practice (IPEC, 2011). Despite the widespread adoption of the IPEC competencies, valid and reliable instruments based on the IPEC competencies are not available to assess IPE outcomes.

Method: This cross-sectional study involved 660 students from 11 health programs at a US University. Subjects completed a new instrument, based on IPEC competencies (item n=38) designed to measure self-efficacy in ability to function collaboratively in interprofessional teams. A Rasch model was used to evaluate aspects of validity in response processes, scale structure, and precision in measures.

Results: After removing items not demonstrating acceptable fit to the Rasch model, each of the IPEC subscales demonstrated overall high internal scale validity and precision in measures. No differential item functioning was detected in relation to Ethnicity; two items demonstrated DIF by Gender.

Conclusion: The study findings support the validity of the new tool in a US setting. Future empirical studies should (a) evaluate the validity of instrument across international settings, and (b) evaluate the tool's sensitivity to detect changes over time.

Application to Practice: The new tool is an important resource to evaluate the outcomes of IPE initiatives.

References

1. Interprofessional Education Collaborative 2011, Core competencies for interprofessional collaborative practice. Available from: . 19 October 2015

NORMATIVE DATA FOR THE WRITIC: A NEW TEST FOR HANDWRITING READINESS IN KINDERGARTEN CHILDREN

Saturday, 18th June - 10:20 - OS - 7M.03 - Assessment and Measurement - O' hEocha Theatre - Abstract ID: 902 - Oral

Dr. Margo Van Hartingsveldt¹, Ms. Liesbeth De Vries², Mrs. Helga Haberfehlner³

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Background:

Practicing handwriting is important for learning reading and spelling. So, mastering handwriting is still vital, especially in our current computer-age. Early evaluation of writing readiness is essential to predict and prevent handwriting problems. Therefore we developed an occupation-based measurement, the Writing Readiness Inventory Tool In Children (WRITIC), administered in the classroom. In former studies we established reliability and content, construct, and predictive validity (van Hartingsveldt et al., 2015)

Method:

A cross-sectional cohort study was performed to collect normative values of the WRITIC. We measured 188 boys and 183 girls of 5-6 years old (mean 67 months) in rural and city areas to represent children of varied cultural backgrounds. The influence of age and gender was examined with linear regression analysis. The relationship between items of the WRITIC and gender were analysed by Spearman rank correlation coefficients.

Results:

Analysis revealed that gender influenced performance of the WRITIC ($p=0.01$), while age has no influence ($p=0.145$). Correlations with gender were especially found for items regarding paper-and-pencil tasks, which needed practice to learn (e.g. colouring, name writing, copying letters and numbers) ($p<0.01$).

Conclusion:

The significant effect of gender is in accordance with the literature: kindergarten girls perform better on paper-and-pencil tasks than boys and this will influence cut-off points of the WRITIC.

Application to Practice:

With the collected norms WRITIC can be used in practice. This assessment contributes to the detection of kindergarten children at risk to develop handwriting problems and may assist in timely intervention and thus prevent future handwriting problems.

THE Q.U.E.S.T. (QUALITY OF EXPERIENCE SPENDING TIME): DEVELOPING CONTENT FOR A SELF-REPORT ASSESSMENT

Saturday, 18th June - 10:40 - OS - 7M.04 - Assessment and Measurement - O' hEocha Theatre -
Abstract ID: 900 - Oral

Dr. Steve Park¹, Dr. Lindy Clemson², Dr. Anita Bundy²

¹Pacific University, ²University of Sydney

Background:

The use of self-report assessments ensures that clients' perspectives are obtained when planning OT intervention and evaluating outcomes (Backman, 2005). To ensure relevance to clients' daily lives, persons for whom the assessment is designed should participate during its development (Brody, Tesler & Christiansen, 2009). The objective of this qualitative descriptive research was to identify content for the QuEST, an assessment designed to measure a person's experience of occupying time.

Method:

The research occurred at a USA organization that provided services for community-living, low-income clients experiencing HIV/AIDS and physical/mental health conditions. Ten participants, 40-65 years old, were recruited who were not working; the majority identified as male. Participants were interviewed 4 times over 6 months about how they occupied their time. Qualitative content analysis, which involves minimal interpretation, was used to analyze the transcribed audio-recorded data.

Results:

A narrative description of their experiences emerged, characterized by two broad themes. Spending time specifically reflected engaging periodically with particular people, in certain activities, and within different places. Spending time generally reflected engaging over time in active, rewarding, and desired manners.

Conclusion:

This research led to the creation of items for the QuEST that reflected the multifaceted experience of occupying time from the participants' perspective.

Application to Practice:

Developing a self-report assessment that directly reflects clients' daily lives serves to facilitate client-centred practice.

THE ENTRY-LEVEL OCCUPATIONAL THERAPY CLINICAL DOCTORATE (OTD): THE NEXT PARADIGM SHIFT IN HEALTH PROFESSIONAL EDUCATION?

Saturday, 18th June - 09:40 - OS - 7N.01 - Developments in Education - Fottrell Theatre -
Abstract ID: 28 - Oral

Dr. Ted Brown¹, Dr. Jeffrey Crabtree², Dr. Keli Mu³, Dr. Joe Wells⁴

¹Department of Occupational Therapy, Monash University - Peninsula Campus, ²Department of Occupational Therapy, School of Health & Rehabilitation Sciences, Indiana University,

³Department of Occupational Therapy, School of Pharmacy & Health Professions, Creighton University, ⁴Sohm America Integrations (S.A.I.) Group

Background: Internationally, the education of allied health professionals has gone through several paradigm shifts during the last few decades, moving from certificate to diploma to bachelors to masters and now in some instances to the clinical doctorate as the entry-level credential to practice. In the United States and Canada, all allied health students enrol in a graduate-entry masters or clinical doctorate, including students enrolling in occupational therapy, physiotherapy, speech-language pathology, social work, pharmacy, optometry, and audiology. Many European countries continue to offer entry-level education for the allied health professions primarily at the baccalaureate level. Is the next step in the education evolution of occupational therapy the entry-level clinical doctorate (OTD)?

Aim: to present an overview of the types of clinical doctorates, the positive and negative features of clinical doctorates, and potential steps forwards to handle the clinical doctorate issue.

Application to Education & Implications: If the occupational therapy profession moves towards the OTD being one of the entry-level points for the field, then it needs to be for the right reasons and not due to perceived competition, prestige, advancement, or pressure. This presentation will provide an overview of the types of doctorates available, reviews the pros and cons of moving to an entry-level clinical doctorate, and presents some potential questions that need to be discussed in an European context before such a move is considered. Key points will be illustrated for audience participants using Power Point slides.

USING DISRUPTIVE TECHNOLOGIES TO TRANSFORM KNOWLEDGE TRANSFER: THE OT24VX EXPERIENCE

Saturday, 18th June - 10:00 - OS - 7N.02 - Developments in Education - Fottrell Theatre -
Abstract ID: 735 - Oral

Ms. Angela Hook¹, Ms. Sarah Bodell¹, Dr. Susan Burwash², Dr. Merrolee Penman³,
Dr. Karen Jacobs⁴, Dr. Anita Hamilton⁵

¹University of Salford, ²Eastern Washington University, ³The University of Sydney, ⁴Boston
University, ⁵School of Health and Sports Sciences, University of the Sunshine Coast

Background:

Access to information and sharing best practice contributes to the provision of quality services (Hamilton et al 2014), however many occupational therapists are unable to attend professional development events due to financial and time constraints.

Disruptive technologies (Christensen et al 2011) have transformed when, how and with whom knowledge can be shared and led to exponential growth in global knowledge sharing (Hook et al 2014). The Occupational Therapy 24-hour Virtual Exchange (OT24Vx) was launched in 2010 and harnessed the power of digital technology to create the first free fully online occupational therapy conference. This paper describes how the approach used by OT24Vx could be replicated in a range of practice and education settings globally.

Educational Philosophy or theory:

Disruptive innovation theory contends that digital technology has transformed education into a product and/or service that is “simple, affordable, and convenient and serves many” (Christensen et al 2011, p2). OT24Vx has simplified the delivery mode and improved affordability of attending a conference whilst also building global communities of practice.

Pedagogy / educational approach(es) used:

Using digital technology, OT24Vx enables multi-relational learning (Schaber, 2014) through sharing stories among practitioners, students, service recipients and/or family members.

Evaluation:

An average of 350 participants from 30+ countries have attended the OT24Vx annually. Participants report they value networking and learning from and with global colleagues.

Application to Education and /or practice:

OT24Vx demonstrates how disruptive technologies have transformed knowledge transfer practices. The approach could be replicated in both education and practice settings globally.

MINDFULNESS IN ALLIED HEALTH PROFESSIONS EDUCATION: A SCOPING REVIEW

Saturday, 18th June - 10:20 - OS - 7N.03 - Developments in Education - Fottrell Theatre -
Abstract ID: 975 - Oral

Ms. Saara Bhanji¹, Ms. Rachelle Shepley¹, Ms. Andreja Modor¹, Mr. Andrew Bertrim¹, Dr.
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¹Western University

Background: High levels of stress have been reported in student populations in occupational therapy, physical therapy, speech-language pathology, audiology and nursing. While research on the positive effects of mindfulness among medical students has been well-documented, investigations into the potential role of mindfulness with allied health professions students is in nascent stages.

Purpose: This study aims to identify, summarize and describe the current state of knowledge on mindfulness in Allied Health Professions Education (AHPE).

Method: Arksey and O'Malley's (2005) five-step framework for scoping reviews was adopted. Databases consulted included: Scopus, PubMed, ProQuest Nursing and Allied Health, PsychINFO and CINAHL. 350 articles were identified and screened according to inclusion and exclusion criteria yielding a total of 68 articles. Each article was rated for relevance on a scale from 0 to 6, and 31 articles were included in the final analysis.

Results: Quantitative analysis revealed 6 key themes in relation to mindfulness: decreased stress, anxiety, and depression; increased quality of life/well-being, empathy; improved physiological measures; and no effect on burn-out. Qualitative findings revealed 4 overarching themes: 1) mindfulness within self-care, 2) mindfulness within professional practice placement, 3) mindfulness within the classroom, and 4) cultivation of mindfulness qualities (attention, self-awareness, compassion, non-judgement and acceptance).

Conclusion: Emerging themes suggest mindfulness practice can play an important role in allied health professions students' personal lives, professional practice placements, and in the classroom.

Applications to Practice: Understanding mindfulness in relation to AHPE is useful for the potential integration of mindfulness-based programs in professional education and practice.

THE IMPORTANCE OF BELONGINGNESS ON STUDENT LEARNING ON PLACEMENT: ‘GENERATION Y’ STUDENTS PERSPECTIVES

Saturday, 18th June - 10:40 - OS - 7N.04 - Developments in Education - Fottrell Theatre -
Abstract ID: 133 - Oral

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

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Background:

‘Generation Y’ are those born between 1982 and 2000. Practice educators have identified that ‘Generation Y’ students are posing challenges and opportunities in practice education (Hills et al, 2012). The aim of this study was to identify ‘Generation Y’ occupational therapy students teaching and learning preferences in practice education.

Method:

Using a qualitative descriptive approach and purposive sampling, twenty two second and third year students from one Australian university completed semi structured interviews on their preferred teaching and learning approaches in practice education. Transcripts were analysed thematically.

Results:

One theme generated was the desire to ‘belong’, to be part of the multi-disciplinary team. Belongingness is basic human need to ‘fit in’ and be accepted in a social setting. Four subthemes were identified including 1) Feeling welcomed by the team 2) Being a valued team member 3) Being comfortable to approach and ask questions of team members 4) Feeling supported by the team.

Conclusion:

These findings resonate with studies in nursing on the importance of belongingness on student learning on placement (Levett-Jones & Lathlean, 2008). This generation are purported to be team players that thrive on group working and this study indicates these students do have a desire to work and learn collaboratively. Whether this is a generational characteristic or a natural desire to work with others is not known. Nevertheless, students identified that ‘belonging’ is an important prerequisite to learning.

Application to Practice:

Recommendations will be provided for practice educators on ways to promote belongingness for students on placement.

IMPACTS OF OCCUPATIONAL THERAPY CREATIVE METHOD (DANCE – MOVEMENT) FOR PRESCHOOL CHILDREN WITH AUTISM TO SELF-SERVICE, SOCIAL AND MOTOR SKILLS

Saturday, 18th June - 09:40 - OS - 7O.01 - Children and Young People - O' Tnúthail Theatre -
Abstract ID: 201 - Oral

Mrs. Ksenija Stasiulienė¹, Dr. Sigitas Mingaila²

¹Lithuania University of Health Sciences, ²Lithuania

The aim of the research. Identify of dance - movement for preschool children with autism.

Methods. The study included 29 children with autism. Inclusion criteria: to obtain parents for consent; children age 5-6 years; children with autism; the set autism degree of CARS. Children were evaluated: the standardized Pediatric Evaluation of Disability Inventory “PEDI” test evaluates: the self-service and social skills. Bruininks - Oseretsky motor skills test evaluates: the gross motor, upper limb coordination and fine motor skills. Evaluations were carried out in occupational therapy class. Children were assessed three times. Assessments were for baseline, after 3 weeks and 2 months.

Results. In the purposes of dance - movement for children with autism, after 3 weeks of social skills level significantly improved to 24.2 ± 9.3 points, upper limb coordination skills improved to 7.0 ± 2.6 points, gross motor skills improved to 14.0 ± 3.9 points and fine motor skills improved to 23.2 ± 7.1 points. All these skills and self-service significantly improved after 2 months ($p < 0.05$)

Conclusion. 1. Before dance-movement sessions for children's with autism skills of self-service, social and motor skills were significantly lower compared with the normal children development. 2. For the purposes of dance - movement after 3 weeks, was a significant improvement for social and motor skills ($p < 0.05$). 3. After 2 months of dance - movement method for children with autism were statistically significant improvement for self-service self-service, social and motor skills.

($p < 0.05$).

THE SCHOOL-BASED OCCUPATIONAL THERAPY PRACTICE FRAMEWORK (SB-OT-PF): ENABLING PARTICIPATION IN PRIMARY SCHOOL LIFE FOR ALL CHILDREN

Saturday, 18th June - 10:00 - OS - 7O.02 - Children and Young People - O' Tnúthail Theatre - Abstract ID: 683 - Oral

Ms. Andrea Hasselbusch¹

¹Bournemouth University

Background:

Internationally, inclusion and participation of children with disabilities in mainstream education is widely supported by government policies. OTs struggle with the shifts in their role and practice required for this specialised area of children's OT (Erickson, 2010, Swinth & Hanft, 2002).

Method:

The British Medical Research Council (MRC) guidelines regarding research into complex interventions (MRC 2000, 2008, 2014) informed the development and evaluation of the School-based Occupational Therapy Practice Framework (SB-OT-PF). A high-level conceptual ordering of SBOT practice was developed through qualitative research in New Zealand. Those concepts were consolidated, refined and expanded into a comprehensive framework through structured reviews of literature and evidence. The SB-OT-PF was further advanced through mixed-methods research using a process evaluation approach in England.

Results:

The SB-OT-PF consists of four conceptual elements: the inclusive education context, practice principles, reasoning processes, and an OT practice process. Practice principles of occupation-centredness, ecological approach, and client-centred collaboration and consultation shape practice. Interactive-interpersonal and contextual-conditional reasoning are central to decision making. Collaborative problem solving is critical, facilitating a controlled trial and error process necessary to solve the ill-defined challenges encountered in school life. Practice principles and reasoning processes shape an OT practice process embedded in the education context.

Conclusion:

The SB-OT-PF presents a unique perspective of school-based OT equally grounded in practice reality, research evidence and informed by contemporary theory.

Application to Practice:

A comprehensive 'best-practice' framework facilitates induction of novice practitioners, continued practice development of therapists and overall service development in this specialised area of practice

REACHING UNTOUCHABLE – DEVELOPMENT OF OCCUPATIONAL THERAPY SERVICES IN KINDERGARTEN

Saturday, 18th June - 10:20 - OS - 7O.03 - Children and Young People - O' Tnúthail Theatre -
Abstract ID: 1014 - Oral

Mrs. Nikolina Janekovic¹, Mrs. Andrea Matković², Mrs. Ivana Medić³, Mrs. Sasa Radic⁴

¹Dječji vrtić Cvrčak, Omladinska 14, 51550 Mali Lošinj, Croatia, ²Croatian association of occupational therapists, Radićeva 60, Zagreb, ³Special Special Hospital for Children with Neurodevelopmental and Motoric Disorders, Goljak, ⁴Croatian association of occupational therapists

Occupational therapists in Croatian preschool education (kindergartens) have not been defined by the state pedagogical standard for preschool education, so their presence is even sometimes restricted.

Implementing new services was a quite a multidimensional challenge so there was a need to 'find a road' which could at the same time content the services users needs while changing the 'global picture'. PEOP Model provided the framework for defining and implementing strategies for provision of occupational therapy services in the preschool education system.

Due to the fact of present need and lack of the occupational therapy services, professional organisations have produced numerous position papers and responded on public consultations. Usual strategies have not produced wanted effect, and there was a need to implement case by case strategies while gathering evidence for occupational therapy services in preschool education efficiency. Based on premise "learning through doing" and PEOP model, in a way "spontaneous strategy" was implemented in number of kindergartens. This paper will present 3 cases of occupational therapy service implementation in kindergartens in different parts of Croatia.

Data gathered by the Croatian chamber of health professionals, occupational therapy registration and licensing body, showed the raise in number of occupational therapists employed in kindergarten, but there is still not sufficient number to satisfy all the parents' of children with disability demands.

This paper and the rest of the gathered evidence will provide a database of evidence based practices and a necessary tool for future lobbying for occupational therapy services in preschool education.

EXAMINING THE APPLICATION OF THE TRANSACTIONAL MODEL OF SLEEP TO PREMATURE INFANTS: A STRUCTURAL EQUATION MODELLING APPROACH WITHIN A POPULATION-BASED DATASET

Saturday, 18th June - 10:40 - OS - 7O.04 - Children and Young People - O' Tnúthail Theatre -
Abstract ID: 846 - Oral

Dr. Joanne Fallon¹, Dr. Shelly Lane², Dr. Henry Carretta³, Dr. Helen Lynch⁴

¹Enable Ireland Galway, ²School of Health Sciences, The University of Newcastle, Newcastle, Callaghan, NSW, ³Florida State University, School of Medicine, ⁴University College Cork

Background:

This study utilised structural equation modelling (SEM) to investigate factors influencing sleep patterns of preterm infants, within the Growing Up in Ireland (GUI) population-based dataset. SEM enabled the examination of multiple independent and dependent variables defined by the transactional model of sleep (Goodlin-Jones et al, 2000). This study identified infant and parent characteristics that promoted optimal sleep in preterm infants and established whether the parent-infant relationship mediated this association. A secondary purpose was to test the transactional model of sleep.

Method:

A full SEM was conducted using the AMOSTM statistical package for use with SPSS (Figure 1). A measurement model specified the relationship between observed and latent variables and a path model hypothesised the causal relationship between the latent variables, not directly measured (Tabachnick & Fidell, 2007). The preterm cohort of infants was divided into two groups (n=210 early preterm; n=527 late preterm), with results comparing both groups.

Results:

The father-infant relationship had a mediating impact on the relationship between infant temperament and nighttime waking in the early preterm group only. In contrast, the maternal-infant relationship had a mediating role in both groups.

Conclusion:

These findings add to the body of knowledge on the transactional model of sleep, and are the first to identify infant temperament and the father-infant relationship as important factors.

Application to Practice:

Given the multiplicity of variables considered by occupational therapists, SEM is an ideal research method to capture the complexity of clinical practice.

Figure 1: Full structural equation model

SUPPORTING WORK AFTER STRESS-RELATED ILL HEALTH, SPINAL CORD INJURY, AND STROKE (SYMPOSIUM)

Saturday, 18th June - 09:40 - Symposium.01 - 7H - McMunn Theatre - Abstract ID: 721 -
Symposium

Dr. Eric Asaba¹, Dr. Gunilla Eriksson², Ms. Lisa Bergmark³, Ms. Annika Öst Nilsson³, Dr.
Therese Hellman⁴

¹Associate Professor/Docent, Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Division of Occupational Therapy, ²Researcher, Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Division of Occupational Therapy, ³Doctoral Student, Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Division of Occupational Therapy, ⁴Researcher, Karolinska Institutet, Institute of Environmental Medicine, Unit of Intervention and Implementation Science

Summary of the Symposium:

Findings from 3 research projects will be presented as triggers for symposium. Topics about return to work after stress-related ill health, spinal cord injury, and stroke will be explored from multiple perspectives.

Precise timetable:

Introduction (5 min)

Conceptual foundations (10 min)

Three papers (30 min)

Relevance OT/OS (10)

Panel discussion with audience engagement (25 min)

Summary (10 min)

Background:

Persons with stress-related ill health, spinal cord injury (SCI), or stroke can greatly benefit from innovations in vocational rehabilitation practices aimed at supporting return to work (RTW). The concept of RTW will be operationally defined and discussed broadly.

Method:

Qualitative interviewing, participant observations, photovoice, and a feasibility intervention design with clinical outcome measures were used; analyses include qualitative and quantitative approaches.

Results:

RTW requires coordinated and structured support including several stakeholders and the person in focus. Competencies among health professionals as well as employers with continuous reflexivity are vital in order to create sustainable work environments for persons with disabilities.

Conclusion:

Today there are few guidelines providing evidence-based RTW rehabilitation, yet research suggests that supporting vocational reintegration is of utmost importance for these groups.

Application to Practice:

Systematic reviews, experiences from the clinic, and feasibility studies can provide concrete illustrations to understand work in an occupational context and provide guidelines and/or tools for occupational therapists to utilize in practice.

References and financial support reported for each abstract

TOOLKIT FOR ENHANCING THE COMPETENCES OF A GROUP FACILITATOR IN THE HEALTHY AND ACTIVE AGEING PROGRAMME

Saturday, 18th June - 09:40 - Workshop.01 - 7J - AC202 - Abstract ID: 839 - Workshop

Dr. Fenna Van Nes¹, Mrs. Marye Kelting², Mrs. Anke Heijnsman³

¹Research Group Occupational Therapy, ACHIEVE, Centre of Applied Research, Faculty of Health, Amsterdam University of Applied Sciences, Amsterdam, the Netherlands., ²Research group Occupational Therapy - Participation and Environment, Amsterdam Centre for Innovative Health Practice (ACHIEVE), Amsterdam University of Applied Sciences, Amsterdam, The Netherlands, ³Research group Occupational Therapy - Participation and Environment, Amsterdam Centre for Innovative Health Practice (ACHIEVE), Amsterdam University of Applied Sciences, Amsterdam

Summary of the Workshop:

Participants in the workshop will get information (10 min.) about the completely revised Dutch Healthy and Active Ageing (HAA) programme and specifically about the corresponding toolkit. The HAA programme intends to support seniors to discover what daily activities mean for their self-perceived health and well-being. The toolkit includes suggestions for group facilitators to tailor the thematic group meetings.

Participants in the workshop will experience a thematic group session in practice (60 min.) as a group member. The workshop leaders will act as group facilitators, using an example from the toolkit. This enables participants to experience the competences that are needed to support a profound and meaningful learning process, in which seniors' life experiences and wisdom are central. Afterwards, participants will discuss their reflections and experiences on the group facilitators role (20 min.).

Maximum number of participants:

Maximum of 15 participants.

Brief description of intended participants:

This workshop would be suitable for occupational therapist who are interested in group work with seniors, health promotion and positive approaches to ageing, health and wellbeing.

SOCIAL INEQUALITY: THE IMPACT OF STROKE ON THE WORKING LIVES OF STROKE SURVIVORS AND THEIR CARERS

Saturday, 18th June - 09:40 - Workshop.01 - 7I - AC201 - Abstract ID: 232 - Workshop

Mrs. Nichola Williamson¹, Dr. Wendy Bryant¹

¹School of Health and Human Sciences, University of Essex, Wivenhoe Park, Colchester, Essex, England.

Rationale: In collaborative work with an independent stroke charity, the views of stroke survivors and their carers offered insight to social inequalities affecting their working lives. Stroke is recognized as the single largest cause of disability (National Audit Office 2010, Stroke Association 2014). National guidelines for best practice cover rehabilitation after stroke and in the long term (NICE, 2013) and more generally in the National Stroke Strategy (DoH, 2007). The first phase of this local project explored the views of service users, stroke survivors and carers, who were experiencing occupational injustice despite rehabilitation and other services. **Purpose:** This workshop will explore the following via presentation, group exercise and discussion:

- What is the impact of stroke on the working lives of stroke survivors and their carers?
- What social inequalities are experienced by stroke survivors and their carers?
- How can voluntary organizations and occupational therapists work together to best support the long term needs of stroke survivors and carers in the community?

The outcome of the workshop will be that delegates gain a greater understanding of social inequalities and the long term impact of stroke on the working lives of survivors and their carers. There will also be an opportunity to explore possible solutions for achieving occupational justice in the community.

Maximum number of participants:

The workshop will be available for all interested parties

Brief description of intended participants:

This workshop would be suitable for all participants

USING GOAL ATTAINMENT SCALING AS AN OUTCOME MEASURE IN OCCUPATIONAL THERAPY PRACTICE AND RESEARCH

Saturday, 18th June - 09:40 - Workshop.01 - 7L - AC204 - Abstract ID: 176 - Workshop

Ms. Claire Kearns¹, Prof. Agnes Shiel²

¹HSE Cavan Monaghan Mental Health Service, Cavan General Hospital, Cavan, Ireland and Discipline of Occupational Therapy, National University of Ireland, Galway., ²Discipline of Occupational Therapy, National University of Ireland, Galway, University Road, Galway,

The process of setting measurable, attainable and meaningful goals is essential to evaluate therapeutic interventions in both occupational therapy research and clinical practice (Kleinrahm, 2013).

Goal Attainment Scaling (GAS) was developed almost 50 years ago by Kirusek and Sherman (1968) to evaluate outcomes in mental health settings. GAS has since been applied to research and clinical practice in diverse areas including paediatrics (Steenbeek, 2008), cognitive rehabilitation (Malec, 1999), amputee programmes (Rushton & Miller, 2002) and youth mental health (Cairns, 2015).

GAS involves identifying individualised goals with clients and developing a sensitive, criterion-referenced measure of change so that a personalised outcome measure is developed for each individual (King et al, 2000). Establishing client goals and indicators for progress can be a time consuming process initially for therapists (Krasny-Pacini et al, 2013), with many therapists reporting initial discomfort during the process (Malec et al, 1999). Malec et al (1999) recommend that practitioners are coached by experienced GAS users to develop confidence using the process.

This interactive workshop will incorporate education, group work and coaching techniques with the overall purpose for attendees to be confident applying GAS to their area of research or practice. Further objectives are to:

- Introduce to GAS and its applications
- Explore the psychometric properties of GAS
- Provide GAS case examples from practice and research
- Practice setting goals using GAS
- Problem solve common errors
- Examine GAS rating methods

Suitable for therapists and researchers from a diverse range of settings due to its wide applicability

PERSPECTIVE ON POTENCIES. RECOVERY BY ENHANCING EXECUTIVE FUNCTIONS.

Saturday, 18th June - 09:40 - Workshop.01 - 7Q - AC215 - Abstract ID: 1213 - Workshop

Ms. Marion Ammeraal¹, Ms. Juul Koene²

¹GGZ inGeest mental health organization, Amsterdam, the Netherlands.
m.ammeraal@ggzingeest.nl, ²Hogeschool Leiden, Leiden, the Netherlands, koene.j@hsleiden.nl

In mental healthcare a transition is seen from treatment of symptoms to recovery and living a meaningful life in the community. Four interdependent components of recovery can be distinguished: clinical, functional, societal and personal. Functional recovery gets too little attention in contemporary mental health care. Functional recovery is about the “underlying” processes and capacities needed for social functioning and participation. When these processes are insufficient developed and/or damaged these deficits can hinder fulfilling occupational roles and maintaining meaningful relationships.

An interdisciplinary group of professionals and mental health service users collaborates to design a method detecting difficulties of executive functioning in a real life environment and to investigate the available capacities as base for improvement.

Occupational therapists are since long familiar with assessment and training of executive functioning in real life contexts. The evidence base of this training in mental health is scarce, as much research is focused on symptom reduction or participation. Unfortunately OT assessments and interventions are not always known by other professionals. The knowledge and skills of OT would therefore make a valuable addition to development of the proposed method. We are convinced that OT and the service users they work with will benefit from the use of this method.

This interactive workshop aims for a mutual beneficial session in sharing knowledge.

The maximum number of participants is 25.

This workshop is suitable for occupational therapists, researchers and educators familiar with persons with mental illness and/ or persons with cognitive and /or neurological illnesses within real life contexts.

DIGITAL STORYTELLING FOR REFLECTION AND LEARNING FROM EXPERIENCE

Saturday, 18th June - 09:40 - Workshop.01 - 7S - AC216 - Abstract ID: 541 - Workshop

Mrs. Cecilie Kruger¹, Mrs. Lisebet Skarpaas¹, Mrs. Grete Jamissen², Mrs. Vigdis Holmberg¹,
Ms. Anne Lise Tora Berit Nilsen³, Ms. Elin Jøranlid Pedersen³

¹Occupational Therapy Programme, Faculty of Health Sciences, Oslo and Akershus University College, ²Section for Multimedia, Oslo and Akershus University College, ³Oslo and Akershus University College of Applied Sciences, Oslo

Summary of the Workshop:

Evidence Based Practice is emphasized in placement, to integrate theoretical knowledge with experience and user knowledge. However, the theoretical and scientific aspects have tendencies to get most attention. At HIOA, digital storytelling has been implemented to strengthen the focus on personal and emotional experiences from placement, and furthermore focus on reflection in experience-based knowledge.

The workshop will introduce digital storytelling in occupational therapy education with examples of stories made by students after placement in the 2nd year. The purpose is to share experiences with digital storytelling, and discuss possibilities for application in occupational therapy education and practice. Digital storytelling may offer an alternative approach to reflect through a personal story using multimodality to develop the professional therapeutic role.

Objectives of the workshop is to be introduced to digital storytelling, experience a part of the process of making a digital story and discuss and reflect on educational areas for application. Participants will be invited to engage actively in parts of a digital storytelling process.

Maximum number of participants: 30.

Brief description of intended participants:

This workshop would be suitable for practitioners, students and faculty members.

References

Jamissen, G., & Skou, G. (2010) 'Poetic reflection through digital storytelling—a methodology to foster professional health worker identity in students', *Seminar.net, Media, technology and lifelong learning*; (online) 6 (2), pp. 177–191

Lal, S., Donnelly, C., & Shin, J. (2015) 'Digital Storytelling: An Innovative Tool for Practice, Education, and Research', *Occupational therapy in health care*, 29 (1), pp. 54-62

STRENGTHENING COMMUNITIES IN EUROPE: HUMAN RIGHTS

Saturday, 18th June - 09:40 - Workshop.01 - 7K - AC203 - Abstract ID: 1183 - Workshop

Prof. Clare Hocking¹

¹Auckland University of Technology

Purpose: To encourage occupational therapists to consider involving communities in helping vulnerable people live better and be healthier.

Rationale: In everyday practice, occupational therapists meet people who are not doing well: those who keep coming back and those who don't get better. For those whose health problems are compounded by poverty, discrimination and other disadvantages, individually tailored interventions are less effective. Recognizing that increased health risks are determined by social rather than biological differences, the World Health Organization asserts that health is a right. The WFOT position statement (2006) relates human rights to everyday occupation and charges us with responsibility to address them. One avenue is the international research demonstrating that being well connected to community correlates with enhanced well-being, belonging and safety; having more resources and support to call on; and increased longevity.

Objective: Participants envisage and justify working with vulnerable populations to achieve health as a human right.

Format: A brief presentation examines two key concepts: health as a human right and community networks. Participants reflect on their own community attachments, and the characteristics of community that bring individuals into society. Then, while recognising that diverse groups might benefit from strengthened community ties, participants work in small groups to envisage shared occupations to foster connection, respect and interdependence for a specific population.

Maximum number of participants:

60

Brief description of intended participants:

This workshop is suitable for novice and experienced practitioners and educators.

References:

WFOT (2006) Human rights position paper. Available at: <http://www.wfot.org/ResourceCentre.aspx> (Accessed 4 June, 2015).

LIVING EXPERIENCES OF DOING CITIZENSHIP

Saturday, 18th June - 09:40 - Workshop.01 - 7P - Tyndall Theatre - Abstract ID: 1031 - Workshop

Mrs. Hetty Fransen¹, Ms. Inés Viana², Dr. Sarah Kantartzis³, Dr. Nick Pollard⁴

¹University of Tunis El Manar, ²Department of Health Sciences, Faculty of Health Sciences, University of A Coruña, La Coruna, ³Queen Margaret University, ⁴Sheffield Hallam University

Summary of the Workshop:

Purpose: The purpose of this workshop is to explore the practice of participatory citizenship as a lived experience. Different dimensions of daily life citizenship will be addressed: firstly, the lived experiences of equity, social value and recognition; secondly, our living spaces where we practice citizenship; and thirdly, practices of partnerships and participation in political life.

Rationale: A citizenship perspective is an important approach for occupational science and occupational therapy related to participation in society. Focus on practices of participatory citizenship are not yet extensively present in research, education and practice.

Format: Brief presentation, group activities and discussion.

Objectives: The aims are to enhance understanding and identification of how lived experiences of participatory citizenship are embedded and shaped by activities in real life, and to learn to articulate processes of participatory citizenship.

Maximum number of participants: 40

Brief description of intended participants:

This workshop is suitable to all persons interested in the issue of citizenship, occupation and occupational therapy.

References:

Fransen H, Kantartzis S, Pollard N & Viana Moldes I. (2013) Citizenship: exploring the contribution of

Occupational Therapy. Available from: http://www.enothe.eu/activities/.../CITIZENSHIP_STATEMENT_ENGLISH.pdf

Fransen, H., Pollard, N., Kantartzis, S., Viana-Moldes, I. (2015). Participatory citizenship: Critical perspectives on client-centred occupational therapy, *Scandinavian Journal of Occupational Therapy*, 201 (22) pp. 260-266.

Financial support by ENOTHE is gratefully acknowledged.

MINDFULNESS-BASED INTERVENTIONS FOR POPULATIONS ACROSS THE LIFESPAN

Saturday, 18th June - 09:40 - Workshop.01 - 7R - AC214 - Abstract ID: 665 - Workshop

Dr. Donna Costa¹

¹Touro University Nevada

The development and application of mindfulness-based interventions throughout healthcare has grown exponentially in the past decade (Didonna, 2009). Mindfulness-Based Stress Reduction (MBSR) was the first intervention to be developed and it has been successfully replicated around the world over the past three decades. MBSR has been shown to decrease pain, reduce stress and anxiety, promote healing in psoriasis, improve health in cancer, and alleviate depression, just to name a few. (Baer, 2007). Mindfulness-based Elder Care has been successfully implemented in residential facilities for frail elderly and their caregivers. (McBee, 2008). Mindfulness-based Chronic Pain Management is a 13 week program that has been implemented in both a face to face and a distance format to teach patients the skills they need to effectively manage their chronic pain conditions. (Gardner-Nix, 2009) Participants are taught mindfulness skills as well as taught how emotions and thoughts affect physical symptoms, and they learn ways to manage the depression and anxiety that often occur co-morbidly with chronic pain. There are a number of mindfulness-based interventions that have been developed for diabetes which is reaching epidemic proportions in the U.S. Depression, another chronic disease condition that affects millions of people world-wide, is targeted in Mindfulness-based Cognitive Therapy (MBCT). Numerous mindfulness-based interventions have been developed for children and teens and the evidence supporting their use is growing exponentially. Occupational therapists can benefit from learning about these interventions; not only will their patients/clients benefit, but health care professionals who regularly practice mindfulness report increased ability to manage stress levels.

JIP: INTERNATIONAL COLLABORATION ON RESEARCH PROJECTS RELATED TO HEALTH PROMOTION AND SELF-MANAGEMENT

Saturday, 18th June - 09:40 - Workshop.01 - 7T - Dunican Theatre - Abstract ID: 764 - Workshop

Mr. Ton Satink¹, Dr. Ursula Costa², Dr. Debbie Kramer Roy³, Dr. Kee Hean Lim³,
Dr. Pier Paolo Pasqualoni⁴, Ms. Daniela Senn⁵, Dr. Dominique Van De Velde⁶,
Prof. Patricia De Vriendt⁷

¹HAN University of Applied Sciences, ²Department of Occupational Therapy, University of Applied Health Sciences Tyrol, ³Brunel University London, ⁴University of Applied Health Sciences Tyrol, ⁵University of Applied Sciences ZHAW Winterthur Switzerland, ⁶Ghent University - Department of physiotherapy and rehabilitation sciences - Occupational Therapy Program, ⁷Artevelde University College

Summary of the Workshop:

In 2013, different partner institutions agreed upon the development of a 'Joint International Project' (JIP) regarding the topics of Health Promotion and Self-management. Main objectives were to promote internationalization and collaboration between institutions in higher education, and to facilitate exchange and development of knowledge on an international level for Bachelor and Master students, as well as for lecturers and researchers.

The JIP means that on at least two different places, (student) project groups work separately or together. They organize reflective meetings via skype, mail, or work visits. Topic related questions can be shared, and research outcomes can be compared or discussed together. Several 'pilot-OT-JIP's' have been running in the last two years.

In the workshop we will present the JIP, experiences in developing and organizing it from both students' and teacher's perspectives, and introduce to some products and outcomes. We aim to have a dialogue and collect ideas related to

- future development of joint international research projects among existing and new participating institutions for students and staff to engage in;
- using e-learning tools;
- (stimulating) learning opportunities among students participating in the JIP
- challenges which are typically met in the attempt to make international and multi-professional collaboration work, and
- ways to overcome initial problems arising in the process of agenda setting and group formation.

Maximum number of participants:

40 participants

Brief description of intended participants:

Lecturers, researchers, practitioners, and students who are interested in international collaboration related to health promotion and self-management.

THE ABILITY TO PERFORM ACTIVITIES OF DAILY LIVING AMONG PERSONS WITH BIPOLAR DISORDER

Saturday, 18th June - 11:30 - OS - 8A.01 - Participation and mental health - AC213 - Abstract ID: 357 - Oral

Mrs. Lone Decker¹, Ms. Conny Träger², Mrs. Eva Ejlersen Wæhrens³, Mrs. Maj Vinberg⁴

¹Department of Physiotherapy and Occupational Therapy, Metropolitan University College, Copenhagen, Denmark, ²The Mood Disorder Clinic, Psychiatric Centre Copenhagen. University of Copenhagen, Denmark, ³The Parker Institute, Copenhagen University Hospital, Frederiksberg, Denmark. Institute of Public Health, University of Southern Denmark, Odense, Denmark., ⁴The Mood Disorder Clinic, Psychiatric Centre Copenhagen. University of Copenhagen, Denmark

Background:

A large proportion of persons with bipolar disorder (BD) experience cognitive impairments and activity limitations even when in remission (1). While most research concerning functioning has focused on cognitive impairments, the aim of this study is to describe the ability to perform Activities of Daily Living (ADL) among persons with BD reporting cognitive impairments and compare their ADL ability to healthy persons of similar age.

Method:

Participants (n = 43) with BD (based on ICD-10 diagnostic criteria), aged 18-60 years, in full remission defined by Hamilton Depression Rating Scale (HDRS-17) and the Young Mania Rating Scale (YMRS) scores ≤ 7 and with complaints of subjective cognitive difficulties of moderate to severe degree by scores ≥ 13 on the Cognitive Complaints in Bipolar Disorder Rating Assessment (COBRA) questionnaire. The ADL ability was assessed with Assessment of Motor and Process Skills (AMPS).

Results and conclusion:

The preliminary results indicate that participants have an ADL motor and ADL process ability similar to healthy persons at the same age, although many were below the mean. This is most pronounced for the ADL process ability.

Application to Practice:

More knowledge about the ADL ability among persons with BD could be useful when developing intervention program aiming to improve functioning.

References:

Bonnin, C. M., et al. (2010). Clinical and neurocognitive predictors of functional outcome in bipolar euthymic patients: A long-term, follow-up study. *Journal of Affective Disorders*, 121(1-2), 156-160.

Financial support by Lundbeck Foundation is gratefully acknowledged.

CHARACTERISTICS OF NORWEGIAN CLUBHOUSE MEMBERS AND FACTORS ASSOCIATED WITH THEIR PARTICIPATION IN WORK AND EDUCATION

Saturday, 18th June - 11:50 - OS - 8A.02 - Participation and mental health - AC213 - Abstract ID: 525 - Oral

Ms. Maria Fouad¹, Mr. Tore Bonsaksen¹, Mrs. Lisebet Skarpaas¹, Ms. Hege Nordli², Ms. Orsi Fekete², Ms. Torhild Stimo³

¹Oslo and Akershus University College of Applied Sciences, Oslo, ²Fontenhuset i Oslo, ³Clubhouse Norway

Background:

Persons with mental health problems, in particular persons with psychosis, have more problems related to getting and keeping a job than people in the general population. Clubhouses for persons with mental health problems are becoming increasingly common, but little is known about clubhouse members and their participation in work and education. The aim of this study was to explore these issues.

Method:

A member survey was conducted at one clubhouse in Oslo during February 2015. The data were analysed with descriptive statistics and logistic regression analysis.

Results:

Eighty-nine clubhouse members completed the survey (response rate 55.6 %). More than half of the sample had a desire to work, but only 14 % participated in ordinary work. The participants were relatively old, and they were frequent users and long-time members of the clubhouse. Higher age among the participants decreased their chances for participating in work and/or education.

Conclusion:

The study indicates that the clubhouse is of importance to its members, and that older members who have a desire to participate in work and/or education may be particularly challenged in their work towards such goals.

Application to Practice:

Participation in the clubhouse activities and environment may be important to members in and of itself. However, given the discrepancy between the desire to work and actual work in the sample, efforts should be directed towards facilitating work participation.

INSTITUTIONAL INJUSTICES: APPLYING OCCUPATIONAL JUSTICE THEORY TO OCCUPATIONAL THERAPY PRACTICE

Saturday, 18th June - 12:10 - OS - 8A.03 - Participation and mental health - AC213 - Abstract ID:
197 - Oral

Ms. Claire Kearns¹, Prof. Agnes Shiel²

¹HSE Cavan Monaghan Mental Health Service, Cavan General Hospital, Cavan, Ireland and
Discipline of Occupational Therapy, National University of Ireland, Galway., ²Discipline of
Occupational Therapy, National University of Ireland, Galway, University Road, Galway,

Background:

Occupational justice theory highlights the basic human right to engage in meaningful occupation to sustain health and quality of life (Wilcock and Townsend, 2000) and is implicit in occupational therapy's social vision (Whiteford and Townsend, 2011) to the extent that the role and responsibility of occupational therapists in highlighting occupational injustices is enshrined in the World Federation of Occupational Therapy's Position Statement on Human Rights (2006). However, occupational justice theory remains disconnected from occupational therapy practice with a need for further examples applying occupational justice (Durocher et al, 2014). This study presents a practical example of the application of occupational justice models in practice.

Method:

Qualitative interviews were conducted with two individuals with enduring mental illness, resident in an institution. Data analysis was conducted from a qualitative description approach (Neergard et al, 2009). Ethical approval was received for this study.

Results:

The following occupational injustices are highlighted and described in this case of a psychiatric institution relating to the Stadnyk et al. (2010) framework: occupational alienation; occupational deprivation; occupational marginalisation and occupational imbalance. Whiteford and Townsend's model (2011) is used to reflect on these occupational injustices critically, and the roles and responsibilities of the occupational therapist are highlighted.

Conclusion:

Practical applications of occupational justice models not only bridge the gap between science and practice but empower occupational therapists to highlight injustices in individual and population-based practice scenarios.

Application to Practice:

This presentation applies the theory of occupational justice to occupational therapy practice.

THE DEVELOPMENT OF AN OCCUPATION-FOCUSED SELF-MANAGEMENT PROGRAMME FOR STUDENTS IN HIGHER

Saturday, 18th June - 12:30 - OS - 8A.04 - Participation and mental health - AC213 - Abstract ID: 1026 - Oral

Mr. Kieran Lewis¹, Dr. Clodagh Nolan², Dr. Elizabeth Mc Kay³

¹Unilink Service, Trinity College Dublin, ²Trinity College Dublin, ³Brunel University London

Background:

Research has shown that students experiencing mental health difficulties report greater difficulty engaging in their student role, which can lead to lower rates of retention in college (Mowbray et al., 2005) and ultimately lower rates of progression into the workplace (Mechanic et al 2002, National Disability Authority 2015). The increased expectation to take responsibility for managing one's self and one's health and well-being is central to the role of a student within higher education. This paper outlines the development of an occupation-focused self-management programme, used within a college-based Occupational Therapy service, aiming to support students in this personal development of practical self-management skills.

Method:

A two-pronged approach was taken to the research involving two separate strands; firstly, a strand related to students' experiences of engaging in the programme using a mixed methods approach; and secondly a staff strand used to gather Occupational Therapists' perspectives of the programme using qualitative methods.

Results:

This paper will include preliminary findings from my doctoral research, based upon thematic analysis of interviews with students and staff who have used the programme.

Conclusion:

This research proposes the value of a student specific self-management approach, based upon collaboration between student and OT, to facilitate learning through engagement in the broad variety of opportunities within the student role.

Application to Practice:

OTs, through the use of occupation-focused approaches (Fisher, 2013), should start to view higher education as an opportunity for students to learn and for recovery; and certainly an opportunity for occupational therapy to greatly contribute.

PICTURE THIS: USING PHOTOVOICE TO EXPLORE THE LIVED EXPERIENCE OF HIGH-FUNCTIONING STROKE SURVIVORS

Saturday, 18th June - 11:30 - OS - 8B.01 - Stroke - O' Flaherty Theatre - Abstract ID: 842 - Oral

Ms. Maria Maratos¹, Ms. Linh Huynh¹, Ms. Julia Tan¹, Mr. Jordon Lui¹, Prof. Tal Jarus²

¹University of British Columbia, ²Occupational Science and Occupational Therapy, University of British Columbia

Introduction: Community participation is a critical component of occupational engagement and quality of life (QOL) following stroke. An increasing number of stroke survivors are presenting with minimal functional impairments. These high-functioning stroke survivors are often discharged with minimum community supports and services for engagement in occupations. Despite their high level of function, they may have overlooked impacts from stroke that hinder their participation.

Objectives: To explore the lived experience of high-functioning stroke survivors and their perspectives on limitations in community participation.

Methods: Photovoice, a community-based participatory research method, was used with 5 high-functioning stroke survivors who photo-documented their experiences related to daily occupations. Stories and meanings behind the photographs were elicited through 5 focus group sessions, which were audio-recorded, transcribed verbatim and analyzed to identify themes. Participants hosted 2 community photo exhibitions to educate the public and stimulate change.

Results: Five themes emerged: importance of appropriate and accessible services, financial determinants of QOL, lack of understanding and consideration for persons with disability, self-reliance and dependence on others, and emotional and behavioural impacts after stroke. The community photo exhibitions attracted stakeholders and provided insight into a need for change.

Conclusion: Photovoice is a client-centred approach that has strengthened our understanding of the occupational needs of high-functioning stroke survivors through the use of participant-generated data. This may contribute to the understanding of the barriers and facilitators for engaging in daily occupations of stroke survivors, and the development of meaningful community programs and services that can increase participation and QOL for stroke survivors.

PRIMARY PREVENTION OF STROKE: DEVELOPING AN UNDERSTANDING OF LIFE BEFORE STROKE

Saturday, 18th June - 11:50 - OS - 8B.02 - Stroke - O' Flaherty Theatre - Abstract ID: 920 - Oral

Dr. Eric Asaba¹, Dr. Erika Johansson², Dr. Ann-Helen Patomella³, Prof. Anders Kottorp⁴, Dr. Susanne Guidetti³, Prof. Kerstin Tham⁵

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Background:

Stroke is the third leading cause of global disease-burden estimated using disability-adjusted life years. Yet, there are potential benefits for both person and society if the incidence of first-ever stroke could be reduced. There is vast knowledge about life after stroke (Eriksson et al, 2010), yet little is known about life before stroke. The aim of this study was to explore experiences of engaging occupations, first healthcare experiences, and everyday technology use among adults at risk for stroke.

Method:

Qualitative structured and semi-structured interviews were conducted with persons over the age of 40 and identified within primary healthcare settings as being at risk for stroke. Risk assessment was based on the Stroke Risk Card and Swedish Lifestyle Survey.

Results:

Results are presented in themes characterizing balance of engaging occupations in everyday life, early encounters with primary healthcare providers, and everyday technology use.

Conclusion:

Although still in progress, the lack of systematic screening and follow-up in primary healthcare focusing on stroke prevention is an important step in a continuum of occupational therapy services.

Application to Practice:

Preliminary results are indicative of the need for more community- and occupation-based OT services focusing on illness/disease prevention within the primary healthcare system. This study contributes with early evidence.

References

Erikson, A., Park, M., Tham, K. (2010) Belonging a qualitative, longitudinal study of what matters for persons after stroke during one year of rehabilitation, *Journal of rehabilitation medicine*, 42, 831-838.

Financial support by Vårdal Foundation and National Foundation on Aging Research is gratefully acknowledged.

EXPERIENCES OF THE USE OF ICT IN EVERYDAY LIFE AMONG PEOPLE THE FIRST YEAR AFTER STROKE

Saturday, 18th June - 12:10 - OS - 8B.03 - Stroke - O' Flaherty Theatre - Abstract ID: 913 - Oral

Mrs. Martha Gustavsson¹, Dr. Charlotte Ytterberg², Prof. Kerstin Tham², Ms. Mille Nabsen
Marwaa³, Dr. Susanne Guidetti⁴

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Background:

The use of information and communication technology (ICT) including mobile phones, tablets and computers are rapidly increasing and are integrated in people's everyday activities. The aim for this study is to identify how persons with stroke 6-12 months after stroke, are using and have integrated ICT in their everyday life.

Method:

To capture the participants experiences 14 individual and one focus group interview were carried out in Denmark and Sweden. The participants consisted of eleven men and seven women in the ages between 41-79 years with mild to moderate stroke. The material were transcribed and analysed using grounded theory.

Results:

The four categories represent areas in everyday life where ICT is being used. Managing daily life: Using ICT is a necessity today for managing daily life. Staying connected: Being able to get in touch with others at all times has become much more important, for both the individuals themselves and their families after the stroke. Fun and entertainment: Entertainment, such as listening to the radio, watching TV, play games and listening to music was a big motivation for starting and continuing the use of ICT. Promoting wellbeing: The participants were aware of the need for rehabilitation after the stroke and performed activities to feel well and improve functions.

Conclusion:

There are great motivations for using ICT after stroke but support and adaptations can be necessary to support everyday life and rehabilitation.

Application to Practice:

This knowledge can be used to help in developing ICT based rehabilitation models after stroke.

OUTCOMES OF AN OCCUPATIONAL THERAPY DRIVING ASSESSMENT PATHWAY FOR PEOPLE WITH STROKE AND MILD COGNITIVE IMPAIRMENT IN AN IRISH ACUTE CARE HOSPITAL.

Saturday, 18th June - 12:30 - OS - 8B.04 - Stroke - O' Flaherty Theatre - Abstract ID: 929 - Oral

Dr. Tadhg Stapleton¹, Ms. Joan Elliott²

¹Trinity College Dublin, ²Naas General Hospital

Background

Assessing fitness to drive in the clinical setting is an area of practice that therapist often feel ill-equipped to address. An agreed pathway for assessing fitness to drive in an acute care hospital setting was established. The pathway is led by occupational therapy (OT) with inputs from the stroke physician/geriatrician, and the on-road driving assessor.

Method

The assessment pathway includes several standardized measures including the Rookwood Driving Battery, and OT DORA, the pathway has been operational since 2012. A retrospective chart audit is currently underway to review the outcomes of the pathway.

Results

In the first 30 months 172 occupational therapy off-road assessments were completed. Preliminary findings indicate that a fitness to drive decision could be made for 52% of the stroke group, and 25% of the MCI group based on the OT assessment alone. A greater proportion of the MCI group (75%) needed on-road testing. Initial findings indicate that driving classification based on the Rookwood Driving Battery is overly cautious and not reflective of final outcome among this sample. Successful outcomes following on-road testing is high (100% for stroke, 61% for MCI).

Conclusion

Incorporating evidence based standardized tools to assess fitness to drive in practice is essential, however, functional assessment and clinical reasoning must underpin the interpretation of the tests.

Application to Practice

The pathway can be delivered as part of everyday OT practice and the findings show that occupational therapists in clinical setting have a key contribution to make in the overall assessment of fitness to drive.

PSYCHOMETRIC PROPERTIES OF THE PROXY-REPORTED ACTIVITIES-SPECIFIC BALANCE CONFIDENCE (ABC-P) SCALE AMONG INDIVIDUALS WITH INTELLECTUAL DISABILITY

Saturday, 18th June - 11:30 - OS - 8C.01 - Intellectual Disability, Activity and Participation -
Anderson Theatre - Abstract ID: 758 - Oral

Mr. Joshua Selvadurai¹, Mr. Manigandan Chockalingam²

¹Yooralla, ²National University of Ireland, Galway

Background:

The fear of falling impairs mobility and independence among individuals with intellectual disability. Little is known about the domain of fear of falling, and the lack of studies addressing proxy-reported fear of falling is often attributed to the unavailability of valid and reliable assessment tools that are specific to individuals with intellectual disability.

Method:

We assessed the validity and reliability of the proxy-reported Activities-specific Balance Confidence Scale (ABC-P) for determining balance issues related to the fear of falling among individuals with intellectual disability attending an Employment Development Centre at “Movement for the Intellectually Disabled of Singapore (MINDS)”, Singapore. Training officers of 42 participants assessed the fear of falling using the ABC-P. Therapist-assessed balance using the Berg Balance Scale, functional mobility using the Timed Up and Go Scale and functional independence using the modified Barthel Index and the Lawton’s Score of Instrumental Activities of Daily Living were recorded.

Results:

Good concurrent validity was observed between the ABC-P and participants’ balance ($r=0.316$; Significance $=0.021$). The ABC-P had excellent validity for predicting falls ($r= -0.72$; Significance $=0.0001$) among individuals with intellectual disability. The inter-rater (ICC $=0.973$) and test-retest reliabilities (ICC $=0.976$) between training officers were excellent.

Conclusion:

Thus, the ABC-P is a valid and reliable tool for assessing the fear of falling among individuals with intellectual disability.

Application to Practice:

Proxy-reported fear of falling is reliably assessed through ABC-P. Its periodic administration among individuals with intellectual disability could reliably predict falls and functional deterioration.

PARTICIPANT OBSERVATION AS A RESEARCH METHOD IN GROUP HOMES FOR PEOPLE WITH INTELLECTUAL DISABILITIES

Saturday, 18th June - 11:50 - OS - 8C.02 - Intellectual Disability, Activity and Participation -
Anderson Theatre - Abstract ID: 497 - Oral

Mr. Georg Gappmayer¹

¹University of Applied Sciences Wiener Neustadt

Background:

The focus of this research is on occupations and interactions in group homes for people with intellectual disabilities in Austria. The doings and sayings of care-givers and care-receivers are analyzed with a transactional approach. This approach wants to overcome the duality between person and environment. With this focus the meanings of occupations will be questioned. The experience of participant observation as a research method in this particular site will be reflected in this presentation.

Method:

Ethnography, including participant observation was conducted. The data collection was performed over a period of three years in three different group homes for people with intellectual disabilities in Austria.

Results:

Observing occupations and interactions over a longer period of time integrates the researcher in the research site and she or he becomes “native”. As a native person one gets more profound information and observations, but this also requires a more reflexive approach to research. It is important to reflect on the impact of one’s own occupational therapist identity in this specific site. There is also a risk of biased results due to the care-receivers and care-givers having divergent levels of skills, and talking and reflecting differently about meanings of occupations.

Conclusion:

There are strengths and challenges of participant observation as a research method in disability research.

Application to Practice:

Participant observation is not just a scientific research tool, but central for understanding occupations and a necessary aspect of occupational therapy.

VALUING THE EDGES: EXPLORING THE PROCESS OF BELONGING WITH PEOPLE WITH LEARNING DISABILITIES AND THEIR SUPPORT WORKERS

Saturday, 18th June - 12:10 - OS - 8C.03 - Intellectual Disability, Activity and Participation - Anderson Theatre - Abstract ID: 853 - Oral

Ms. Simone Coetzee¹, Dr. Elizabeth Mc Kay², Dr. Wendy Bryant³, Dr. Lindsey Nicholls²

¹University of Essex, ²Brunel University London, ³School of Health and Human Sciences, University of Essex, Colchester, Essex

Background:

This is part of a doctoral study examining the experience of participation in a horticultural social enterprise. This section considered the complex relationship between participants with learning disabilities and their support workers; how this relationship both facilitated, and was at times barrier to, inclusion (Johnson et al. 2010).

Method:

A qualitative methodology using participatory action research (PAR) (Koch & Kralik, 2009) and critical ethnography (Madison, 2005) was chosen. A PAR group of people with learning disabilities and their support workers generated data about their experiences and occupations on site, alongside researcher field notes.

Results:

A sense of invisibility shared by participants with learning disabilities and their support workers, initially affected trust and belonging within the group and garden. The process of PAR built relationships and fostered acknowledgement of all participant's interests and roles.

Conclusion:

The value of developing partnerships that promote access, agency and meaning within occupation was identified as key to full engagement and belonging for all participants.

Application to Practice:

Support workers are vital in facilitating people with disabilities in occupation: as occupational therapists we need to understand the complexity of their roles to work with support workers effectively.

Acknowledging these relationships as complex and valuable will enable better use of personal budgets.

References

Johnson K., Walmsley J., Wolfe, M. (2010) People with Intellectual Disabilities: Towards a good life? Policy Press, Bristol

Koch, T and Kralik D. (2009) Participatory action research in healthcare. Blackwell, Oxford.

Madison, D.S. (2005) Critical Ethnography: Method, Ethics and Performance, Sage, London

ENABLING MEANINGFUL ACTIVITIES IN DAILY LIVING AND QUALITY OF LIFE IN NURSING HOMES: STEPWISE DEVELOPMENT OF A MULTIDISCIPLINARY CLIENT-CENTRED APPROACH

Saturday, 18th June - 12:30 - OS - 8C.04 - Intellectual Disability, Activity and Participation - Anderson Theatre - Abstract ID: 540 - Oral

Prof. Patricia De Vriendt¹, Ms. Elise Cornelis¹, Mr. Ruben Vanbosseghem¹, Mrs. valerie Desmet¹, Ms. Lien Van Malderen², Mrs. Ellen Gorus³, Dr. Dominique Van De Velde⁴

¹Artevelde University College, ²Vrije, ³Vrije Universiteit Brussel, ⁴Ghent University - Department of physiotherapy and rehabilitation sciences - Occupational Therapy Program

Background:

Engagement of Nursing Home residents (NHR) in meaningful activities of daily living (MADL) enhances autonomy and Quality of Life. This project aimed to develop an approach to identify and enable NHR' needs for MADL.

Method:

The approach was developed based on Campbell's (2008) 'framework for design and evaluation of complex interventions to improve health care' including (1) a qualitative study with 15 NHR exploring their MADL needs; (2) a survey with 143 NHR determining the components of a new MADL approach; (3) a qualitative analysis of 21 'good practices'; (4) 6 focusgroups with different stakeholders (nurses, management, activity-coaches, occupational therapists; n=69) to identify their visions on MADL and to support implementation; (5) a systematic review on interventions to enrich MADL and finally (6) the development/evaluation of a new approach in one living lab examining the feasibility, benefits for NHR and acceptability for the staff.

Results:

A client- and activity-oriented approach was developed, characterized by an active participatory attitude of NHR and caregivers. Based on a systematic therapeutic process, four phases are distinguished, from an initial 'getting to know each other', over an all-encompassing evaluation of the wishes, desires, priorities, facilitating and inhibiting factors. After cataloguing the resources and strengths of the NHR, a plan to enable NHR' preferred MADL can be developed.

Conclusion:

This promising empowering approach needs to be further examined in a RCT to evaluate its outcome and implementation potentials.

Application to Practice:

This approach guides NHs to develop a creative and innovative attitude towards NHR' MADL.

FEASIBILITY OF A POLICY GAME TO ENHANCE POLITICAL REASONING SKILLS OF BACHELOR STUDENTS

Saturday, 18th June - 11:30 - OS - 8E.01 - Education: Academic - Kirwan Theatre - Abstract ID:
855 - Oral

Mrs. Beate Krieger¹, Mrs. Cécile Küng²

¹Institute of Occupational Therapy, School of Health Professions, Zurich University of Applied
Sciences, 8401 Winterthur, Technikumsstrasse 71, ²Zurich University of Applied Sciences

Background:

Health service reconstruction is an on-going reality in most western societies. Traditionally often apolitical, OTs can play a role in this transformation if they are skilled to enact political reasoning values into health service reconstruction under global, national and local socioeconomic conditions. Skill training under this macro-societal perspective needs to be specific: a policy game (or strategy game) was developed to create a learning tool for bachelor students.

Educational Philosophy or theory:

In 2014, focus group interviews with OTs from the Swiss OT associations and other NGOs revealed that OTs need encouragement to bring political reasoning values into local or national committees. Skills like “negotiating”, “valuing different viewpoints” or “advocating client’s views” need to be learned in the context of the federal structure of health and social system in Switzerland. Methodically, policy games allow in a unique way to immerse into the views of different stakeholder, enact possible solutions to future topics, and experience dynamic group effects.

Pedagogy used:

Applying consequently our skill-based teaching concept, 7 teachers supported by a policy game designer developed a policy game in the field of telemedicine. It was challenging to balance reality and fiction, to motivate students to engage and experience and to coordinate 72 different role scripts in 3 different fictional places in Switzerland.

Evaluation:

Till now, two policy games, each 2 full days of length, took place and were evaluated.

Application to Education:

The policy game is a useful possibility to provide training for political reasoning skills for OT students.

RASCH ANALYSIS OF THE MASLACH BURNOUT INVENTORY-STUDENT SURVEY (MBI-SS): A USEFUL SCALE TO ASSESS BURNOUT IN OCCUPATIONAL THERAPY STUDENTS

Saturday, 18th June - 11:50 - OS - 8E.02 - Education: Academic - Kirwan Theatre - Abstract ID: 974 - Oral

Mr. José Manuel Pérez Mármol¹, Dr. Ted Brown²

¹Department of Physiotherapy, Faculty of Health Sciences, University of Granada, Granada,

²Department of Occupational Therapy, Monash University - Peninsula Campus

Background: Burnout syndrome has been studied in undergraduate students using the exhaustion, cynicism, and professional efficacy subscales of the Maslach Burnout Inventory-Student Survey (MBI-SS). Although studies have investigated the measurement properties of this MBI-SS, a range of findings have been reported in the peer-reviewed literature about its measurement properties and the response patterns of the participants themselves have not been described. The aim of the study was to investigate the scalability, unidimensionality, differential item functioning, rating scale structure and internal consistency of the three MBI-SS subscales using the Rasch Measurement Model.

Methods: 225 Australian occupational therapy undergraduate students completed the MBI-SS. The Rasch Measurement Model was used to examine the MBI-SS's construct validity.

Results: all items from each subscale met the Rasch Model fit statistics requirements. Reliability indices resulted in precise estimates defining the construct of burnout for its three dimensions. Fit statistics and the principle components analysis of the model residuals supported the unidimensionality of the three MBI-SS subscales. None of the subscale items exhibited differential item functioning based on gender. The appropriateness of the MBI-SS rating scales were confirmed.

Conclusion: The findings indicated that the three MBI-SS subscales exhibited adequate levels of construct validity and therefore can be used with confidence to assess components of the burnout syndrome in undergraduate occupational therapy students.

Application to Practice: It would be helpful for academic and fieldwork educators to have access to a valid scale to able to assess occupational therapy students' burnout and stress levels.

DETERMINING LEARNER ENGAGEMENT THROUGH LEARNING ANALYTICS

Saturday, 18th June - 12:10 - OS - 8E.03 - Education: Academic - Kirwan Theatre - Abstract ID:
570 - Oral

Dr. Nancy Krusen¹

¹Pacific University

Distance education components are increasingly incorporated into education yet we do not routinely use tools for evaluation, analysis, and sharing of the pedagogy involved. Siemens (2010) defined learning analytics (LA) as, “the use of intelligent data, learner-produced data, and analysis models to discover information and social connections, and to predict and advise on learning” (np). The purpose of this paper is to determine learner engagement through learning analytics in distance education. A variety of means were used to visualize and represent the results of data analysis from distance courses. This paper highlights the use of reports and graphs, social network analysis, and textual analysis to determine student engagement. Examination of the data patterns suggests teacher modification of instructional design, and illuminates student engagement and critical thinking.

Key messages include:

- LA are useful for evaluation, analysis, and sharing of pedagogy in blended and distance education.
- The use of LA needs to be intentional in order to transform teaching and learning.
- There is a need to integrate the Scholarship of Teaching and Learning with LA in further research to provide conceptual bridging between educational and technical tools.

ACADEMIC AND SOCIAL CONCERNS OF STUDENTS IN HIGHER EDUCATION

Saturday, 18th June - 12:30 - OS - 8E.04 - Education: Academic - Kirwan Theatre - Abstract ID:
391 - Oral

Dr. Orit Lahav¹, Dr. Clodagh Nolan², Prof. Noomi Katz¹

¹Ono Academic College, ²Trinity College Dublin

Background: Engaging in higher education poses challenges for students facing the multiple demands of learning, work and personal life. Evidence for occupational therapy (OT) practice within learning support centers (LSC) in higher education is lacking. **Objectives:** 1) to examine areas of difficulties that students experience based upon age, gender, work, faculty; 2) to validate the Trinity Student Profile (TSP) in Israel.

Methods: The TSP contains 75 items divided to 3 factors: person, occupation, environment. It is reliable and valid in the Irish population. It was translated into Hebrew with permission and back translated for verification. 150 students enrolled at Ono Academic College (OAC) filled out the TSP: 86 from business and law; 64 from health professions (occupational therapy and communication speech therapists). All participants signed informed consents.

Results: A significant difference within the person factor for age was found ($p < .009$). Significant interactions were found for person and occupation factors ranging from ($p < .045$ to $.009$) within different groups, and none for the environmental factor.

Conclusions: These findings suggest the importance of the person and occupation components of student concerns. Further studies with the TSP and other measures in OT should be conducted in different countries.

Application to practice: OT engagement in LSC would benefit from use of the TSP instrument. The findings highlight the unique work of occupational therapists in higher education that assists students in creating a fit among the person- environment-occupation components and in the development of skills and strategies to manage their student role, both academically and socially.

EVIDENCE-BASED EDUCATION: PROMOTING BEST PRACTICE IN THE TEACHING AND LEARNING OF OCCUPATIONAL THERAPY STUDENTS

Saturday, 18th June - 11:30 - OS - 8F.01 - Evidence Based Practice - Larmor Theatre - Abstract ID: 31 - Oral

Dr. Ted Brown¹

¹Department of Occupational Therapy, Monash University - Peninsula Campus

Introduction: Evidence-based practice (EBP) is a well established concept in occupational therapy. What about evidence-based education (EBE) in an occupational therapy context?

Objectives: The objective of the presentation is to introduce audience members to the concepts key to EBE. Also, a model of EBE will be proposed framework referred to as the Model of EBE for Health Professional Students (MEBEHPS; Brown © 2014). The presentation will highlight how academic and fieldwork educators can make use of existing education-related research evidence to improve their teaching and clinical supervision of students plus generate learning environments that will promote optimal student education experiences.

Method: The MEBEHPS is in its early phases of development, therefore only preliminary findings of the model will be presented. Face validity and content validity data of the MEBEHPS has been collected and will be presented to audience members.

Findings: Preliminary findings indicate that the MEBEWHPS appears to have acceptable levels of face and content validity. Further empirical examine of the model is required.

Application to Education & Conclusions: Academic and clinical educators face many challenges in the contemporary landscape of health science education. It is imperative that the educational methods and strategies used by allied health educators be underpinned by a sound body of empirical evidence. This presentation will provide an overview of the EBE, review strategies to promote EBE, and pose some potential relevant questions that need to be discussed.

EVIDENCE BUILDING AS AN OCCUPATION: A PRELIMINARY CULTURAL ANALYSIS OF INQUIRY AND PRACTICE: EXPANDING OUR VIEW OF EBP

Saturday, 18th June - 11:50 - OS - 8F.02 - Evidence Based Practice - Larmor Theatre - Abstract
ID: 1238 - Oral

Dr. Deborah Dougherty¹, Dr. George Tomlin²

¹School of Health and Natural Sciences, Occupational Therapy Program, Mercy College,

²University of Puget Sound, School of OT

Background:

Recent work suggests that evidence is built differently in practice and research (Dougherty et al, 2015). Given that occupation is mediated by context, the following question was posed: Are research and practice two different cultures, with evidence defined and built differently in each?

Method:

A model of dynamic culture (Bonder et al, 2004) was used to analyze two contexts: research (qualitative and quantitative) and occupational therapy practice (assessment and intervention). The definition, generation and use of evidence as it appeared in each context was additionally examined.

Results:

A preliminary analysis suggests that research and practice are two different cultures, each with its own embedded values, specific locales, and artifacts (“talk” and “action”). Additionally, each defines, generates and uses evidence in ways particular to its own culture.

Conclusion:

Results suggest expanded processes for “evidence-based practice,” and suggest an occupation of evidence building that is unique to the culture in which it takes place.

Application to Practice:

Further study of evidence-building across contexts from a singular viewpoint of “occupation” has the potential to broaden present evidence-based practice processes, which could inform, and perhaps narrow, the research-practice gap.

References:

Bonder, B., Martin, L. and Miracle, A. W. (2004) ‘Culture emergent in occupation’, *American Journal of Occupational Therapy*, 58 (2), 159-168.

Dougherty, D.A., Toth-Cohen, S.E. and Tomlin, G.S. (2015) Beyond Research Literature: Clinicians’ perspectives of evidence in everyday practice. Manuscript submitted for publication.

MIND THE GAP: TRANSLATING EVIDENCE-BASED GUIDELINES INTO PRACTICE

Saturday, 18th June - 12:10 - OS - 8F.03 - Evidence Based Practice - Larmor Theatre - Abstract ID: 650 - Oral

Mrs. Mandy Sainty¹

¹College of Occupational Therapists

Background:

Engaging in evidence-based practice is a proficiency expected of occupational therapists (Health and Care Professions Council (HCPC), 2013). Guidelines developed following a robust systematic approach can facilitate the translation of evidence into practice. The aim of this project was to determine the awareness, perceived value and application of an occupational therapy practice guideline and its associated implementation resources.

Method:

The evaluation focused on the guideline Occupational therapy in the prevention and management of falls in adults (College of Occupational Therapists (COT), 2015) and consisted of two phases: an online survey and a discussion session at a networking event. Ethics approval was obtained from COT (RG 2015/32).

Results:

The majority of the survey respondents (n=222) were occupational therapists. Familiarity with the guideline varied but over 80% of respondents perceived it as having significant/some value. Approximately 28% of respondents were unaware of the implementation resources available, such as the audit tool. Respondents expressed 'intentions' of using the guideline, but comparatively few were considering its potential in informing business planning or service commissioning.

Occupational therapists attending the networking event (n=44) highlighted a number of service construction/delivery issues that challenged recommendation implementation.

Conclusion:

Evidence-based guidelines have the potential to inform an occupational therapist's practice, but support is required to 'close the gap' between a published guideline and service provision.

Application to Practice:

Ongoing work is required if the potential of evidence-based recommendations is to be used to maximum effect to benefit service users, and to influence the commissioning of occupational therapy services.

THE RESEARCH PYRAMID FOR EVIDENCE: AN UPDATE AND APPLICATIONS

Saturday, 18th June - 12:30 - OS - 8F.04 - Evidence Based Practice - Larmor Theatre - Abstract
ID: 1151 - Oral

Dr. George Tomlin¹, Dr. Bernhard Borgetto², Dr. Yvonne Swinth¹, Ms. Tess Ryan¹, Ms. Kathryn
Gedrimas¹, Ms. Marge Luthman³

¹University of Puget Sound, School of OT, ²HAWK University of Applied Sciences and Arts,

³Children's Therapy Center, Tacoma, WA

To assist occupational therapy practitioners more thoroughly apply all types of published evidence in their settings, the research pyramid model was formulated (Tomlin & Borgetto, 2011). Since its inception the model has evolved to examine more closely causality, and equivalencies among different types of evidence, and has been applied in two major diagnostic categories of therapy: for persons with CVA (Ryan, 2013) and autism spectrum disorder (Swinth, Tomlin, & Luthman, 2015; Gedrimas, 2015). This presentation will contain a brief review of the original pyramid model, an explanation of its current evolution, and an extensive demonstration of how applications of the model incorporate qualitative research to inform professional practice. This contribution, in the cases of CVA and autism, has been to greatly expand the scope of potential practice by identifying outcomes valued by clients, as opposed to limiting practice to evidence-based goals formulated by practitioners on behalf of clients. The role of published evidence in professional decision-making with clients will also be discussed.

TO EXPLORE AND UNDERSTAND CHILDREN'S CONCEPTUALISATIONS OF PLAY AND WELL-BEING IN CONTEMPORARY IRELAND

Saturday, 18th June - 11:30 - OS - 8M.01 - Children and Young People - O' hEocha Theatre -
Abstract ID: 1182 - Oral

Ms. Alice Moore¹, Dr. Helen Lynch¹

¹University College Cork

Background:

Given that participation in occupation is a significant predictor of well-being, one could argue that participation in play is imperative for child well-being, since play is a child's primary occupation. However, play is not included in the national set of child well-being indicators in Ireland (Barron, 2013). Furthermore, children's own views of well-being are under-represented in well-being research. Thus, in recognition of the value of play in children's lives, ascertaining the meaning of play and well-being for children is crucial.

Method:

This qualitative ethnographic study aimed to explore Irish children's conceptualisations of play and well-being (happiness). 23 participants aged 6- to 8-years were recruited from primary schools in the south of Ireland. Data were generated through utilising a mosaic approach; combining visual, spatial, and language-based methods.

Results:

Analysis identified three themes: 1) well-being is about participation, 2) social and physical influences on participation and 3) the social nature of relationships and well-being. The overall findings identify the interconnected relationship between well-being, and doing occupations (play participation) and/or being with others.

Conclusion:

Findings confirm the centrality of play in child well-being. Family, school and community supports at local and national level are necessary to maximise opportunities for play and well-being among children in Ireland.

Application to Practice:

Occupational therapists need to consider service provision at a universal level to communities and policy authorities to maximise children's play participation (Moore & Lynch, 2015). In doing so, not only individuals, but communities are enabled to participate in meaningful occupation and experience well-being.

APPROACHING THE CEREBRAL PALSY, A NEW EVALUATION PROPOSAL FOR CHILDREN'S PARTECIPATION IN BIMANUAL ACTIVITES

Saturday, 18th June - 11:50 - OS - 8M.02 - Children and Young People - O' hEocha Theatre -
Abstract ID: 1033 - Oral

Mr. Francesco Romagnoli¹, Mrs. Isabella Prina²

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Neuropsychiatric department, Sant'Anna Hospital, Como, Italy - Ergoterapia Kayar, Giubiasco,
Switzerland

Background:

Children with hemiplegic cerebral palsy (CP) have early brain injuries resulting in predominantly unilateral motor impairments. A specific Occupational Therapy (OT) treatment can significantly improve the use of the hand in their daily living activities.

Theoretical underpinning:

Most of the OT evaluation tools that we usually use with children with CP, like CHEQ, COPM, MOVI, PACS, AHA and many others, are focused on Occupational Performance. At the same time most of the specific Hand Therapy tools like ROM, PERDUE PEGBOARD, DASH etc, are not suitable to attend our purpose with this children.

Assessment / Intervention/ Technique:

The aim of this study is to create a fusion between these two concept. Identify the most appropriate hand therapy assessment tools to pathology and add them to OT test, in order to provide a further validated, holistic and reproducible basis at the OT evaluation.

We identify CHEQ, COPM and MOVI as pure OT tools; FDT (Functional Dexterity Test), Touch Test Sensory Evaluation, Nine Hole PegTest and Jamar test from the "pure" hand therapy set.

Evaluation of outcome:

These evaluation tests should be performed in established deadlines (example T0 - T1 - T2) to see if there are acceptable variation, and results are related one to each other.

Application to practice:

The application of an evaluation tool such as that proposed can hallow to a deep and complete analysis of hand situation of the children affected by hemiplegia and can give some important information on the construction of a client centered OT program.

WHY CHILDREN DO NOT PARTICIPATE IN AFTER-SCHOOL ACTIVITIES?

Saturday, 18th June - 12:10 - OS - 8M.03 - Children and Young People - O' hEocha Theatre -
Abstract ID: 693 - Oral

Dr. Beata Batorowicz¹, Dr. Aleksandra Kulis², Mrs. Urszula Chrabota², Dr. Paweł Żychowicz²

¹McMaster University, ²University of Physical Education in Cracow

Background: Research indicates that children with disabilities participate less in after-school activities than their peers without disabilities and they have desire to participate more (e.g., Batorowicz et al., 2014; Kulis et al., 2015, Petrenchik et al., 2011). However, we lack information about the reasons for this discrepancy. The purpose of this study was to explore why children with and without disabilities do not attend after-school activities.

Method: Participants were 480 parents of school-age children from Poland, including 241 with and 239 without disabilities. They completed a questionnaire (including open and closed ended questions) about their children's after-school activities. The data were analyzed descriptively.

Results: Ten percent of children without vs. 30% of children with disabilities did not participate in after-school activities. While no desire to take part were important reasons in both groups (46% vs. 32%, respectively), parents of children without disabilities reported no interesting offers outside school (33%) and parents of children with disabilities reported lack of time (36%) (Figure 1). Lack of adequate adaptations, transportation and support services were listed as additional reasons for children with disabilities, whereas timing of activities was noted by the other group.

Conclusion: Findings suggest that children with disabilities and their families require more supports to attend after-school activities. Further research is needed to gain insights into parent's perceptions of affordances and children's perspectives.

Application to Practice: Knowledge of specific supports required to pursue after-school activity choices of children with disabilities could help design inclusive programs that provide opportunities for all children.

EXPLORING PRIORITIES & CHALLENGES IN ENGLISH PRIMARY SCHOOLS: PERSPECTIVES OF PARENTS, SCHOOL STAFF AND CHILDREN ON SCHOOL OCCUPATIONS

Saturday, 18th June - 12:30 - OS - 8M.04 - Children and Young People - O' hEocha Theatre -
Abstract ID: 1015 - Oral

Ms. Andrea Hasselbusch¹

¹Bournemouth University

Background:

School issues are the most common referral reason to children's OT, making a sound understanding of school occupations and common occupational performance issues experienced at school essential.

Method:

A mixed-methods study following a QUAL – quan design, emphasising qualitative data in analysis and interpretation (Teddle & Tashakkori, 2009), was conducted in England. Primary school pupils, parents and school staff participated in semi-structured interviews informed by COPM (Law et al, 2014) and PEGS (Missiuna, Pollock & Law, 2004). Importance, purpose and meaning were explored through thematic analysis (Braun & Clarke, 2013), while characteristics such as relative importance were explored through statistical analysis.

Results:

Pupils not only experience difficulties in the area of schoolwork, but also with self-care occupations at school, recreation and play at break times. The perceived importance of school occupations varies between parents, school staff and children. Additionally, expectations in terms of acceptable performance and the distress caused by occupational performance issues differ. While children tend to focus on the present impact, adults tend to consider potential long-term implications. Well-being, loneliness and a sense of belonging were identified as important issues alongside academic outcomes and independence.

Conclusion:

Children, parents and school staff have unique and equally valid perspectives on school occupations and occupational performance issues experienced in school life.

Application to Practice:

Considering the perspectives of children, parents and school staff in regards to school issues is advisable. Probing clients about the meaning, purpose and importance that occupations hold for them contributes to more focused services.

DEFINING THE ROLE OF OCCUPATIONAL THERAPY IN CANCER SURVIVORSHIP: BRITISH AND IRISH PERSPECTIVES

Saturday, 18th June - 11:30 - OS - 8N.01 - Working With People With Cancer - Fottrell Theatre -
Abstract ID: 624 - Oral

Dr. Lynette Mackenzie¹

¹University of Sydney

Background:

Improvements in cancer survival mean that more people are living with the long term effects of cancer and its treatment. 1:2 people are expected to experience a cancer diagnosis in their lifetime, therefore occupational therapists (OTs) will encounter cancer survivors in all areas of practice. Occupational therapy (OT) is integral to the management of many chronic conditions, however, more evidence is needed supporting OT interventions in cancer survivorship. This study aimed to survey British and Irish OTs about current and best practice in cancer survivorship.

Method:

An electronic survey was distributed amongst OTs through the Irish Occupational Therapy Association, and through the British Association of Occupational Therapy LinkedIn site, an advertisement in OT News, and Twitter announcements. Survey data were analysed using descriptive methods.

Results:

Responses were received from 140 OTs, 43% from the UK, and 57% from Ireland. Respondents worked in a variety of treatment settings and 28% indicated that they frequently worked with people with a cancer diagnosis. Key aspects of current OT programs identified by participants were: Fatigue and energy conservation (72%), equipment needs (67%), lifestyle adjustment (48%) and pain (47%). Limited OT programs were identified related to cognitive changes (30%), side effects of chemotherapy (19%) and joint and bone protection (18%),

Conclusion:

The OT role can be developed further in addressing occupational performance issues for cancer survivors that are currently not available across services. .

Application to Practice:

OTs need to develop services to address the needs of cancer survivors regardless of their practice area

SUPPORTING CANCER PATIENTS AND THEIR RELATIVES THROUGH STORYTELLING

Saturday, 18th June - 11:50 - OS - 8N.02 - Working With People With Cancer - Fottrell Theatre -
Abstract ID: 765 - Oral

Dr. Karen La Cour¹, Dr. Loni Ledderer², Prof. Helle Hansen³

¹Department of Public Health, University of Southern Denmark, ²Aarhus University, Department of Public Health, ³University of Southern Denmark, Department of Public Health

Background:

Fear and worry following a cancer diagnosis are among the main concerns of patients and their relatives. Prior research on psychosocial support for cancer-related fear and worry rarely address how patients and relatives can be supported together. The aim of this presentation is to demonstrate the use of storytelling combined with activity workshops as psychosocial support in a residential cancer rehabilitation intervention for the patients and their relatives.

Method:

10 pairs participated in a residential cancer rehabilitation intervention program. Data was generated data through ethnographic fieldwork and analyzed by use of narrative and social-practice theory.

Results:

The results demonstrate that the combination of illustrative storytelling with a central metaphor as an imaginary social other and activity workshops served as a means for 1) dealing with fear and worry, and 2) taking agency which turned out to be useful for the cancer patients and their relatives in their pursuits to address some of the concerns that accompany a cancer trajectory.

Conclusion:

The narrative format of storytelling provided the pairs in this study with strategies to manage cancer-related fear and worry.

Application to Practice:

The study results may be useful for other professionals in clinical practice in order to implement storytelling and activities as literal strategies.

SELF-REPORTED QUALITY OF ADL TASK PERFORMANCE IN PERSONS WITH CHRONIC DISEASES

Saturday, 18th June - 12:10 - OS - 8N.03 - Working With People With Cancer - Fottrell Theatre -
Abstract ID: 882 - Oral

Mrs. Kristina Tomra Nielsen¹, Dr. Eva Wæhrens²

¹The Parker Institute, Copenhagen University Hospital Bispebjerg and Frederiksberg, University College of Northern Denmark, Aalborg, The Research Initiative of Activity Studies and Occupational Therapy, University of Southern Denmark, Odense, Denmark., ²The Parker Institute, Copenhagen University Hospital Bispebjerg and Frederiksberg, The Research Initiative of Activity Studies and Occupational Therapy, University of Southern Denmark, Odense, Denmark.

Background:

Several studies have indicated that persons with chronic diseases perceive problems related to Activities of Daily Living (ADL), including Personal ADL (PADL) and Instrumental ADL (IADL). However, little is known about how persons with chronic diseases perceive the quality of their ADL task performance in terms of effort/fatigue, use of time, safety risks, and need for assistance. Such knowledge is fundamental in order to develop occupational therapy interventions. The aim of the study is to describe and compare self-reported quality of ADL task performance among different diagnostic groups with chronic diseases.

Method:

Persons with various chronic diseases including rheumatic diseases, cancer, chronic obstructive pulmonary disease and schizophrenia were included in the study.

Data related to self-reported quality of ADL task performance were collected from 2007-2015 using the ADL Interview (ADL-I) among different diagnostic groups in various settings (i.e. municipalities, hospitals and research units).

Demographic data and data on self-reported quality of ADL task performance was imported to and later extracted from a database at the Parker Institute. Similarities and differences in relation to self-reported quality of ADL task performance will be investigated both within and between diagnostic groups.

Results and conclusion:

Data extraction is in progress.

We expect the results of the study to show both similarities and differences in relation to self-reported quality of both personal (PADL) and instrumental (IADL) ADL task performance both within and between diagnostic groups.

Application to Practice:

This study provides important knowledge for use when developing interventions for persons with chronic diseases.

DAILY ACTIVITIES WHEN LIVING AT HOME WITH CANCER: A CROSS-SECTIONAL STUDY.

Saturday, 18th June - 12:30 - OS - 8N.04 - Working With People With Cancer - Fottrell Theatre -
Abstract ID: 537 - Oral

Dr. Eva Wæhrens¹, Dr. Åse Brandt², Mrs. Hanne Peoples², Dr. Karen La Cour²

¹The Research Initiative of Activity Studies and Occupational Therapy, Research Unit of General Practice, Department of Public Health, University of Southern Denmark, Odense, Denmark and

²The Parker Institute, Copenhagen University Hospital Bispebjerg & Fr, ²The Research Initiative of Activity Studies and Occupational Therapy, Research Unit of General Practice, Department of Public Health, University of Southern Denmark, Odense, Denmark

Background: People with advanced cancer may experience decreased ability to participate in daily activities. Since ability to perform daily activities is crucial for independent living, information is needed to specify occupational therapy services. The aims were to describe; activities they do perform and would like to perform; and perceived and observed ability to perform daily activities.

Method: In this cross-sectional study participants were recruited from out-patient oncology units. Participants were 18 years old; diagnosed with disseminated cancer; receiving palliative interventions; estimated survival time of at least one month; functional level 1-3 on WHO performance scale; living at home/in sheltered living and able to fill in questionnaires and participate in interviews. Data collection was based on questionnaires, diary, semi-structured interviews and standardized observations.

Results: 164 participants were included. The participants spent the >60% of the day performing self-care activities. The second largest group of activities was leisure, predominately of a passive character. The most frequently prioritized activity problems concerned community, social and civic life followed by domestic life and mobility.

The majority reported to be independent in self-care, but 10-35% used extra time or effort to perform; 40-70% needed help to overcome household chores. Observation-based ability measures indicated decreased competence and independence, and >60% had an ability below age expectations.

Conclusion: The study documents unmet needs related to performance of daily activities among seriously ill cancer patients in early stages of disability.

Application to Practice: By addressing unmet needs, this population may stay more active for a longer time at home.

BRIDGING THE TRANSITION OF UNEMPLOYMENT – AN EARLY INTERVENTION PROGRAM

Saturday, 18th June - 11:30 - OS - 8O.01 - Vocational Rehabilitation - O' Tnúthail Theatre -
Abstract ID: 985 - Oral

Mrs. Sabine Plaehn¹

¹Department of Social and Educational Research, Otto von Guericke University, Magdeburg

Unemployment is a serious problem worldwide. Numerous studies give evidence that long-term unemployment has negative consequences for health. A literature review shows that until now there is no occupational therapy service available to accompany clients who become unemployed.

The purpose of this project was to develop an occupational therapy program for persons in the transition of becoming unemployed with the aim of preventing negative consequences for health and to shorten or - if possible - avoid the phase of unemployment.

Based on the findings of a qualitative study and a literature review the needs of persons who are becoming unemployed were identified. These needs were analysed according to the nature of the problem and assigned to the different transition phases. Assessments and intervention strategies of occupational therapy and allied health professions were reviewed for applicability and new assessments and strategies were developed.

Four intervention modules were composed: a) counselling employers how to dismiss people in a fair way, b) counselling unemployed persons how to stay employable and healthy, c) supporting unemployed persons in (re)constructing an on-going narrative, d) supporting unemployed persons to apply for a job. Each module can be offered as a single intervention or in combination with others.

The program is suited to be implemented in private practice or in cooperation with job centres or employers and has the capacity to open up new working areas in the non-medical field.

RETURN TO WORK AFTER TRAUMATIC HAND INJURY – A PROSPECTIV COHORT STUDY WITH TWO YEARS FOLLOW UP.

Saturday, 18th June - 11:50 - OS - 8O.02 - Vocational Rehabilitation - O' Tnúthail Theatre -
Abstract ID: 405 - Oral

Mrs. Brynhild Krog Eriksen¹

¹Oslo University Hospital, Oslo,

Background: Hand injuries account for a high proportion of the traumatic injuries seen in emergency rooms, and they have significant personal and societal costs. In this master's thesis relevant prognostic factors with assumed significance for the opportunity to get back into paid work is investigated. In addition, the prognostic factors' impact on hand function is also investigated.

Method: Prospective cohort study with quantitative monitoring of a population of 87 patients with severe traumatic hand injury. Different injury, function, surgical and demographic variables were examined in multivariate logistic regression analyses.

Results: The main findings are that the patient's self-reported decreased function of the hand/arm, as reported in the questionnaire QuickDASH at 12 months, is a significant predictor of employment status at 24 months. Cold sensitivity in the hand and/or arm is the factor that has the greatest effect on the patient's self-reported function two years after injury.

Discussion: In the present studies on traumatic hand injuries and predictors of future employment participation, the theoretical basis is inconclusive. Some studies have found an association between severity of injury and the likelihood of returning to work. Other studies find that the causes are individual or that workplace and work participation is a complex area with many factors. In this study one finds a basis for the patient's self-reported function questionnaire QuickDASH being a good starting point to clarify who may be at risk of not returning to work.

Keyword: Traumatic Hand injury, Prognostic, Return to Work (RTW), handfunction, participation, QuickDASH.

CLINIMETRICS IN HAND THERAPY: HAND ASSESSMENT RECOMMENDATIONS FOR THERAPY (HANDART), INCLUDING A EUROPEAN DELPHI STUDY

Saturday, 18th June - 12:10 - OS - 8O.03 - Vocational Rehabilitation - O' Thúthail Theatre - Abstract ID: 258 - Oral

Mrs. Lucelle Van De Ven Stevens¹, Dr. Maud Graff², Dr. Ruud Selles³, Dr. Ton Schreuders³, Dr. Harmen Van Der Linde⁴, Prof. Paul Spauwen⁵, Prof. Sander Geurts²

¹During project: Radboud University Medical Centre, Department of Rehabilitation, Nijmegen, The Netherlands, ²Radboud University Medical Centre, Donders Centre for Neuroscience, Department of Rehabilitation, Nijmegen, The Netherlands, ³Erasmus University Medical Center - Department of Rehabilitation and Department of Plastic and Reconstructive Surgery, Rotterdam, The Netherlands, ⁴Radboud University Medical Centre, Department of Rehabilitation, Nijmegen, The Netherlands, ⁵Radboud University Medical Centre - Department of Plastic and Reconstructive Surgery, Nijmegen, The Netherlands, and Wilhelminenspital, Vienna, Austria.

Background:

Hand injuries and hand disorders (i.e. “hand conditions”) may have a large impact on the performance of people’s daily life activities. It is important to evaluate not only body functions (impairments) but also a person’s activities (limitations), participation (restrictions) and environmental factors.

A Delphi study was conducted to reach multidisciplinary European consensus on the assessment tools for patients with hand conditions.

Method:

Experts of the European societies for Hand Therapy, Hand Surgery, and Physical and Rehabilitation Medicine were invited to participate in the Delphi study. First, participants were asked which of the 13 preselected categories of the Brief ICF Core Set for Hand Conditions should be assessed. Subsequently, they were asked for each category to choose which of 55 preselected instruments they preferred by confirming or rejecting instrument-specific statements.

Results:

Thirty experts, including occupational therapists, participated. The response rate was 90%. All 13 preselected ICF categories were considered relevant. Consensus was based on 75% agreement. After 3 rounds, 9 instruments were definitively selected that could be related to 4 ICF categories regarding body functions and 5 ICF categories regarding activities and participation.

Conclusions:

In this European Delphi study, multidisciplinary consensus was reached on which instruments should be selected for the HandART Core Set of Instruments to assess patients with hand conditions.

Application to Practice:

The HandART core set is an important step forward in clinical practice and research in patients with hand conditions, enabling clinicians and researchers to select the best available tests and facilitate comparisons between clinical studies.

A CONTINUED NEED FOR MULTIDISCIPLINARY INTERVENTIONS DESPITE CURRENT TREATMENTS IN PERSONS WITH RA

Saturday, 18th June - 12:30 - OS - 8O.04 - Vocational Rehabilitation - O' Tnúthail Theatre -
Abstract ID: 633 - Oral

Dr. Inger Ahlstrand¹, Dr. Ingrid Thyberg², Prof. Torbjörn Falkmer³, Dr. Örjan Dahlström², Dr. Mathilda Björk²

¹Jönköping University, ²Linköping University, ³Curtin University, Perth

There has been a dramatic change over the past two decades for persons with rheumatoid arthritis (RA) not only due to early diagnosis, structured treatment, and aggressive medication but also due to an increased demand of participation in work life and society. The aim was to study differences regarding pain and activity limitations during the 3 years following diagnosis in women and men with contemporary treated early RA compared with their counterparts who were diagnosed 10 years earlier.

Method:

Patients were recruited to the “early interventions in RA” (TIRA). In the first cohort (TIRA-1) 320 patients were included in time for diagnosis during 1996-1998 and 463 patients were included during 2006-2009 (TIRA-2). Disease activity, pain intensity (VAS), bodily pain (BP) in SF-36, activity limitations (HAQ) and medication were reported at inclusion and at follow-ups after one, two and three years.

Results:

Disease activity, pain and activity limitation were pronounced at inclusion across both genders and in both cohorts, with improvements during the first year after diagnose. Disease activity was significantly lower at the follow-ups in the TIRA-2 cohort, in which the patients were prescribed traditional DMARDs and biologic agents more frequently. In TIRA-2 patients reported significantly lower pain and activity limitations at all follow-ups with men reporting lower pain than women. Women, reported significantly higher activity limitations at all time-points in TIRA-2.

Conclusion:

Pain and activity limitations were still pronounced in the contemporary treated early RA cohort.

A continued need for multidisciplinary interventions was found despite advances in treatments.

HANDLING SUICIDALITY AND SUICIDE IN PROFESSIONAL AND PERSONAL CONTEXTS

Saturday, 18th June - 11:30 - Workshop.01 - 8G - Dillon Theatre - Abstract ID: 180 - Workshop

Mrs. Christine Bayerle¹

¹Bezirkskliniken Schwaben, Günzburg

Working with people in all kinds of different health contexts sometimes (or often) also means working with people standing on the edge of their lives. Sometimes our clients decide to end their lives inspite of all the professional help and support they're being offered. Coping with these incidents is one of the most emotionally demanding challenges we come across in our daily work. But not only in our vocational context we are confronted with suicidality and suicide, as these are also society related phenomenonons. With an annual number of approx. 1000 000 deaths by suicide worldwide, it becomes a topic important to face. Though it is not always possible to prevent a suicide, it is essential to find a personal as well as professional attitude towards it and develop a method of acting and prevention - exspecially in a professional context.

EMBEDDING OCCUPATIONAL SCIENCE THRESHOLD CONCEPTS WITHIN OCCUPATIONAL THERAPY EDUCATION

Saturday, 18th June - 11:30 - Workshop.01 - 8J - AC202 - Abstract ID: 901 - Workshop

Prof. Gaynor Sadlo¹, Dr. Sarah Kantartzis², Prof. Jeanne Jackson³, Dr. Teena Clouston⁴

¹University of Brighton, ²Division of Occupational Therapy and Arts, ³University College Cork,
⁴Cardiff University

Guided by the Nominal Group Technique (O'Neil & Jackson 1983), workshop participants will be invited to consider the Threshold Concepts of Occupational Science that they consider to be relevant - essential - to the education of occupational therapists in Europe in the 21st century. The 'threshold concepts' approach to student learning argues that certain concepts or practices can act like a portal, or learning threshold, through which a changed perspective opens up for the learner (Meyer & Land 2006). It is proposed that occupational, rather than medical, sciences should become the core (the basic science) of every curriculum, rather than an add-on, within ENOTHE region (Sadlo 2010). Inspired by the Tuning process, and supported by Occupational Science Europe network, the aim is to move towards a consensus regarding the occupational science concepts that could be recommended to curriculum developers for their programmes. This joint conference presents an ideal opportunity for practitioners, researchers and educators to meet to refine ideas about the future of curriculum content within European programmes, to promote unity and transferability of occupational science knowledge. We are well placed to share awareness of occupational science concepts from east and west, such as the theory of humans as occupational beings (Yerxa 1979), occupational perspectives of public health (Wilcock and Hocking, 2015) and constructs like occupational justice (Townsend & Polatajko 2013), as well as ENOTHE conceptual development work (Creek 2010).

DESIGNING AN EVIDENCE BASED POLICY DOCUMENT FOR OCCUPATIONAL THERAPISTS IN DEMENTIA

Saturday, 18th June - 11:30 - Workshop.01 - 8H - McMunn Theatre - Abstract ID: 931 - Workshop

Mrs. Elaine Hunter¹

¹Alzheimer Scotland

There is an estimated 46.8 million people worldwide living with dementia (Alzheimer Disease International 2015:1) and approximately 90,000 people have dementia; it is likely occupational therapists will work with people living with dementia at some point in their career. Occupational therapists play a vital part enabling people to live well with dementia and to support their families.

As a key commitment in Scotland's Dementia Strategy (Scottish Government 2013:24); the Government commissioned the author to produce an evidence based allied health professions dementia policy document. The focus of this workshop, will be the sharing of the "jigsaw of evidence" (Taylor 2007:8) including the:

- application of appreciative inquiry to integrate the voice of people living with dementia and their families
- significance of transformational leadership (Hunter 2013) embedding the clinical expertise of occupational therapy
- results from three supporting research projects completed in 2015

The workshop will discuss this new dementia policy and its implications to the work of occupational therapists in Europe and internationally, now and in the future.

This workshop will be suitable for up to 40 occupational therapists

Alzheimer Disease International 2015 World Alzheimer Report. The Global Impact of Dementia. An Analysis of Prevalence, incidence, Costs and Trends London August

Hunter EP 2013 The Elizabeth Casson Memorial Lecture 2013: Transformational Leadership in Occupational Therapy — Delivering Change through Conversations British Journal of Occupational Therapy August 2013 76:8 346-354

Scottish Government 2013 Scotland's National Dementia Strategy: 2013-16

Taylor MC 2007 Evidence-based practice for occupational therapists 2nd Ed Blackwell Publishing

STAYING AHEAD OF THE DEMOGRAPHIC CURVE: STRATEGIES AND RESOURCES FOR CROSS-LANGUAGE CLINICAL COMMUNICATION

Saturday, 18th June - 11:30 - Workshop.01 - 8I - AC201 - Abstract ID: 696 - Workshop

Dr. Mansha Mirza¹, Ms. Elizabeth Harrison¹, Dr. Hui-Ching Chang², Ms. Corrina Salo², Dr. Dina Birman³

¹University of Illinois at Chicago, College of Applied Health Sciences, Department of Occupational Therapy, ²University of Illinois at Chicago, ³University of Miami

Communication is crucial to occupational therapy. Occupational therapists must communicate with patients to evaluate, treat, collaborate and educate. In the United States and in Europe, linguistic diversity is steadily increasing due to an influx of immigrants and refugees in recent years. Lack of language accessibility contributes to notable health inequities, including reduced healthcare utilization, decreased compliance with treatment, and lower patient satisfaction (Jacobs et al., 2003; Jacobs et al., 2006; Karliner et al., 2007). Utilizing trained interpreters is one way occupational therapists can better communicate with clients across diverse languages and cultures. However, cross-language communication and collaboration with interpreters are nuanced skills that are seldom addressed in occupational therapy curricula (Lindsay et al., 2012).

In order to dissect the critical aspects of cross-language clinical intervention, the authors conducted a qualitative research study of interpreter-mediated mental health encounters. Researchers observed and analyzed eight substance use counseling sessions with Arabic or Nepali-speaking refugee men. Following each session, researchers conducted individual interviews with the client, clinician and interpreter to further examine key communication experiences during the encounter. Researchers conducted qualitative thematic analysis of session videos and interview transcripts to identify communication barriers, facilitators of successful communication, and strategies for improving clinical communication.

This workshop will include presentation of research findings and recommendations, followed by interactive discussion of video case studies of cross-language clinical encounters. Objectives include: (1) Identifying common communication errors during cross-language clinical encounters and (2) Describing practical strategies to preempt communication breakdown when working with language interpreters.

WHEELCHAIR PROVISION PRIMARY TO PARTICIPATION - AN OCCUPATIONAL JUSTICE ISSUE

Saturday, 18th June - 11:30 - Workshop.01 - 8K - AC203 - Abstract ID: 897 - Workshop

Mrs. Jackie Casey¹, Dr. Rosemary Joan Gowran², Dr. Rachael Mc Donald³

¹Ulster University, ²Department of Clinical Therapies, University of Limerick, ³Department of Occupational Therapy, Monash University - Peninsula Campus

Appropriate wheelchair provision for people with mobility impairments is primary to participation as a basic human right, yet there is a dearth of international consensus in assuring individual needs are met. A wheelchair goes beyond a piece of equipment which merely assists participation; it is embodied, addressing all domains of classified function. We have a responsibility to ensure that all practicing professionals understand the occupational justice issues when ensuring sustainable wheelchair provision, through advancing education within all occupational therapy curriculums.

Provision of wheelchairs is multifaceted, requiring occupational therapy and clinical reasoning processes to be challenged beyond traditional assessments and interventions. Furthermore, enablement of access goes beyond the individual and moves into advocacy at a policy level. There is need to move towards a collaborative educational approach understanding many perspectives in practice, research and industry, with wheelchair user involvement being central. In this workshop we will explore access and barriers to participation at environmental and societal levels, promoting influence of public policy to enable an inclusive society. We will also review content and effectiveness of current methods of educating students, including:

oService user involvement

oSkills based workshops

oEquipment demos and trials

oExperiential – measurement and assessment skills; using a wheelchair; adjusting a wheelchair

Finally, we will argue for a shift in emphasis to one of occupational justice supporting participation and engagement. The consequences of not moving towards this view will be examined using existing literature, and discourse with the workshop participants will provide practical take home strategies.

DEVELOPING, EVALUATING, AND IMPLEMENTING A COMPLEX CLIENT-CENTERED ADL-INTERVENTION FOR PEOPLE WITH STROKE

Saturday, 18th June - 11:30 - Workshop.01 - 8L - AC204 - Abstract ID: 378 - Workshop

Dr. Gunilla Eriksson¹, Dr. Susanne Guidetti², Prof. Kerstin Tham²

¹Karolinska Instiutet, ²Karolinska Institutet

The client-centred activities in daily living intervention (CADL) aims to enable agency in daily activities and participation in everyday life after stroke. The rationale for the CADL are mainly based on qualitative research aiming to understand the lived experience in everyday life after stroke.

Learning objectives

Introduction of a model for developing, evaluating and implementing a complex intervention in the context of a randomized controlled trial (Boutron et al, 2008) including:

- Introducing the Medical Research Council (MRC) guidance for complex interventions (Craig et al, 2008).
- Providing findings from research using the CADL
- Presenting the CADL development process in a Logic model and its key framework.

Format

Interactive teaching methods to:

- provide a theoretical base
- facilitate experience exchange and discussions in groups regarding development of rehabilitation interventions.

At the end of this workshop participants will:

- Recognise the value of logic models for theorising complex interventions.
- Have discussed the usefulness of CADL.

Maximum number of participants: 40

Intended participants: Clinicians within stroke rehabilitation, people interested in intervention research.

References

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Financial support: The Swedish Research Council, Strategic Research Area Health Care Science and National Research School in Health Sciences, KI.

NARRATIVE IN ACTION: CHALLENGE AND CHANCE FOR OCCUPATIONAL THERAPISTS IN RESEARCH

Saturday, 18th June - 11:30 - Workshop.01 - 8Q - AC215 - Abstract ID: 986 - Workshop

Prof. Staffan Josephson¹, Ms. Sissel Alsaker², Mr. Ton Satink³

¹Department of Neurobiology, Care Sciences and Society, Karolinska Institutet., ²Department of Occupational Therapy, Sør-Trøndelag University College, ³HAN University of Applied Sciences

Summary of the Workshop:

The purpose of the workshop will be to develop knowledge on how narrative theory and methodology can be used to get access to situated and transactional qualities of occupation in research as well as in clinical work.

The rationale for this workshop is the growing need for theory and method within occupation-based practice as well as science giving access to situated, social and unfolding understanding of occupation.

The objectives of the workshop is that participants will be able to use narrative theory and methodology as tool to access situated transactional and emerging qualities of human occupation for use within their practice.

The workshop will consist of three parts:

-The first part will situate narrative as scientific tool. Specifically theory on narrative in action will be addressed (Josephsson, Alsaker 2015).

-The second part will exemplify how narrative methodology can be used in research drawing from on-going research focusing on the narratives of stroke survivors post-stroke and from mental health settings. (Satink, Josephsson et al. 2015).

-In the third part we will discuss how narrative theory as well as methodology can be used as practical tool in clinical practice.

The format of the workshop will be shorter presentations mixed with groups-tasks where participants will be able to choose between more clinical or research oriented focus.

Maximum number of participants for the workshop will be 30.

Brief description of intended participants: This workshop would be suitable for occupational therapists and researchers.

HISTORICAL INQUIRY'S ANSWER FOR THE FUTURE: TWO CASE STUDIES

Saturday, 18th June - 11:30 - Workshop.01 - 8R - AC214 - Abstract ID: 1045 - Workshop

Dr. Christine Peters¹, Dr. Peggy Martin², Dr. Wanda Mahoney³

¹University of Southern California, ²University of Minnesota, ³Midwestern University- Downers Grove

Purpose: Through discussion of occupational therapy historical inquiry, this workshop will show how history can capture an interpretive snapshot of what people did to move a profession forward (Gottshalk, 1969) with examples from two in-process historical studies.

Learning Outcomes: Learners will 1) understand methods of historical research, including analyzing primary and secondary archival sources, and oral history; 2) apply best historical practice principles.

Rationale: History involves constructing arguments about roads taken and not taken in occupational therapy (Kaestle, 1996; Peters, 2013). As occupational therapy considers the future in 2020 and beyond, "It is essential, that in making history, we...see our mistakes, as well as our successes", as stated by Eleanor Roosevelt (1884-1962) (Eshet, 2010, p. 13).

Format: Short presentations with small group discussion or individual work. Participants will have opportunity to apply historical research principles with their own work or the presenters' materials.

References

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Financial support by Frederic W. Sammons Family Foundation is gratefully acknowledged.

A MACRO PERSPECTIVE OF CLIENT-CENTRED PRACTICE: CRITICAL REFLEXIVITY AND ENHANCED PEDAGOGY IN CURRICULA DEVELOPMENT AND IMPLEMENTATION

Saturday, 18th June - 11:30 - Workshop.01 - 8T - Dunican Theatre - Abstract ID: 151 - Workshop

Dr. Rita Fleming Castaldy¹

¹University

Purpose: To present the outcomes of a critical analysis of client-centred practice (CCP), educational standards, and teaching approaches (ENOTHE, 2008; Hammell, 2015; Hocking, 2014; Njelesani et al., 2015; Schaber, 2014). Although the call for a macro perspective for CCP is strong; information on how to develop students' abilities to actualize these concepts in practice is scant. This workshop will help bridge this gap.

Rationale: Curricula must develop competencies for CCP. However, pressure to teach students marketable skills and prepare them for certification/licensure and employment impacts pedagogy and narrows students' perspectives of practice (Fleming-Castaldy & Gillen 2013; Gupta & Rice, 2008). The marginalization of client viewpoints, the privileged status of most therapists, and entrenched socio-economic and political inequities create a dissonance between client-centred theory and practice (Gupta & Taff, 2015; Phelan, 2011; Thibault, 2006); consequently, a macro perspective is needed to guide curricula.

Objectives: To inform pedagogy inclusive of a macro-perspective which integrates disability studies, social justice, and empowerment theory (Fleming-Castaldy, 2014; Kielhofner, 2005; McCormack & Collins, 2010; Renton & van Bruggen, 2015). To provide a conceptual framework for the integration of a macro perspective in curricula (Figure 1). To discuss concrete methods for teaching students how to effectively manage the intersections between themselves, their clients, and social, economic, and political contexts to provide authentic CCP (Dhillon, 2015; Fleming-Castaldy, 2015; Hocking, 2014; Restal et al. 2003).

Format: An interactive approach will combine theory with pragmatics and facilitate participants' critical reflexivity.

Maximum participants: 50

Intended participants: Educators interested in curricula development and instruction.

USING ACTION RESEARCH TO DEVELOP COLLABORATION BETWEEN OCCUPATIONAL THERAPISTS AND TEACHERS TO PROMOTE INCLUSIVE EDUCATION.

Saturday, 18th June - 11:30 - Workshop.01 - 8P - Tyndall Theatre - Abstract ID: 935 - Workshop

Dr. Debbie Kramer Roy¹, Mrs. Tai Frater¹, Ms. Sanam Hameed², Mrs. Naureen Javed Hirani²,
Ms. Asma Khalid²

¹Brunel University London, ²Dow University of Health Sciences

Summary of the Workshop:

The purpose of this workshop is to report on a collaborative Action Research project which seeks to develop the role of occupational therapy (OT) in inclusive education in Pakistan, and to give the participants an opportunity to experience hands-on activities from the project.

OT in Pakistan is a small profession that is exploring how to develop a contextually relevant role. The vast majority of children with special needs and disabilities in Pakistan are not attending school at all and there are very few special schools. Very few mainstream schools include children with special needs.

The presenters are researchers on a current collaborative project, involving a Brunel University London, Dow University of Health Sciences Karachi and one non-university partner, The AMI School, Karachi. The research team uses Action Research to develop strategies, materials and lesson plans that enable ALL children - with and without special needs - to learn better together, and to improve social inclusion.

Participants will hear about the research methods, tools and outcomes so far. Following this they will be engaged in hands-on activities and discussion to experience the process of Action Research firsthand.

Maximum number of participants:

40 participants.

Brief description of intended participants:

This workshop would be suitable for lecturers, researchers, practitioners, and students who are interested in international collaboration, action research and/or inclusive education.

Financial support by The British Council Knowledge Economy Program is gratefully acknowledged.

Ethical approval by Brunel University and Dow University of Health Sciences has been obtained.

LIVING AND AGEING WITH COGNITIVE IMPAIRMENTS AND CHRONIC DISEASES IN THE TECHNOLOGICAL LANDSCAPES OF HOMES AND PUBLIC PLACES - AN INTERNATIONAL PERSPECTIVE

Saturday, 18th June - 11:30 - Workshop.01 - 8D - D'Arcy Thompson Theatre - Abstract ID: 787 -
Workshop

Prof. Anders Kottorp¹, Dr. Anna Brorsson², Dr. Annicka Hedman², Dr. Tina Helle³

¹Karolinska Institutet, Stockholm, Sweden and University of Illinois at Chicago, Chicago, United States, ²Karolinska Institutet, Stockholm, Sweden, ³Karolinska Institutet, Stockholm, Sweden and University College Northern Denmark, Aalborg, Denmark

Purpose/rationale: The use of everyday technology is mounting and naturally incorporated into people's daily life. Peoples' activity and participation is influenced by the access to and ability to use of everyday technology (e.g. cell phones, household equipment, cash machines, and tablets). For people with cognitive impairments and people living with chronic diseases, the ability to use everyday technologies, including e-health technologies, is also important for monitoring and/or compensating for their disease and impairments, and may become a prerequisite for activity and participation. But still occupational therapists rarely address such areas of daily life systematically in evaluation or intervention. The workshop will address these issues from international perspectives.

Objectives: After the workshop the participant will be able to: (1) Reflect upon the influence of everyday technology in homes and public places for the target group of his/her practice, (2) Reflect upon challenges concerning activity and participation and everyday technology from international perspectives, (3) Know about current international research in occupational therapy in this area, and reflect upon how this can be implemented into his/her practice to support evidence-based intervention planning.

Format: The teaching methods will be interactive sessions based upon open-space methodology, using: (1) Introductory trigger lectures (2) Structured small group discussions with feedback, and (3) Final panel discussion. The panel members and trigger lecturers will serve as facilitators for a shared knowledge translation among the participants.

Intended participants: This workshop is suitable for 50 participants and targets aspects of relevance for practice, education and research.

DEVELOPING AGENTS OF CHANGE: EMBEDDING GRADUATE ATTRIBUTES IN CURRICULUM DEVELOPMENT

Saturday, 18th June - 13:50 - OS - 9A.01 - Developments in Education - AC213 - Abstract ID: 346
- Oral

Dr. Nicola Plastow¹

¹Stellenbosch University

Background and Educational Philosophy: Occupational therapists working in South Africa need to be able to provide excellent clinical care while also working as agents of change within an under-resourced health and social care system. Transformative learning, which develops these skills, can only occur by integrating desired graduate attributes into the curriculum (Barrie, 2007).

Educational Approach: This paper presents the findings of a project that embedded graduate attributes within curriculum renewal for the first year of the Bachelor of Occupational Therapy (B OT) degree at Stellenbosch University in South Africa.

Evaluation: We used collaborative inquiry to engage occupational therapy staff and students in a series of cycles of planning, action, and reflection before and during the curriculum renewal process. Data were drawn from curriculum development documents, staff workshops, four focus groups with the staff team, student class meetings, and a survey of first year students. Thematic analysis was used to identify key themes within and across six graduate attribute domains.

Findings: The theme 'Inside and Outside the Classroom' showed our renewed curriculum and wider University experiences are both important to the development of graduate attributes. 'From Person to Professional' also highlighted the need to focus on students as individuals in the first year.

Application: The development of graduate attributes is a process that only begins in the first year, rather than a product that can be accurately assessed.

Reference:

Barrie, S. C. (2007). A conceptual framework for the teaching and learning of generic graduate attributes. *Studies in Higher Education*, 32(4), 439-458.

PREPARATION FOR PRACTICE IN AN UNCERTAIN WORLD : STUDENT PERSPECTIVES

Saturday, 18th June - 14:10 - OS - 9A.02 - Developments in Education - AC213 - Abstract ID: 403
- Oral

Mrs. Loren Lewis¹, Ms. Sarah Roe², Ms. Imogen Gordon², Dr. Katherine Wimpenny², Ms. Huget Desiron³

¹University of Cape Town, ²Coventry University, ³University college of Hasselt PXL

Background:

This paper presents the findings of an international online learning project that was conducted amongst three Occupational Therapy pre-registration programmes: Coventry University, the University of Cape Town and PXL Limburg University, Belgium. 200 undergraduate students were allocated to twenty international discussion forums in which they considered real- world complex case scenarios donated by graduates in their first posts. Students were encouraged to think creatively and develop innovative ways to deliver international culturally-sensitive services through this pedagogical approach.

Method

Case study methodology was selected, the 'case' (Simons, 2009) being undergraduate students' preparation for the uncertainty of practice. Perspectives of the teaching and learning experience were captured through mixed methods. Parametric and non-parametric methods were used for analysis of the quantitative data. Documentary and thematic analysis were used for the qualitative data (Braun & Clarke, 2006). Ethical approval was obtained through University ethical approval processes.

Results:

Five key themes emerged:

- 1.Beginnings: Interest, intrigue, hopes, trepidation
- 2.Using real scenarios from graduates first posts
- 3.International representation and exchange
- 4.Connecting and learning with others
- 5.Going forward: learner gains and advice

Each will be shared, including lessons learnt and recommendations.

Conclusion:

To support occupational therapy graduate preparedness, there needs to be a universal shift in our learning environment. More scope is needed in the curriculum to deal with complexity, promote agency and extend professional reach.

Application to Practice:

Findings from this study provide opportunity to inform educational approaches in preparing graduate occupational therapists for the field of practice and beyond.

MONITORING DEVELOPMENT OF PROFESSIONAL SKILLS IN HEALTH SCIENCES EDUCATION

Saturday, 18th June - 14:30 - OS - 9A.03 - Developments in Education - AC213 - Abstract ID: 966
- Oral

Ms. Pia Hovbrandt¹, Dr. Kristina Orban²

¹Lund, ²Lund university, Department of Health Sciences

When developing curricula it is interesting to know how students' progression through education towards final competencies. In health sciences education there is reason to understand more about development towards the future professional role, clinical reasoning and professional decisions.

We used the case method to monitor progression. Students were recruited from, first, second and third year. The authentic case chosen for the purpose of the study had a high complexity and was developed in order to challenge students. Preparation of the room and whiteboard with headings was arranged in advance. Students discussions and interactions were observed by three academic teachers..

We found clear differences in how the students discussed the case. The students in the first year did not use a professional language. However, they used an occupation-focused approach. The students in the second year used a mature professional language and tried to use correct terminology. They identified key roles of families, peers, and communities as factors impacting on occupational performance. Students in the third year identified the key problem by using a mature and flexible teamwork and a broader context such as autonomy, ethics and human rights.

Professional cases could be used to evaluate progression in a health sciences education program, and for multiple purposes including quality assurance.

Our result shows how monitoring and stimulating learning and development of professional skills in Occupational Therapy may be used in higher education. We have described a qualitative form of progress testing based on the case method in a problem-solving situation.

SOCIAL PARTICIPATION IN LATER LIFE COUPLES WITH AND WITHOUT PHYSICAL LIMITATIONS

Saturday, 18th June - 14:50 - OS - 9A.04 - Developments in Education - AC213 - Abstract ID: 508
- Oral

Dr. Fenna Van Nes¹, Prof. Tineke Abma², Dr. Hans Jonsson³, Prof. Raymond Ostelo⁴, Prof. Dorly Deeg⁵

¹Research Group Occupational Therapy, ACHIEVE, Centre of Applied Research, Faculty of Health, Amsterdam University of Applied Sciences, Amsterdam, the Netherlands, ²Medical Humanities, VU University Medical Center, Amsterdam, The Netherlands, ³Division of Occupational Therapy, Neurobiology, Care Sciences and Society, Karolinska Institutet, Stockholm, Sweden, ⁴Department of Health Sciences, VU University, Amsterdam and at the Department of Epidemiology and Biostatistics, VU University Medical Centre, Amsterdam, the Netherlands, ⁵EMGO Institute for Health and Care Research, VU University Medical Centre, Amsterdam, The Netherlands.

Background:

Social participation (SP) contributes to health and quality of life. Spouses influence each other, but more understanding of spousal influences on social participation is needed. According to dyadic coping theory, spouses may compensate for physical limitations (PL) in their partner. This study investigated the relation between spousal physical functioning and social participation in later-life couples.

Method:

We analysed data of Dutch couples of the Survey of Health, Ageing and Retirement in Europe (SHARE) with the dyad as unit of analysis. SP of husbands and SP of wives with or without PL was analysed using analysis of variance to assess between-group differences in four couple groups: (1) both spouses had no PL; (2) wife had PL, the husband no PL; (3) Husband had PL, the wife no PL; (4) both had PL.

Results:

Husbands with PL who had a wife without PL had the same SP level as husbands without PL whose wife had no PL. Wives without PL whose husband had PL had a significant lower SP level than wives without PL who had a husband without PL.

Conclusion:

Only wives compensated the PL in their partners. Husbands maintained their level of SP in the presence of FL. Wives' SP became restricted when they had a husband with PL.

Application to Practice:

Occupational therapists who treat married men who have PL should explicitly pay attention to the social participation of their wives, because their wives are at risk for own restricted social participation.

OLDER PEOPLE'S PERSPECTIVES REGARDING THE USE OF SENSOR MONITORING IN THEIR HOME

Saturday, 18th June - 13:50 - OS - 9B.01 - Older Adults - Anderson Theatre - Abstract ID: 389 - Oral

Mrs. Margriet Pol¹, Dr. Fenna Van Nes¹, Dr. Margo Van Hartingsveldt¹, Dr. Bianca Buurman²,
Prof. Sophia De Rooij³, Prof. Ben Kröse⁴

¹Research group Occupational Therapy - Participation and Environment, Amsterdam Centre for Innovative Health Practice (ACHIEVE), Amsterdam University of Applied Sciences, The Netherlands, ²Department of Internal Medicine, Geriatric Section, Academic Medical Center, University of Amsterdam, The Netherlands, ³Department of Internal Medicine, Geriatric Section, Academic Medical Center, University of Amsterdam and The University Medical Center Groningen (UMCG), The Netherlands, ⁴Research group Digital life, Amsterdam, University of Applied Sciences, The Netherlands

Background:

The early detection of a decline in daily functioning of independently living older people can aid healthcare professionals in providing preventive interventions. To monitor daily activity patterns and, thereby detect a decline in daily functioning, new technologies, such as sensors can be placed in the home environment. The purpose of this qualitative study was to determine the perspectives of older people regarding the use of sensor monitoring in their daily lives.

Method:

We conducted in-depth, semi-structured interviews with 11 persons between 68 and 93 years who had a sensor monitoring system installed in their home. The data were analyzed using Interpretative Phenomenological Analysis.

Results:

The interviewed older persons positively valued sensor monitoring and indicated that the technology served as a strategy to enable independent living. The participants perceived that the system contributed to their sense of safety as an important premise for independent living. Some of the participants stated that it helped them to remain active. The potential privacy violation was not an issue for the participants. The participants considered that healthcare professionals' continuous access to their sensor data and use of the data for their safety outweighed the privacy concerns.

Application to Practice:

The findings in this study encourage older people, who experience some age- and health-related limitations in their daily functioning and who are living alone in the community, to use sensor monitoring. The findings encourage occupational therapists to develop and make use of sensor monitoring in their interventions to support the older persons in independent living.

LIVING LABS AN ARENA FOR DEVELOPMENT AND TESTING AMBIENT ASSISTED LIVING TECHNOLOGY

Saturday, 18th June - 14:10 - OS - 9B.02 - Older Adults - Anderson Theatre - Abstract ID: 870 - Oral

Ms. Anna Marie Lassen¹, Ms. Jette Bangshaab²

¹University College of Northern Denmark, ²Department of Research and Development, University College of Northern Denmark

Background:

This gives an example of Living labs as an arena for development/testing Ambient Assisted Living technology (AAL-technology). The selected Living lab is part of an EU-supported development project in collaboration with practice and concerns a Living lab that has developed an implementation model for an AAL-technology – toilets with douche and drying. (2)

Method:

The study involves Living lab as location for technology development/testing as well as user-driven approaches to obtain initial data. (1) Moreover, the study is based on process interviews, qualitative research interviews and ADL Taxonomy. (3)

Results:

Two out of three end users (young people with cerebral palsy) were self-reliant after implementation of toilets. In addition, the project shows that this implementation had a secondary effect. By experience of autonomy at the toilet enhanced motivation for autonomy in other everyday activities.

Conclusion:

Based on staff and end user interviews, the study were able to conclude that independence is the main motivation for using AAL-technology.

Application to Practice:

The results are now used at the municipality level in several areas. The project has provided a more user-driven view on implementation of technologies for the elderly and people with disabilities.

References

- 1.Schultz H. (2013) Living Labs. Velfærdsteknologi i sundhedsvæsenet. Gads Forlag. København
- 2.Törnquist K, Sonn U. ADL Taxonomien - bedömning av aktivitetsförmåga. The ADL Taxonomy - evaluation of ADL ability. Nacka: Förbundet Sveriges Arbetsterapeuter; 2001
- 3.Veeramuthu Venkatesh, Journal of Information Technology, 2013: An Ambient Assisted Living for Smart Home to Wealthy Life Research

MOBILE GERIATRIC TEAMS - A BENEFICIAL INTERVENTION FOR FRAIL OLDER PERSONS

Saturday, 18th June - 14:30 - OS - 9B.03 - Older Adults - Anderson Theatre - Abstract ID: 926 - Oral

Dr. Sofi Fristedt¹

¹Jönköping University

Background: Interdisciplinary Mobile Geriatric Teams (MGTs) has been developed in Sweden to support frail older person's patients living in ordinary housing in their own homes. However, we know little of its consequences. The purpose of this study is to perform a prospective and randomized evaluation of the effectiveness of MGTs. Method: The study includes 30 persons in each group, i.e., intervention group, active control group and administrative control group. Data on health care and social care use is collected one year before and one year after admission to the study for all three groups. Data collection using qualitative interviews, Mini Mental State Examination (MMSE), Katz ADL-index, Life-space Assessment (LSA) and goal attainment is collected before the intervention and after 15 weeks of intervention in intervention group, and at the same time in the active control group. Results: Preliminary findings shows that MGTs decrease hospital admissions by about 50%. Findings also point to positive effects of interventions. However, data from more clients needs to be collected during autumn 2015 to determine if changes are significant (will be presented at the conference). Clients and their relatives are also very satisfied with the intervention provided by MGTs.

Conclusion: MGTs reduce unnecessary hospitalization through home-based interventions and care plans enabling health, safety and security for frail older persons.

Application to practice: Findings from the present study will be able to guide occupational therapy and inter-professional interventions for this target group. This is essential given the increasing share of older people in Europe.

A DIVERSITY OF ETHICAL TENSIONS IN PRACTICE: AN EXAMINATION OF COMPETING ALLEGIANCES

Saturday, 18th June - 14:50 - OS - 9B.04 - Older Adults - Anderson Theatre - Abstract ID: 785 - Oral

Dr. Evelynne Durocher¹, Dr. Elizabeth Anne Kinsella¹, Dr. Shanon Phelan², Prof. Lisa Mccorquodale³

¹Western University, ²University of Alberta, ³Fanshawe College

Background: Ethical tensions inevitably arise in occupational therapy in light of the diversity of aims and agendas that are implicitly and explicitly embedded in practice contexts. Such tensions can have significant implications such as causing delays in service or promoting actions that may be useful in the short term or from one perspective but that are less than helpful in the longer term or from a different viewpoint, all of which can decrease the quality and effectiveness of services provided. Ethical challenges can furthermore result in professional burnout and attrition. Despite these potentially serious implications, little work has been done to examine ethical tensions in occupational therapy practice.

Methods: This paper presents findings of an exploratory study that responds to this gap. In this work we employed collective case study methodology (Stake, 2000, 2006), to examine ethical tensions reported by occupational therapists practising in different settings in Southern Ontario, Canada. Seven therapists participated in 60-90 minute semi-structured interviews, designed to elicit their accounts.

Results: Ethical tensions were seen to arise for participants in a manner that highlighted competing allegiances toward clients, employers, colleagues, regulatory colleges, and other individuals in the context.

Conclusion: The analysis offers new ways of interpreting the ethical tensions that occupational therapists encounter.

Application to Practice: The findings open a discussion informing how practice settings can better facilitate practice directed at responding to patient needs while also meeting the variety of demands imposed on occupational therapists.

COLLABORATIVE RESEARCH WORK AS A MEANINGFUL OCCUPATION AND AN AGENT FOR CHANGE

Saturday, 18th June - 13:50 - OS - 9C.01 - Research Methods - D'Arcy Thompson Theatre -
Abstract ID: 398 - Oral

Ms. Elín Ebba Ásmundsdóttir¹

¹University of Akureyri

The presentation will explain a participatory research form to empower clients in the mental health field called “User Interviewing User”. This is a qualitative approach to evaluate mental health services based on service-user experiences, in a dialogue-based form. Service-users are trained to conduct focus-group interviews on other service users’ experiences and opinions and formalize results into reports.

During the last 10 years, over 20 service-users have had the opportunity to undergo this training and carry out this form of research. They have conducted nearly 200 interviews in various settings, e.g. in an in-patient psychiatric unit, a day care center, an outreach community setting, with residents receiving community services, as well as with individuals who, against all odds, have joined the workforce.

Even though the presentation will touch on the results of the research, the focus will be on the methodology and how it can be used as a tool for empowerment of the user, as a step in the enhancement of their human rights, and as a means for fighting discrimination and stigma within the mental health field.

This form of OT work has led to innovation in service provision and pilot projects. However, the results have also lead to discussions on the extent to which work should continue focusing on adapting the individual to the system for active citizenship. Perhaps further scrutiny is needed of the educational system, health sector and employment area. OTs could play a crucial role in such work, applying their paradigm to promote societal change.

EXPLORING INTERNATIONAL RESEARCH PRIORITIES FOR OCCUPATIONAL THERAPY

Saturday, 18th June - 14:10 - OS - 9C.02 - Research Methods - D'Arcy Thompson Theatre -
Abstract ID: 418 - Oral

Dr. Lynette Mackenzie¹

¹University of Sydney

Background:

Occupational therapy is concerned with a range of health and social care issues that affect engagement in meaningful occupation. There are diverse research activities necessary to support the profession internationally. The aims of this project were to i) identify the current range of international research priorities relevant to occupational therapy, and ii) identify a list of international occupational therapy research priorities relevant across the membership of the World Federation of Occupational Therapists (WFOT).

Method:

A newly established project group was convened at the 2014 WFOT Council meeting consisting of delegates from each continent represented within WFOT. Following ethics approval, a survey was distributed amongst the WFOT Member Organisations and WFOT approved educational programs to gather information about existing research priorities. These were coded and thematically analysed. A Delphi process, using two rounds, was implemented to reach consensus about occupational therapy research priority areas.

Results:

Responses to the initial survey were received from 23 WFOT member organisations and 28 universities. Research priority themes that emerged included: targeted areas of occupational therapy practice, outcome measurement and occupational therapy education, practice and professional issues. A total of 40 research priorities were identified.

Conclusion:

The identification of research priorities for occupational therapy worldwide reflects the current research trends and future needs of the occupational therapy profession.

Application to Practice:

A statement of research priorities will assist WFOT in providing support to occupational therapists worldwide, and facilitate better research collaborations between WFOT members to increase the global visibility and contribution of occupational therapy.

IT FELT LIKE THERAPY: HOW PARTICIPATION IN RESEARCH CAN ALTER THE RESEARCH EXPERIENCE

Saturday, 18th June - 14:30 - OS - 9C.03 - Research Methods - D'Arcy Thompson Theatre -
Abstract ID: 272 - Oral

Dr. Michelle Elliot¹

¹Queen Margaret University

Background:

Current literature reflects the globalization of professional skill building and 'cultural competency' for occupational therapy students,^{1,2} suggesting international learning opportunities as a means to develop these capacities. Preparatory and reflective processes are central components to such cross-cultural experiences.

Method:

Drawing from narrative phenomenology,^{3,4} a nine-month ethnography of the narrative representations of experiences of 24 American Masters of Occupational Therapy (pre-registration) students who traveled to Africa for a two week leadership opportunity was conducted. Data was collected from interviews, participant observation, field notes and collected artifacts revealing anticipatory, participatory and retrospective perspectives.

Results:

Participants' reflections at home and abroad were invited and witnessed. On multiple occasions the participants commented that the research experience felt like therapy. The position of the researcher as an enquiring participant-observer, with confidentiality and neutrality upheld, appeared to support and supplement the students' own experiential learning process.

Conclusion:

Applying psychoanalytic theories⁵ to the interpretation of these findings verifies that the experience of being held in regard, permitting space for reflexive and vulnerable sharing, and having received due care and attention could feel therapeutic.^{6,7}

Application to Practice:

With the study population being future practitioners, there is an important opportunity to draw parallels to the applied nature of the occupational therapy profession - the distinction between 'doing therapy' and 'being therapeutic.' The socialization of students to recognize the experience and meaning of occupation mirrored their reflexive turn to their own experiences of significance.

ACTION RESEARCH AS A METHOD FOR GROWING SCHOLARSHIP

Saturday, 18th June - 14:50 - OS - 9C.04 - Research Methods - D'Arcy Thompson Theatre -
Abstract ID: 1224 - Oral

Ms. Priscilla Ennals¹, Dr. Tracy Fortune², Ms. Kate D'cruz²

¹La Trobe University, ²Occupational Therapy, School of Allied Health, La Trobe University

Background:

The increasing number of occupational therapy programmes around Australia and concurrent growth in student supervision and research activities amongst clinicians, means that more occupational therapists are transitioning from practice to scholarly roles. This role shift, requiring mastery of new teaching and research activities, can be challenging. The typical pathway to academia is through supervised Doctoral research, however many occupational therapists enter with highly regarded clinical knowledge, but less developed skills in teaching and research. Academics in one university occupational therapy department, aspiring to become and be more scholarly, created a community of practice and undertook to research themselves and the group over 12 months through an action research methodology, asking, "Can we grow scholarship differently in this department?"

Method:

The action research process involved regular video-link meetings across two campuses, undertaking joint research projects, blogging about the experience and individual pre and post project autoethnographic narratives. Consistent with the action research process, all members contributed to data analysis through individual and group reflexive activity.

Results:

The group delivered outcomes including research outputs - papers, presentations and projects-in-process - but equally important, all members experienced changes to their sense of identity and belonging as academics.

Conclusion:

This method for becoming and being more scholarly within a supportive and encouraging group has potential for all areas of occupational therapy practice.

Application to Practice:

This paper describes the process the group followed, signposting a method that could be replicated by groups of occupational therapists in other academic and clinical settings.

MENTAL HEALTH NEEDS ASSESSMENT: CREATING INCLUSIVE UNIVERSITY COMMUNITIES THAT FOSTER MENTAL HEALTH AND ACADEMIC SUCCESS FOR STUDENTS WITH MENTAL HEALTH ISSUES AND CONCERNS

Saturday, 18th June - 13:50 - OS - 9D.01 - Participation and Mental Health - Tyndall Theatre -
Abstract ID: 1024 - Oral

Prof. Michael Lee¹, Dr. Mineko Wada¹, Dr. Melinda Suto¹, Ms. Kathleen Lane¹, Prof. Tal Jarus¹

¹University of British Columbia

Background:

One of the important occupations for young adults is participating in the occupation of schooling. Besides developing their future career, university education also provides the context for students to attain wellbeing. The 2013 National College Health Assessment reported that over 37% of Canadian post-secondary students were so depressed that they had difficulty functioning.

Method:

We conducted a Mental Health Needs Assessment (MHNA) among students attending a Canadian university in 2012-2013 and found that mental health stigma on campus was stressful for students and prevented them from accessing mental health services. Our 2013-2014 MHNA explored students' perspectives and experiences of the stigmatization of mental illness and generated action plans for minimizing it. The 2014-15 MHNA builds on these assessments by aiming to explore university faculty and staff's views of how academic communities can promote students' mental health and well-being. Focus groups with faculty and staff were conducted to discuss how to create an inclusive learning environment that addresses the needs of university students with mental health issues and supports their academic success. The findings were used to develop and administer a campus-wide survey among students to investigate their perspectives on the faculty and staff's views.

Results:

Systemic, pedagogical and policy-related changes that enhance the inclusiveness of post-secondary education were identified.

Conclusion:

Barriers and enablers are identified from student perspectives to effect inclusiveness that enables participation in post-secondary education, and fosters occupational justices.

Application to Practice:

This study identified the emerging role of occupational therapists in academic institutions.

THE NEED FOR BRIDGING THE GAP BETWEEN MENTAL HEALTHCARE AND VOCATIONAL SERVICES FOR PEOPLE WITH AFFECTIVE DISORDERS

Saturday, 18th June - 14:10 - OS - 9D.02 - Participation and Mental Health - Tyndall Theatre -
Abstract ID: 1189 - Oral

Ms. Suzanne Johanson¹, Dr. Ulrika Bejerholm²

¹Department of Health Sciences, Work and Mental Health, Medical Faculty, Lund University, P.O. Box 157, SE 221 00 Lund, ²Department of Health Sciences, Work and Mental Health, Medical Faculty, Lund University

Background:

Affective disorders such as depression and bipolar disorder are highly prevalent and constitute a major source of disability that can lead to long-term sick leave and unemployment (Lerner and Henke, 2008). To date, there is no evidence-based vocational rehabilitation intervention for this target group (Furlan et al., 2012). Hence, development of new interventions is urgent. This study aimed to investigate relations between depression severity and psychosocial factors, knowledge which is needed to inform new vocational interventions (Areberg and Bejerholm, 2013, Hillborg et al., 2010).

Method:

In a cross-sectional study we investigated the relationships between depression severity and occupational engagement, empowerment and quality of life – among 61 outpatients in mental healthcare, using descriptive, correlation and regression statistics.

Results:

Descriptive statistics showed that 57% of the participants did not receive any vocational support and the mean time since last employment was 4.5 years. Further, an inverse relation between depression severity and empowerment and quality of life was shown, which explained 41.7% of the variation in depression severity.

Conclusion:

The results reflect the importance of empowering methods in vocational support, and a time and service gap between mental healthcare and vocational services which impedes re-employment.

Application to practice:

Vocational interventions for people with affective disorders need to include an empowerment perspective and strategies to increase quality of life and self-efficacy to counteract doubtfulness in future employment. Above all, this target group needs access to vocational support, integrated in mental healthcare, to bridge the gap between services and enable a working life.

OCCUPATIONAL BALANCE IN PEOPLE WITH DEPRESSION AND/OR ANXIETY DISORDERS BEFORE AND AFTER AN OCCUPATIONAL THERAPY INTERVENTION

Saturday, 18th June - 14:30 - OS - 9D.03 - Participation and Mental Health - Tyndall Theatre -
Abstract ID: 69 - Oral

Dr. Petra Wagman¹, Dr. Carita Håkansson², Dr. Katarina Hedin³, Dr. A Birgitta Gunnarsson³

¹Jönköping University, ²Lund University, ³Department of Research and Development, Region
Kronoberg

Background:

Depression and anxiety are common disorders affecting everyday occupations. This ongoing study aims to describe occupational balance in participants, suffering from depression and/or anxiety, before and after participation in an occupational therapy intervention.

Method:

The study is a randomized clinical trial, including three Swedish counties. Totally, 130 participants having depression and/or anxiety, in working age will be included (currently, 110 are included). The participants are randomized to intervention, the Tree Theme Method (Gunnarsson & Eklund, 2009) or control, i.e. occupational therapy as usual. At baseline and three times after the intervention, they answer a comprehensive questionnaire including the Occupational Balance Questionnaire (Wagman & Håkansson, 2014). Data will be analysed with non-parametric statistics.

Results:

Preliminary results show low occupational balance at baseline. The results are expected to show if occupational balance increases after an occupational therapy intervention, addressing everyday occupations.

Conclusion:

The results will provide information about occupational balance before and after an intervention.

Application to Practice:

The results will be useful for occupational therapists working with this client group.

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Financial support by Region Kronoberg, Southern Health Care Region and the Medical Research Council of Southeast Sweden are gratefully acknowledged.

TESTING AN OCCUPATIONAL THERAPY INTERVENTION FOR PEOPLE USING SECONDARY MENTAL HEALTH SERVICES TO PROMOTE THE VALUE OF OCCUPATION IN EVERYDAY LIFE

Saturday, 18th June - 14:50 - OS - 9D.04 - Participation and Mental Health - Tyndall Theatre -
Abstract ID: 1210 - Oral

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Background

Adults with mental health problems experience social isolation and spend time engaging in passive activities. A manualised intervention "Increasing Participation in Everyday Life" has been developed for adults with mental health problems to increase their participation in leisure, self-care and productive activities. The intervention consists of 6 group and 6 individual sessions. A feasibility study tested the intervention in clinical practice and assessed the acceptability of the intervention to occupational therapists and service users.

Method

A one-group study design assessed intervention use in adult community mental health services in two NHS trusts. Service users and occupational therapists were interviewed regarding their experience of the intervention and service user benefits. Changes in occupational participation were measured using the Social Functioning Scale.

Results

Service users and occupational therapists found the intervention to be acceptable. The service users stated they benefited from discussing the value of a range of activities with other service users in the group sessions and were working towards or met their goals set in the individual sessions. End scores on the Social Functioning Scale were not statistically different to baseline scores. The occupational therapists identified that service users benefitted from receiving the combination of group and individual sessions. Changes to the content of the intervention were recommended by the participants.

Conclusion

The intervention demonstrated preliminary evidence of positive effect and warrants further testing. A different outcome measure is needed to detect change.

Application to practice

The intervention shows promise in promoting participation in leisure, self-care and productive activities.

BREASTED OCCUPATION: A CRITICAL AND POLITICAL ANALYSIS OF FEMALE IRISH OCCUPATIONAL IDENTITIES IN THE BREAST CANCER EXPERIENCE

Saturday, 18th June - 13:50 - OS - 9E.01 - Occupational Science - Larmor Theatre - Abstract ID:
808 - Oral

Dr. Tina Mc Grath¹

¹Peregrine Occupational Therapy Consultancy

Background:

Contemporary visions of occupational justice call for “critical occupational therapy practice” whereby the often hidden mechanisms that inform occupational identity are actively addressed (Hammell and Iwama, 2012). This study explored subjective experiences of female breast cancer from a critical feminist occupational perspective, with emphasis on the formative influences of gender on socio-culturally sanctioned women’s occupations.

Method:

A qualitative methodology was used to collaboratively explore the lived breast cancer experience with Irish women, using semi-structured interviews over a period of three years. The co-constructed occupational narratives were analysed using Interpretative Phenomenological Analysis (Smith, Flowers and Larkin, 2009).

Results:

The women’s occupational identities were found to be infiltrated by their upbringings in a very conservative Irish era when a pervasive patriarchal culture of gender-role stereotyping prevailed. Two levels of occupational distress were identified.

Conclusion:

Results demonstrate the hidden political aspects of everyday occupation for women in a hetero-normative socio-cultural context, confirming calls for a critical political perspective to further occupational justice in occupational therapy clinical practice.

Application to Practice:

A novel occupational therapy clinical reasoning mechanism is proposed, whereby human occupation can be understood as a practical subjectivity through which the meanings and purposes that drive occupational performance can be more fully integrated into the therapeutic encounter.

References

- Hammell, R.K.W. and Iwama, M.K. (2012). Well-being and occupational rights: an imperative for critical occupational therapy. *Scandinavian Journal of Occupational Therapy*, 19, 385-394
- Smith, J., Flowers, P. and Larkin, M. (2009). *Interpretative phenomenological analysis: Theory, method and research*. London: SAGE Publications.

SPEAKING JUSTICE TO POWER IN OCCUPATIONAL THERAPY: THIS PROBLEM OF ‘SEEING WHITE’

Saturday, 18th June - 14:10 - OS - 9E.02 - Occupational Science - Larmor Theatre - Abstract ID: 1074 - Oral

Ms. Lily Owens¹, Prof. Priscilla Harries¹, Dr. Sanjay Sharma¹, Dr. Alison Blank¹

¹Brunel University London

Who are better prepared than the oppressed to understand the terrible significance of an oppressive society? (Freire, 1972,; p. 26).

It has become apparent over the years that occupational therapy is majorly situated on white, middle-class norms and values. Indeed, despite occupational therapy’s inclusive stance of occupational engagement and participation, Hammell (2011) has argued that “...it is difficult to avoid the impression that theories of occupation belong to white, middle-class, English-speaking Western theorists...” (p.31).

‘Diverse voices’ remain systematically absent within all occupational therapy remits and there is a tendency to accord dominant group experiences with ‘diverse’ subjects primacy over ‘diverse’ voices themselves. Furthermore, occupational therapy’s centennial vision (AOTA, 2009-2017) of recruiting and retaining a diverse workforce remains difficult, with students from migrant and ethnic minority backgrounds often feeling excluded and highly likely to drop out (van Bruggen, 2009).

Freire (1972) suggests that we must re-examine ourselves constantly if we are to be authentically committed to the people. Such a re-examination may remind us of Adorno (1979), who believed that the highest form of morality is not to feel at home in one’s own home or Heywood (1994), who saw “knowledge” itself as a social construct which served to legitimise social structures. True change from the status quo in occupational therapy may necessitate not romanticised subscriptions to cultural ‘competence’ ideals which can contribute to a lulling into complacency and self-adulation, but a radical shift of consciousness: let’s begin at decolonising occupational therapy’s “knowledge”, - the curriculum and thereby the mind.

“WE ARE NOT ANYTHING ALIKE”: MARGINALIZATION OF STUDENTS WITH DISABILITIES

Saturday, 18th June - 14:30 - OS - 9E.03 - Occupational Science - Larmor Theatre - Abstract ID:
1047 - Oral

Ms. Laura Bulk¹, Dr. Adam Easterbrook¹, Prof. Tal Jarus², Ms. Jennifer Gagnon¹

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Background:

Marginalization occurs when individuals are systematically excluded from meaningful participation and are thus denied opportunities to reach their potential. Despite inclusive rhetoric, students with disabilities face barriers which lead them to be less likely to attend and remain in university compared to their abled peers. This inequity is especially pronounced in the health and human service (HHS) sector, where there exists a tension between promoting inclusion and maintaining professional competencies. Thus, people with disabilities are faced with occupational injustice via exclusion from HHS education programs.

Method:

In-depth interviews were conducted with 26 HHS students and stakeholders, such as faculty or clinicians, focusing on barriers and facilitators related to inclusion. Interviews were analyzed using the constant comparative approach.

Results:

Marginalization is a major barrier experienced by students with disabilities in HHS programs. This occurs through: 1) dominant discourses about disability and professionalism, 2) discriminatory design within programs and university structures, and 3) interactions characterized by imbalanced power.

Conclusion:

Our findings demonstrate how insidious forms of marginalization exclude individuals with disabilities from HHS education and professions.

Application to Practice:

The inclusion of people with disabilities is vital for ensuring HHS professionals, including occupational therapists, represent the populations they will serve. By challenging the views of educators, professionals, and scholars, these findings may be part of the foundation upon which change can be created, such that occupational therapy and occupational science scholars/educators can lead the way in enabling individuals to attain their goals, and become change-leaders.

Financial support by the UBC TLEF.

OCCUPATIONAL BALANCE IN PARENTS OF PRETERM INFANTS

Saturday, 18th June - 14:50 - OS - 9E.04 - Occupational Science - Larmor Theatre - Abstract ID:
254 - Oral

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¹IMC University of Applied Health Sciences Krems, Department Health Sciences, Division of Occupational Therapy and Medical University of Vienna, Department of Pediatrics and Adolescent Medicine, Division of Neonatology, Pediatric Intensive Care and Neurope, ²Medical University of Vienna, Department of Pediatrics and Adolescent Medicine, Division of Neonatology, Pediatric Intensive Care and Neuropediatrics, ³Wilhelminenspital, Department of Pediatrics and Adolescent Medicine, Division of Neonatology, Vienna, ⁴SpielStudio, Occupational Therapy Practice, Vienna

Background: Occupational balance is defined as an individual's positive evaluation of the amount and mixture of occupations (Wagman et al., 2012). However, definitions of occupational balance mainly include the perspectives of occupational therapists. Few studies explored occupational balance in parents, none in parents of preterm infants. Thus, the study aimed to identify components of occupational balance meaningful to parents of preterm infants.

Method: Based on a qualitative research design, focus groups were conducted with parents of preterm infants with very low birth weight. The time point of the interview was until 6 months past preterm birth. The focus group interviews were transcribed verbatim and analysed with a qualitative content Analysis method.

Results: Three dimensions of occupational balance were found to be important to a total of 36 parents of preterm infants, 18 mothers and fathers, each: a variety of occupations, an occupational adaptation to changed life circumstances and the perceived socio-cultural context of occupations. These dimensions encompassed 14 components. For example, the dimension a variety of occupations included 7 components such as a variety of different occupational areas; levels of demands; structuring, importance and effects of occupations, and places where occupations occur, as well as a variety of self- and other determined occupations.

Conclusion: The three identified dimensions of occupational balance add further evidence on the multidimensionality of this construct.

Application to Practice: The identified components of occupational balance should be considered in the treatment and measure of occupational balance in parents of preterm infants.

APPLYING STRATEGICAL PLANNING IN THE DEVELOPMENT OF OCCUPATIONAL THERAPY IN MONGOLIA – LESSONS LEARNT AND FUTURE IMPLICATIONS

Saturday, 18th June - 13:50 - OS - 9F.01 - Resources and Environments - Dillon Theatre -
Abstract ID: 959 - Oral

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Association

Background:

In 2005 an official request by health professionals and the disability community in Mongolia to establish OT in the country reached WFOT. So far only few health professionals had been trained on the job by foreign OTs, adapting different styles and understanding of the profession.

Guidelines used:

The WFOT Ressource-Package “Developing the OT Profession in Non- Member Countries” (WFOT 2008) was used as a guideline to aid the project team. Strategical planning led to assessing the need of OT in Mongolia, involving stakeholders, finding partners and developing a common course of action.

Current achievements:

In 2014 many milestones were achieved. A first cohort of BSc in OT started with a four-year course. A first MSc in OT candidate enrolled with the aim of becoming the first fully accredited OT in the country and future program leader. The Mongolian Therapy Association was founded and started to promote the new profession on World OT Day nationwide including broad national coverage with a film about OT.

Evaluation:

Continuity and ownership by the main local stakeholders as well as funding emerged to be the key challenges in the cooperation.

Lessons learnt and future implications:

Strategical planning as well as a high level of flexibility was important in achieving these goals and remain relevant factors in the future. Additionally a strong local team needed to be on the ground reconnecting and informing new stakeholders. More challenges are still expected and will need creative and out of the box thinking in order to be solved.

OCCUPATIONAL THERAPY IN LOW RESOURCE ENVIRONMENT: REFLECTIONS FROM UGANDA

Saturday, 18th June - 14:10 - OS - 9F.02 - Resources and Environments - Dillon Theatre -
Abstract ID: 1145 - Oral

Ms. Sharon Leahy¹, Mr. Alozious Bataringaya²

¹Natio, ²Kisiizi Hospital

Participation in international health projects provides opportunities for further professional development of new knowledge, skills and behaviors through collaboration with international health care practitioners in low resource environments (Kronenberg et al 2005).

In April 2015 group of eight multidiscipline healthcare professionals travelled to a hospital in South West Kisiizi Uganda. Our aim was to create a strategic, organized, accountable, responsible, flexible, resourceful and innovative healthcare partnership.

The following themes were identified based on reflection from the trip: sustainability, ethical dilemmas and Western ethos of occupational therapist.

Sustainability

The following sustainable projects were introduced:

- 1) culturally sensitive sensory programmes for the upper limb follow stroke.
- 2) Education for the importance of minding skin for spinal cord injury.
- 3) Mirror box therapy for amputees.

Ethical dilemmas

There is an ethical concerns about the lack of empirical evidence of the effectiveness or appropriateness, of such intervention in non-western society.

A huge amount of resources have been brought by Westerners to this hospital. Resources which are underutilised and not understood. Is this enabling or disabling by creating a supportive dependency on external aid?

Western Ethos of occupational therapist

As occupational therapist we strive to enable people to be as independent as possible by understanding who are patients are, who they were and who they want to become. Can we enable participation in occupations that we don't understand, in a culture we are not apart of?

A PILOT STUDY: A CLIENT-CENTRED APPROACH TO ENABLE MEANINGFUL ACTIVITIES IN DAILY LIVING IN NURSING HOMES

Saturday, 18th June - 14:30 - OS - 9F.03 - Resources and Environments - Dillon Theatre -
Abstract ID: 857 - Oral

Prof. Patricia De Vriendt¹, Ms. Elise Cornelis¹, Mr. Ruben Vanbosseghem¹, Mrs. valerie Desmet¹,
Mr. Dirk De Meester², Ms. Anja Baeyens², Mrs. Valerie Van Houcke², Ms. Laurine Peeters², Prof.
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Background:

Engagement of Nursing Home residents (NHR) in meaningful activities of daily living (MADL) enhances their autonomy and Quality of Life (QoL) but this is in reality barely not the case. Therefore this project aimed to test a client-centred and activity-oriented approach, characterized by an active participatory attitude of NHR and caregivers and based on a systematic therapeutic process. It distinguishes four phases, from an initial 'getting to know each other', over an all-encompassing evaluation of the wishes, desires, priorities, facilitating and inhibiting factors. After cataloguing the resources and strengths of the NHR, a creative and innovative plan to enable NHR's preferred MADL can be developed.

Method:

In a pilot study, 24 cognitively healthy NHR (6 men, 18 women; mean age 87.08 sd 4.81; mean length of stay 39.92 sd 42.68) were included. Outcome measures were QoL, number of MADL, self-perceived performance, satisfaction, challenge, quality of the activities, participation and social contacts. Additionally all participants (NHR and professionals) were interviewed to perform a process evaluation.

Results:

All outcome measures improved although not significant. Only the number of MADL ($p < .001$), the quality of the activities ($p < .001$), social contacts ($p < .05$) did; participation showed a trend ($p = .057$). All participants pointed out that social contacts were improved. Professionals mentioned more initiative from the NHR themselves.

Conclusion:

This promising empowering approach needs to be further examined in a RCT to evaluate its outcome and implementation potentials.

Application to Practice:

This approach might guide NH in a more enabling attitude towards NHR's MADL.

ASCRIBING MEANING TO OCCUPATION: AN EXAMPLE FROM HEALTHY WORKING MOTHERS

Saturday, 18th June - 14:50 - OS - 9F.04 - Resources and Environments - Dillon Theatre -
Abstract ID: 119 - Oral

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¹Tel Aviv University, ²University of British Columbia

Background:

The elements and process involved in ascribing meaning to occupation have yet to be fully explicated in occupational therapy. While meaning of occupation has been explored, no studies have simply asked about the meaning of occupation in ordinary everyday lives (Reed, Hocking & Smythe, 2010, p. 142). The purpose of this study was to describe the meaning that mothers ascribe to the occupations in which they engage in their everyday lives.

Method:

A convenience sample of 35 Israeli married mothers, ages 25-45 years, with children between one and ten years, participated in semi-structured interviews using the Occupational Performance History Interview-II (Kielhofner, 2008). Interviews were transcribed verbatim and content analysis applied.

Results:

Two primary categories emerged: the meaning of “giving” (investing in their values), and the meaning of “receiving” (ensuring their needs are met). Values such as dedication, devotion, responsibility and wanting to educate require mothers to occasionally engage in less desirable occupations. In return, mothers received fulfillment from both mothering and non-mothering occupations related to internalized needs such as enjoyment, pleasure, love, intellectual stimulation and appreciation (Figure 1).

Conclusion:

The current study illustrates how values and needs are intertwined to contribute to the meaning of occupation. Moreover, meaningful occupations can be undesirable but the doing of them stems from the values which drive mothers to fulfill their role.

Application to Practice:

Recognizing the forms of meaning that mothers ascribe to their ordinary everyday occupations may guide occupational therapists when meeting mothers in situations that disrupted or changed their occupations.

THE OCCUPATIONAL NATURE OF GENDER

Saturday, 18th June - 13:50 - OS - 9G.01 - Occupation-Based Practice - McMunn Theatre -
Abstract ID: 946 - Oral

Mr. Jens Schneider¹, Dr. Fenna Van Nes²

¹Doctoral College of Life, Health and Physical Sciences, School of Health Sciences, University of Brighton, ²European Master of Science in Occupational Therapy, Amsterdam School of Health Professions, Hogeschool van Amsterdam

Background:

Gender is transacted through people's occupational performance. Although most occupations are not exclusively performed by a particular gender in our postmodern society, gender-specific differences in the manner of performance still exist. If gender and occupation are interdependent, how can we describe the occupational nature of gender?

Method:

An analytical comparison was made between the results of an in-depth literature research and the results of a multiple narrative case study about the experiences of four transgender adults concerning their occupational transitions during their gender identity development.

Results:

The findings show that the transaction between gender and occupation starts at the beginning of gender identity development and continues throughout life. These findings give a valuable insight into relations between gender and how occupations are performed with regard to learnt conventions or in naturally preferred ways.

Conclusion:

There is a lack of knowledge in the literature on occupational therapy and science as to how gender and occupation influence each other. Understanding the occupational nature of gender and raising awareness of the mutual dependency of occupation and gender is essential in order to provide holistic occupational therapy service and to expand the body of knowledge of the occupational science discipline. Further research on this topic is required to achieve this objective.

Application to Practice:

Recommendations for practice are given in order to facilitate the awareness of the transaction of gender and occupation on different aspects of occupation.

OCCUPATIONAL THERAPY FROM AN INTERCULTURAL PERSPECTIVE: REFLECTIONS FROM DOUBLE REFLEXIVE ETHNOGRAPHY

Saturday, 18th June - 14:10 - OS - 9G.02 - Occupation-Based Practice - McMunn Theatre -
Abstract ID: 1201 - Oral

Dr. Inmaculada Zango Martin¹, Prof. Anita Björklund¹

¹Jönköping University

Background:

In the field of occupational therapy, as a result globalization processes, there is a growing interest in aspects related to culture and its association with health and well-being. The multicultural contexts proposes to go beyond terminological questions, to deepen and refine new guidelines related to the construction and consolidation of knowledge. Thus, this paper raises a critical analysis of the main assumptions of occupational therapy.

Method:

Occupational therapy's professional culture is analysed through doubly reflexive ethnography, a heuristic three-dimensional model consisting of syntactic, pragmatic and semantic dimensions. We have considered data collected in different fieldworks.

Results:

The main results are related with three dimensions: semantic , pragmatic and syntactic. All this dimensiones offers a global analysis about the understanding of occupational therapy in theory, in practice and in his institutional development.

Conclusion:

The application of occupational therapy in a decolonizing way which doesn't impose its criteria, while subduing other cultural worldviews and decolonized form being able to build a narrative and praxis with its own identity, not subservient to development in the medical field implies the recognition and assimilation of other cultural worldviews, as well as analysing theoretical principles and practices.

Application to Practice:

Thus, we suggest the term ethnoccupation as an alternative to the ethnocentric concept of occupation, suggesting a view of the latter in relation to economic, social and political aspects with the goal to be a bridge to the social transformation taking account empirical experience.

CULTURAL ACTIVITIES ON PRESCRIPTION

Saturday, 18th June - 14:30 - OS - 9G.03 - Occupation-Based Practice - McMunn Theatre -
Abstract ID: 726 - Oral

Dr. Inger Jansson¹

¹Jönköping

Background: Common mental disorders (CMD) as well as non-specific pain problems account for 70% of sick leave in Sweden. This pattern is shared with many other countries. An essential difference between traditional therapeutic methods and cultural activities on prescription (CAOP) is the focus of the individual's attention. In traditional methods focus is on the individual's problems, while focus in CAOP is on the cultural activity and thus outside the individual. CAOP is preferably performed in groups.

Method: This study was performed in a county council in the south of Sweden starting in spring 2014 and ending in the beginning of 2016. Participants were people on sick leave for CMD and / or pain problems. Every CAOP period covers ten weeks with two sessions per week including various cultural activities. The objective was to evaluate physical and mental health, coping ability and return to work, and also to describe the participants' experiences of CAOP. Data were collected qualitatively and quantitatively. Focus group interviews were undertaken after completion of CAOP. Questionnaires were administered before CAOP, after CAOP and 6 and 12 months after completion.

Results: From the focus group interviews four categories were identified: 'From isolation to fellowship', 'Dare to be and dare to do', 'About the activities' and 'Impact of cultural activities on prescription on everyday life'. Preliminary results from quantitative data are expected to be completed spring 2016.

Application to practice: To take part in cultural activities together with others can enhance health and activity performance.

OCCUPATIONAL PERFORMANCE AS A PREDICTOR OF HEALTH AND WELLBEING AMONG MOTHERS OF CHILDREN WITH ADHD

Saturday, 18th June - 14:50 - OS - 9G.04 - Occupation-Based Practice - McMunn Theatre -
Abstract ID: 420 - Oral

Dr. Orit Bart¹, Dr. Michal Avrech Bar¹, Mrs. Shereen Shereen Jlole Majadla²

¹Tel Aviv University, ²Kupat Holim Clalit

Background:

A founding assumption underlying occupational science is the belief that there is a strong relationship between engagement in occupations, health, and wellbeing. Raising a child with special needs disturbs the balance of family life and mother's daily routine is especially affected. The purpose of the study was to assess the contribution of occupational performance (occupational competence and settings) and role load to the health and life satisfaction (subjective wellbeing) of Arab mothers of children with and without Attention Deficit Hyperactive Disorder (ADHD) and to assess differences between the two groups in these variables.

Method:

Participants included 40 Israeli-Arab women ages 25 to 40 years. Half were mothers of children with ADHD and half were mothers of children without ADHD. Mothers completed four self-report questionnaires.

Results:

Mothers to children with ADHD reported significantly lower occupational performance, mental health, physical health and life satisfaction than mothers to children without ADHD. Occupational competence and occupational settings predicted mothers' mental health and life satisfaction.

Conclusion:

Results suggest that enhancing mothers' occupational competence and settings may increase their health and wellbeing. This study highlights the need to focus on aspects of maternal occupational competence and settings when providing intervention to children with ADHD as they affect mothers' health and wellbeing.

Application to Practice:

Study results reinforce the basic assumption underlying occupational science regarding the strong correlation that occupation has with health and wellbeing and demonstrates their effect among mothers to children with ADHD.

MULTIPROFESSIONAL AND INTERNATIONAL COOPERATION IN RESEARCH AND DEVELOPMENT: CHALLENGES AND OPPORTUNITIES

Saturday, 18th June - 13:50 - OS - 9M.01 - Interprofessional working - Fottrell Theatre - Abstract
ID: 628 - Oral

Prof. Heidrun Becker¹, Mrs. Ursula Meidert¹, Mrs. Silke Neumann²

¹Zurich University of Applied Sciences, ²Zurich University of Applied Science

Background:

The European Active and Ambient Assisted Living (AAL) Joint Programs have the goal to create with the help of ICT-technology innovative products that enhance quality of life in elderly people while strengthening the industrial base of Europe (AAL 2015). Participating projects consortia have to comprise of at least 3 partners from 3 different European countries to develop within two to three years a marketable ICT-based product. Research institutions and companies usually build private-public partnerships for this task. OTs have been participating in such projects to incorporate OT insight into product development. However, participation is challenging.

Method:

Survey of participants of two AAL Projects (n=10), two group discussions with participants in AAL project amongst the ZHAW.

Results:

Cooperation between different professions and countries are considered exciting and enriching. Challenges, especially in communication, arise as 1) command of English as a “lingua franca” is not always given, 2) professional backgrounds and disciplines vary greatly, 3) cultural backgrounds, work settings and preconditions are very diverse, which leads to different expectations and goalsetting as well as working- and communication styles.

Conclusion:

Big emphasis has to be given to communication amongst participants in such projects. Communication structures and necessary time have to be well planned.

Application to Practice:

OTs can bring an OT-perspective to other professions through project-partnerships and take part in leading OT into new fields and client segments.

Literature:

AAL - ACTIVE AND ASSISTED LIVING PROGRAMME (2015): About. <http://www.aal-europe.eu/about/>, download on 2015-10-27, webpage

ESSENTIAL FEATURES INFLUENCING COLLABORATION IN TEAM-BASED NON-SPECIFIC BACK PAIN REHABILITATION

Saturday, 18th June - 14:10 - OS - 9M.02 - Interprofessional working - Fottrell Theatre - Abstract
ID: 495 - Oral

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implementation science, ²Karolinska Institutet

Background: There is an existing body of knowledge regarding elements that influence collaboration. However, interprofessional teamwork is a complex, multifaceted activity and the implementation of interprofessional teamwork needs to be studied in particular contexts. The aim of this study was to explore how professionals, without guidelines for implementing interprofessional teamwork, experience the collaboration within team-based rehabilitation for people with non-specific back pain and how this collaboration influences their clinical practice.

Method: This study has a mixed method design. All participants were involved in team-based rehabilitation for people with non-specific back pain. A questionnaire was answered by 383 participants and 17 participants were interviewed.

Results: The quantitative results showed that the participants were satisfied with their team-based collaboration. High staff turnover was associated with the collaboration and clinical practice. The qualitative findings revealed essential features for a fruitful collaboration. These were; shared basic values and supporting each other. Aspects such as having enough time for reflection, staff continuity, and a shared view of the team members' roles were identified as influencing the participants' clinical practice.

Conclusion: Shared values and basic assumptions are prerequisites of fruitful collaboration.

Application to practice: Important clinical implications for nurturing and developing a collaboration in team-based rehabilitation are to create shared basic values, and a unified view of all team members' roles

and their contributions to the team. These aspects need to be emphasised on an ongoing basis and not only when the team is formed.

FROM NEED TO DECISION –NEGOTIATING CONTROL IN EVERYDAY LIFE WHEN DECIDING TO APPLY FOR A HOUSING ADAPTATION

Saturday, 18th June - 14:30 - OS - 9M.03 - Interprofessional working - Fottrell Theatre - Abstract
ID: 1190 - Oral

Dr. Lisa Ekstam¹, Dr. Agneta Malmgren Fänge¹, Dr. Gunilla Carlsson¹

¹Lund university, Department of Health Sciences

Background:

A housing adaptation can enable independent living in one's own home but deciding to change the home environment can be an ambivalent matter. The aim of this study was to explore the applicant's perspective of the decision-making process behind a housing adaptation grant application.

Method:

Seventeen persons were interviewed in connection to their application for a housing adaptation grant. They were purposefully selected to optimize variation and to include information-rich cases. The data was analyzed using a constant comparative approach.

Results:

The findings illustrated how they negotiated control in everyday life when they went from need to decision to apply for a housing adaptation grant. Before making up their minds, alternative solutions to their needs were negotiated as well as their expectations on the effect of a housing adaptation

Conclusion:

This study shows that deciding to apply for a housing adaptation grant was for some fast and straightforward but for others a lengthy process with years of negotiations with oneself and others.

Application to practice:

Understanding of the individuals' process to come to a decision to apply for a housing adaption grant is useful for professionals and caregivers to support persons during this process. Especially for occupational therapists working with clients in their homes it is important to have deep knowledge about the meaning of home and decision-making process in order to support the clients' decisions.

CULTIVATING OUR FUTURES: THE RECIPROCAL RELATIONSHIP BETWEEN FOOD GROWING SOCIAL ENTERPRISE AND OCCUPATIONAL THERAPY.

Saturday, 18th June - 14:50 - OS - 9M.04 - Interprofessional working - Fottrell Theatre - Abstract
ID: 629 - Oral

Ms. Simone Coetzee¹, Dr. Elizabeth Mc Kay², Dr. Wendy Bryant¹, Dr. Lindsey Nicholls²

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Background:

This doctoral study examines the occupational experience of participating in a horticultural social enterprise from the perspectives of participants in a market garden. It considers how such organisations can offer inclusive spaces for people with disabilities through permaculture design (Holmgren, 2011) and acknowledgment of capability (Nussbaum, 2011).

Method:

A qualitative methodology using participatory action research (PAR) (Koch & Kralik, 2009) and critical ethnography (Madison, 2005) was chosen. Two PAR groups generated data about experiences on site and occupations they engaged in. Additional interview data gave insight into hopes and challenges regarding sustainability of the organisation.

Results:

Reasons for participation vary however occupation is core at different levels of complexity, making this an important space for inclusive engagement. Informal skill development to formal vocational opportunities make gardens like this invaluable in the exploration of engagement, occupational justice and building more secure futures.

Conclusion:

Social enterprises contribute to a health system seeking new solutions to managing long-term disability and marginalisation. Building blocks to a more resilient society, they provide occupational therapists the opportunity to help create sustainable communities.

Application to Practice:

Social enterprises offer an alternative to statutory provision, which can sometimes limit those seeking to move beyond institutional settings and explore occupational progression.

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LESSONS LEARNED FROM AROUND THE HEARTH: A NARRATIVE INQUIRY

Saturday, 18th June - 13:50 - OS - 9N.01 - Occupational Justice - O' Tnúthail Theatre - Abstract
ID: 300 - Oral

Dr. Susan Burwash¹, Ms. Shannon Brawley¹, Ms. Katherine Jucker¹, Ms. Christina Lambert¹,
Ms. Rebecca Lauritzen¹

¹Eastern Washington University

Background:

Researchers wanted to understand experiences of women who are homeless or in transition to housing as they participated in art activities within the community of a women's drop-in centre. Little is known about if or how these services in this setting change women's perceptions of themselves and their future possibilities.

Method:

The research used narrative inquiry (Clandinin, 2007) with four regular participants in art activities within the centre. Student researchers completed fieldwork experiences there and were involved in classes. Researchers interviewed two participants twice: one participant completed one double-length interview. Researchers explored narratives of each participant, looking at continuity, interaction and impact of place. Narrative accounts of each participant were written and shared with participants so they could revise/elaborate on stories and on how they were represented. Finally, stories of participants were compared for common threads, and for places where stories differed.

Results:

Narratives emphasized the importance of role and identity, art as self-expression, and the importance of belonging within community. Art was seen as an active process for communicating internal dialogue outwardly to peers within the environment, a process that aided in connectedness over time. Common threads included experiences of piecing together a new life and making strong links.

Conclusion:

Art activities within this setting can be valuable to participants in a variety of ways in telling and composing stories to live by.

Application to Practice:

Occupational therapists working with this population may want to consider using art activities as tools for sharing experience and composing new narratives.

THE USE OF 'FOOD AS A LIFE-STYLE MOTIVATOR' AMONGST HOMELESS PEOPLE: A MULTI-DISCIPLINARY PARTICIPATORY ACTION RESEARCH PROJECT

Saturday, 18th June - 14:10 - OS - 9N.02 - Occupational Justice - O' Tnúthail Theatre - Abstract
ID: 350 - Oral

Mrs. Miranda Cunningham¹, Dr. Clare Pettinger¹, Dr. Julie Parsons¹, Mrs. Carole Sutton¹, Mr. Andrew Whiteford¹, Dr. Richard Ayres¹, Ms. Gia D'Aprano¹, Ms. Lyndsey Withers², Prof. Gayle Letherby¹

¹Plymouth University, ²Salvation Army

Background:

The recent 'Plymouth Food Cultures' project (Pettinger and Whitelaw, 2012) found that participation in food projects can build trust, self-esteem and improve food skills with marginalised men. Building on this work the 'food as a life-style motivator' (FLM) project aimed to explore how food and food activities might be used with homeless people to support enhanced self-efficacy, health and wellbeing.

Method:

Participatory action research methods (Minkler and Wallestein, 2003) were used, consisting of surveys with key support staff within a homeless hostel, Photo- Elicitation methods with hostel residents and observations of food activities in the hostel. 'Constant comparison' of transcript data was conducted in a systematic way (Hancock, Ockleford and Windridge, 2009).

Results:

Data resulted in five key themes which describe deep-rooted personal expressions around food including; Power and empowerment, Occupation, Emotion, Meanings of food, Space and place.

Conclusion:

Creative food activities and food-themed events can offer meaningful occupation. Thus generating a virtuous circle where food promotes engagement and engagement promotes interest in self-care. Food, therefore, becomes an expression of empowerment, with the potential to enhance health, wellbeing and social justice.

Application to Practice:

Collaborating on this multi-disciplinary project fostered a strong multi-disciplinary team ethos, thus providing a holistic view of some of the many determinants of food choice and poverty.

Occupational Therapists need to promote meaningful food based social inclusion activities with individuals, at the organisational level and influence policy for people who are homeless.

COLLECTIVE OCCUPATION CONSTRUCTING EVERYDAY LIFE IN OUR COMMUNITIES

Saturday, 18th June - 14:30 - OS - 9N.03 - Occupational Justice - O' Tnúthail Theatre - Abstract
ID: 948 - Oral

Dr. Sarah Kantartzis¹

¹Queen Margaret University

Background: Collective occupation is increasingly recognised as an important part of daily life in our communities, linked to the essential inter-relatedness of people (Ramagundo & Kronenberg, 2015). This coming together of people in occupation is seen to enable a power that structures the social world (Angell, 2014).

Method: This presentation is based on the findings of an ethnographic study exploring occupation in a Greek town. Primary data included observations, participation and interviews, recorded over 30 months. Ethical approval was obtained.

Results: Three distinct, but intertwining forms of collective occupation were identified: daily encounters in public space; organisation and associations; celebratory and commemorative occupation. These offered experiences different to the occupation of the individual doing alone and (re)constructed community life.

Conclusion: Collective occupation powerfully enables experiences of belonging and recognition, opportunities to develop and use skills. However, it also works to marginalise and exclude both individuals and particular populations through the enactment of social norms and the shaping of occupation.

Application to Practice: Occupational therapists working with both individuals and communities may use the power of collective occupation to enable growth, development and the transformation of community life, including the inclusion of populations and individuals traditionally excluded.

References:

Angell, A.M. (2014) Occupation-centered analysis of social difference: Contributions to a socially responsive occupational science, *Journal of Occupational Science*, 21(2) pp.104-116.

Ramugondo, E., & Kronenberg, F. (2015) Explaining collective occupations from a human relations perspective: Bridging the individual-collective dichotomy, *Journal of Occupational Science*, 22(1) pp.3-16.

INTERSECTION OF EXEMPLAR ACCREDITATION STANDARDS AND QUALITY MATTERS RUBRIC STANDARDS FOR BEST PRACTICE IN DISTANCE EDUCATION

Saturday, 18th June - 14:50 - OS - 9N.04 - Occupational Justice - O' Tnúthail Theatre - Abstract
ID: 571 - Oral

Dr. Nancy Krusen¹

¹Pacific University

Accreditation is a systematic review through which the public may be assured of quality education. Advances in distance education present new challenges for accrediting bodies (Legon, 2006). Accrediting bodies typically address the quality of the program and institution, not course design. In the United States, Quality MattersTM (QM) standards are used to determine the quality of online course design, not the quality of a program or institution. The primary aim of this paper is to examine the intersection of exemplar accreditation standards from a representative professional association and Quality MattersTM Rubric Standards (QM Standards) for best practice in distance education. The author evaluated exemplar primary standards documents from Accreditation Council for Occupational Therapy Education[®] (ACOTE) of the American Occupational Therapy Association (AOTA) and QM for congruity and disparity, strengths and limitations. Comparison of ACOTE Standards with QM Standards confirms the unique nature of each process. There are areas of close congruity, areas of marginal congruity, and areas of incongruity across standards.

Key points to the comparison are:

- Individual course design and structure cannot be examined in isolation from curricula, programs, degrees, or organizations for professional education.
- Individual course design and structure should be integral to programs for professional accreditation.
- Integration across accrediting body standards and quality improvement standards will promote best practice for distance education.

CLIENT-CENTRED DISCHARGE PLANNING? OCCUPATIONAL INJUSTICE BROUGHT TO LIGHT THROUGH THE LENS OF RELATIONAL AUTONOMY

Saturday, 18th June - 13:50 - OS - 90.01 - Client-Centred Practice - Kirwan Theatre - Abstract
ID: 884 - Oral

Dr. Evelyne Durocher¹, Dr. Elizabeth Anne Kinsella², Dr. Carolyn Ells³, Dr. Matthew Hunt³

¹Wester, ²University of Western Ontario, ³McMaster University

Background: While client-centred practice has received wide support, it remains difficult to apply in many practice settings. Identified barriers include constraints on time, resources and services imposed by healthcare policies. Healthcare professionals' prioritizing of client safety over (other) interests that clients may name may further restrict the application of client-centred practice. Discharge planning is one area where such considerations can conflict.

Methods: Taking a critical bioethics perspective informed by relational autonomy theory, we used microethnographic case studies to examine discharge planning processes in one Canadian rehabilitation setting from the perspectives of older adult clients and healthcare professionals. This paper presents a secondary analysis of this data in order to examine how discourses of client-centred practice and of prioritizing safety were reflected in discharge planning with older adults and consider the implications of potential conflicts between these discourses.

Results: The results indicated that healthcare professionals interpreted client-centred practice to require abiding by client wishes, as long as this was safe. Healthcare professionals and older adults alike described as important - in relation to their home - values such as being comfortable and having familiarity with one's own space, as well as having the capacity to participate in occupations that were meaningful to them. In the practice of discharge planning, however, prioritizing safety took precedence over other considerations like values around home, and therefore client-centred practice was often compromised.

Conclusion and Implications for Practice: Applying a relational autonomy lens to practice could promote approaches that better facilitate client-centred practice in discharge planning.

SOCIAL JUSTICE AND HEALTH CARE IN AN AGE OF AUSTERITY: USERS' PERSPECTIVES FROM RURAL ICELAND

Saturday, 18th June - 14:10 - OS - 90.02 - Client-Centred Practice - Kirwan Theatre - Abstract
ID: 312 - Oral

Ms. Sonja Gústafsdóttir¹, Ms. Kristjana Fenger¹, Prof. Sigríður Halldórsdóttir¹, Prof. Þóroddur
Bjarnason¹

¹University of Akureyri

Despite Iceland being sparsely populated, Icelandic law emphasizes social justice and equal access to healthcare, regardless of residence. The aim of the study was to examine changes in attitudes of the population in Fjallabyggð towards access to healthcare service, diversity and quality of it, in an age of austerity, which the restructuring after the economic collapse of 2008 demanded, and the tunnel in Héðinsfjörður made possible. We used a mixed method with a transformational design. First, data were collected by questionnaires (response rate of 53% N = 732 in 2009 and 30% N = 415 in 2012), followed by ten interviews (2009 and 2014). The results were integrated and interpreted within the ecological model of Bronfenbrenner relating to the interactions between the individual and the environment. Findings show significantly less satisfaction with the availability and diversity of healthcare service in 2012 after the tunnel and downsizing. Solid primary healthcare, good local elderly care, some freedom in healthcare choice and reliable emergency services were considered fundamental for life in a rural area. The results indicate that improved transportation infrastructure contributed positively to the development of healthcare service and enhanced equality and human rights. However, the state cuts negatively impacted attitudes. To comply with the law and international agreements, it is important to explore further the multifaceted impact of healthcare downsizing on service users and their environment. This emphasizes the importance to advocate for more service users empowerment in political decision making regarding health care.

WHEN WORLDS COLLIDE: MANAGING RESOURCE AND CLIENT-CENTRED PRACTICE WHEN PRESCRIBING EQUIPMENT AFTER STROKE.

Saturday, 18th June - 14:30 - OS - 90.03 - Client-Centred Practice - Kirwan Theatre - Abstract
ID: 706 - Oral

Ms. Pauline Boland¹, Dr. William Levack², Dr. Meredith Perry², Dr. Fi Graham²

¹University of Otago, Wellington, New Zealand / University of Limerick, Rep of Ireland,

²University of Otago, Wellington, New Zealand

Background:

Adaptive equipment is commonly prescribed during rehabilitation after stroke, to support people to take part in valued occupations, however the reasoning used by health professionals issuing equipment is not well understood.

Method:

Six focus groups with 30 health professionals (n=13 occupational therapists and n=17 physiotherapists) were conducted, audio-taped and transcribed verbatim and analysed using grounded theory.

Results:

Client engagement, including willingness and capacity to engage, was the primary consideration of health professionals. This engagement was influenced by clients' physical and cultural environment, other people such as family members and caregivers and the relative risk versus benefit of equipment. Equipment provision was affected by tensions within the healthcare system when there were competing resource management issues. The way the healthcare system prioritised allocation of equipment funding could either align with, or oppose, an allied health professional's own professional philosophy.

Conclusion:

An allied health professional is expected to take on multiple roles simultaneously including as an assessor, a gatekeeper of resource, a consultant or an advocate. While equipment provision is an inherent part of many health professionals' practice, there is concern that their responsibilities to the health service create moral distress when in conflict with their professional philosophy.

Application to Practice:

Recommendations made when providing equipment are based on non-clinical factors and client-related factors. An increasing expectation that health professionals are fiscally responsible needs to be balanced with a critical awareness of the political factors which shape our practice and an awareness of the roles we adopt during equipment provision.

EXPLORING THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN OLDER PERSONS' DAILY ACTIVITIES

Saturday, 18th June - 14:50 - OS - 90.04 - Client-Centred Practice - Kirwan Theatre - Abstract
ID: 733 - Oral

Mrs. Caroline Fischl¹, Mrs. Ingeborg Nilsson¹, Dr. Eric Asaba²

¹Umeå University, ²Associate Professor/Docent, Karolinska Institutet, Department of
Neurobiology, Care Sciences and Society, Division of Occupational Therapy

Background:

Information and communication technology (ICT) can provide numerous possibilities for people to engage in new activities. ICT can facilitate contact with family and friends, engagement in social and leisure activities, and use of community services such as health information and banking. With the proliferation of ICT in everyday life, older persons gain more opportunities to continue living independently and participate in society for as long as possible. However, digital gaps can hinder older persons from engaging in activities requiring ICT use. Exploring how older persons' find occupational challenges, meaning and satisfaction in ICT-supported activities is therefore imperative.

Method:

Purposive sampling was used to recruit retired persons living in Internet-connected areas in northern Sweden. Data was collected through a short interview and filmed observation of performances in two or more ICT-supported activities while following a concurrent think aloud protocol. Data analysis follows a narrative approach and is currently under progress.

Results:

Participants' previous experiences and use of ICTs in everyday activities varied. The preliminary results reveal that participants' narratives present diverse occupational challenges, meanings and levels of satisfaction in their use of ICTs in chosen activities.

Conclusion:

Preliminary findings indicate that participants' performances in and experiences of ICT-supported activities are idiosyncratic.

Application to Practice:

Understanding how older people find meaning and satisfaction in ICT-supported activities can contribute to the development of advanced technology to support independent living and participation in society. It can also stimulate collaborations in research, practice and education to develop services and products.

PROMOTING REFLECTION IN PRACTICE EDUCATION: PITFALLS AND PRACTICAL TOOLS.

Saturday, 18th June - 13:50 - Workshop.01 - 9S - Dunican Theatre - Abstract ID: 606 - Workshop

Ms. Mairead Cahill¹, Dr. Alison Warren², Ms. Fiona Fraser²

¹Department of Clinical Therapies, University of Limerick, ²Plymouth University

Summary of the Workshop:

Reflection is an essential component of occupational therapy education both within the academic and practice contexts and also as students transition into professional practice (Adams, et al 2013). Accreditation agencies' increasingly require professionals to provide evidence of reflection, therefore ensuring that reflective practice is developed and experienced is important to student education (Mann, et al 2009). At times students have difficulty reflecting on their experience in order to promote learning. As the work contexts of occupational therapists are constantly changing, occupational therapy students need to utilise reflection to enhance the quality of their professional practice and strengthen their professional identity (Warren, 2014).

This workshop will focus on the importance of reflection as identified from research related to traditional and non-traditional placements in Ireland and the UK. Workshop participants will be introduced to a range of tools to promote reflection in practice education settings. There will be an opportunity to critique a range of reflective tools for their use in traditional and non-traditional placements. This workshop intends to be interactive, shaped around research findings with exploration of a range of tools and resources to promote reflection during occupational therapy placements.

The maximum number of participants for the workshop is 20. This workshop would be suitable for anyone with an interest in facilitating learning with occupational therapy students, including practitioners, academics and students.

DEMENTIA – THE NEED FOR MEANINGFUL OCCUPATION IN THERAPY.

Saturday, 18th June - 13:50 - Workshop.01 - 9R - AC216 - Abstract ID: 590 - Workshop

Ms. Mary Rose Mulry¹, Ms. Sharon Richardson²

¹National University of Ireland, Galway, ²Health Services Executive

Summary of the Workshop:

Dementia is a syndrome characterised by deterioration in memory and cognitive functions. Dementia is progressive in nature with the focus of treatment being to delay further memory/cognitive decline and enhance the older adult's quality of life. There are many therapies well researched in this area e.g. cognitive stimulation therapy (Spector et al, 2013), sonas apc (Connors, 2000), doll therapy (Mitchell et al, 2013), errorless learning (Clare et al, 2010) etc. However, despite all of this research, older adults with dementia are engaging in activities with little meaning to them and these activities are not reflecting their life experiences (Harmer et al, 2008). The aim of this workshop is to explore this area of meaningful occupation with the dementia population in more detail. The following are the main aims we wish to address:

- Define occupation and identify what is meaningful occupation.
- Understanding the significance of meaningful occupation with the older adult with dementia.
- Understanding the importance of gathering information about the older adult with dementia in order to empower them to engage in meaningful occupation.
- Identify the barriers and facilitators in Occupational Therapists carrying out occupation-focused therapy.
- Explore risk management in relation to enablement.

The workshop will be interactive in nature with the use of case studies and group exercises.

Maximum number of participants: 30

Brief description of intended participants: This workshop would be suitable for clinical and researching healthcare professionals working with the dementia population.

ENABLING PROFESSIONAL CONFIDENCE ABROAD: A NEED FOR STUDENT-CENTERED LEARNING ACTIVITIES

Saturday, 18th June - 13:50 - Workshop.01 - 9H - AC201 - Abstract ID: 388 - Workshop

Ms. Bea Van Bodegom¹, Ms. Siska Vandemaele², Mr. Ton Satink³, Mrs. Kim Dujardin²

¹HAN University of Applied Sciences, ²Howest, ³HAN

Learning abroad is a challenge for everyone involved. Students learn in a profound way how another culture affects their own way of living, learning and practicing. Lecturers are challenged to design the best possible preparation program in order to enable more professional confidence. Occupational therapy students of the HAN University of Applied Science and HOWEST have the possibility to go abroad during their occupational therapy study. In order to professionalize the educational program, the HAN lecturers shared experiences with lecturers and students during an ENOTHE workshop in 2015. Four main topics were discussed and explored: (1) impact on personal development, (2) long - distance learning and communication, (3) cultural awareness in communication and (4) implementability of results and sustainable learning for all actors. The outcome of this dialogue was rich of ideas, but is in need for a second phase of sharing and exploring with a preferable outcome: a student - centred educational toolkit to learn abroad.

This new workshop is an open space event to enable the participants in their dialogue about preparation for and studying abroad. After a brief introduction of student projects and experiences abroad, together, we will co-create the elements of the toolkit by using the large scale intervention method. The preferred outcome of the workshop is there for useful for every participant. The workshop is open for everyone interested: students, lecturers and practicing occupational therapists. It's about learning together!

QUALITY: LEADING INITIATIVES FOR CHANGE, IMPROVEMENT, AND GROWTH

Saturday, 18th June - 13:50 - Workshop.01 - 9J - AC203 - Abstract ID: 659 - Workshop

Dr. Pamela Roberts¹, Dr. Neil Harvison²

¹Cedars-Sinai Health System, ²American Occupational Therapy Association

In order for occupational therapy to be powerful and widely recognized (AOTA, 2006), the profession must define what constitutes high quality occupation-based and evidence-based care. To provide the best care for clients in healthcare environments, practitioners need to understand the context of quality improvement and impact on service delivery (Burke et al., 2012). Measuring and reporting on the quality of health care provides health professionals and administrators with the data needed to target opportunities for change, improvement and growth, and provides consumers with the information to make decisions about care. Occupational therapy must also define our distinct value in improving quality, safety, client experience, cost effectiveness, occupation-based practice, and evidence-based practice to thrive in the context of healthcare reform implementation.

This workshop will provide participants with the skills to engage in quality improvement and to demonstrate occupational therapy's distinct value in improving performance, patient experience, and cost effectiveness. The workshop will include didactic presentation and interactive group discussions.

By completion of the workshop, participants will be able to:

1. recognize fundamentals of quality improvement,
2. articulate occupational therapy's distinct value,
3. identify a quality improvement plan specific to practice area that advances the profession's contribution to improving quality, patient experience, and cost-effectiveness.

participants: 60

Participants: practitioners, administrators, and educators

References

American Occupational Therapy Association. (2006). The Centennial Vision. Bethesda, MD; Author.

Burke, J. P., & Gitlin, L. N. (2012) "How do we change practice when we have the evidence?" American Journal of Occupational Therapy, 66, p. 85 - 88.

ENHANCING DRIVING AND COMMUNITY MOBILITY WITHIN OCCUPATIONAL THERAPY EDUCATION

Saturday, 18th June - 13:50 - Workshop.01 - 9K - AC204 - Abstract ID: 230 - Workshop

Dr. Donna Costa¹, Dr. Yvonne Randall¹

¹Touro University Nevada

Current U.S. accreditation standards for OT programs require that entry-level practitioners “provide training in techniques to enhance community mobility, including public transportation, community access, and issues related to driver rehabilitation.” (AOTA, 2012). Driving/community mobility is an instrumental activity of daily living (AOTA, 2014) that involves many client factors, including specific mental functions (attention, memory, perception, sequencing), sensory functions (vision, hearing, touch, vestibular, proprioception), movement and muscle function.

This workshop will describe an innovative approach to learning using a driving simulator throughout an entry-level master’s degree OT curriculum. In first semester students learn foundational concepts related to OT and complete an activity analysis of driving to understand how essential driving/community mobility are for independence and engagement in everyday life activities (AOTA, 2010). In second semester, the components of driving are introduced (visual, motor, cognitive) and students are introduced to driving/community mobility in youth with special needs – ADHD and ASD. During third semester, students learn how a variety of physical diagnoses/conditions in adults may impact driving ability; they also learn about assistive technology and how to evaluate client factors and performance skills. In fourth semester, the focus is on the older adult and how the aging process affects bodily and mental functions and driving performance. Specific conditions like Alzheimer’s disease are reviewed and decisions around driving cessation. The use of a driving simulator to predict driving performance on-the-road is introduced via naturalistic drives (Classen & Brooks, 2014). Students are trained in CarFit and participate in an older driver safety community event.

MINI-ACTIVITIES – A PRACTICABLE APPROACH TO EMPOWER CLIENTS' RESILIENCE

Saturday, 18th June - 13:50 - Workshop.01 - 9P - AC215 - Abstract ID: 1158 - Workshop

Mrs. Franziska Heigl¹, Mrs. Barbara Aegler², Mrs. Fay Zischek²

¹Inselspital, University Hospital Berne, ²Praxis für Handrehabilitation und Ergotherapie GmbH
Zürich

Introduction: Resilience received growing interest regarding its potential influence on health, well-being and quality of life. Resilience is defined as the ability of a person to recover, adjust, change or resist from stressful circumstances*. New research showed that resilience is not only inborn but it is also influenced by environmental factors and can be built up through life. OT clients often live through critical life situations and need to adjust. For our clinical practice we developed an approach to empower clients' resilience. This approach focuses on mini-activities which can be easily integrated in daily routine aiming at energizing clients and strengthening their self-efficacy as relevant factors of resilience.

Aim: This workshop introduces mini-activities for empowering clients' resilience and discusses possible applications for participants.

Methods: Following a brief introduction about resilience, our approach will be introduced. Participants will engage in self-experiments and interactive reflexive discussions. By presenting two clinical cases (client with persistent pain, respectively repetitive strain injury), special focus will be on possibilities of the integration into clients' daily routine.

Results: Participants will have increased awareness of the importance of resilience in OT practice. They will get to know an easy to use approach to empower clients' resilience.

Maximum number of participants: 25

Brief description of intended participants: suitable for all OTs with interest in an approach to empower clients' resilience.

References

- Garcia-Dia, M.J., Di Napoli, J.M., Garcia-Ona, L., Jakubowski, R. & O'Flaherty, D. (2013). 'Concept Analysis: Resilience', Archives of Psychiatry Nursing, 27(6), p. 264-270.

OCCUPATION – AND CLIENT – CENTRED ASSESSMENT IN SCHOOL – BASED PRACTICE: ASSESSING CHILDREN’S OCCUPATIONAL PERFORMANCE WITHIN PRIMARY SCHOOLS

Saturday, 18th June - 13:50 - Workshop.01 - 9Q - AC214 - Abstract ID: 1245 - Workshop

Ms. Andrea Hasselbusch¹, Ms. Cornelia Zillhardt², Ms. Roswitha Hoerder³, Ms. Vera Kaelin⁴

¹Bournemouth University, ²Department of Occupational Therapy, Zuyd Hogeschool,

³Bildungshaus Ulmer Spatz Grundschule, ⁴ZHAW Zurich University of Applied Sciences

Summary of the Workshop

This workshop focuses on the implementation of central tenets of occupation-centred practice and client-therapist collaboration (WFOT 2012) in school-based occupational therapy (SBOT) assessment practice. A literature review was conducted to identify occupation- and client-centred assessment methods and tools suitable for SBOT. A top-down, occupation-centred assessment structure based on the work by Coster (1998), Trombly (1993) and Hocking (2001) was developed to organize assessment methods and tools identified in literature and research into a comprehensive SBOT toolkit.

The SBOT assessment process begins with the identification of important but challenging school occupations. Interviews are used as the primary assessment method, with balancing and juggling of the varying priorities of school staff, parents and child being a particular emphasis during those conversations. Assessment tools such as Canadian Occupational Performance Measure, School Function Assessment and School Setting Interview may be used. The second assessment step uses direct observations of the child performing those challenging school occupations within the school environment. Therapists may choose between universal or specialized observational approaches such as Dynamic Performance Analysis or the School Version of the Assessment of Motor and Process Skills. Therapists carefully consider if assessment of performance components is necessary.

Methods and tools are available for an occupation- and client-centered assessment approach in SBOT. Those methods and tools will be discussed and practiced in small groups using case studies.

Maximum number of participants: 30

Brief description of intended participants:

Practitioners, researchers, students and educators interested in SBOT.

QUANTIFYING OCCUPATIONAL INJUSTICE: USING THE ASSESSMENT TOOL FOR OCCUPATIONAL AND SOCIAL ENGAGEMENT (ATOSE).

Saturday, 18th June - 13:50 - Workshop.01 - 9I - AC202 - Abstract ID: 278 - Workshop

Dr. Mark Morgan Brown¹, Prof. Joan Brangan², Ms. Claire Kearns¹

¹HSE, ²Trinity College, Dublin

Purpose: To provide workshop participants with practical hands-on experience using the Assessment Tool for Occupation and Social Engagement (ATOSE) which uses interactive occupation and social engagement as outcome measures.

The ATOSE snapshot observational process creates quantitative, as well as narrative, understanding of a whole room environment. The ATOSE powerfully observes, records and reports occupational engagement and, equally, 'deprivation' (Whiteford, 2000; Wilcock & Hocking, 2015) in congregate settings.

Rationale: The concept of occupational literacy is valuable for understanding, reporting, discussing and making decisions about the occupational lives of our clients (Townsend, 2015). However, the language of occupation can appear lightweight and difficult to defend. With the growing emphasis on evidence, statistics and outcomes, quantitative measurement of occupation is an important challenge.

Objective: To empower therapists to support the needs and rights of people to engage in well-being enhancing occupations in congregate settings (Hammell, 2008; Smit et al, 2014). To explore an observational method which promotes occupational literacy to challenge ideas, practices, policies and economies (Townsend, 2015).

Format:

- Opportunity to use the ATOSE assessment including the snapshot observation method
- Application of the ATOSE statistical data to occupational justice
- Application of the ATOSE narrative observational data to occupational literacy
- Use of triangulated data (observation, narrative and interview) to define whole environment typologies
- Discussion: focusing an occupation justice lens to understand environments in order to enable empowerment and social inclusion (Nilsson and Townsend, 2010)

Maximum participants: 50

Intended participants: under and post graduate students, educators, researchers, clinicians

THE DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF A PILOT OCCUPATIONAL THERAPY LED FALLS EDUCATION INITIATIVE ON A TRAUMA ORTHOPAEDIC WARD

Saturday, 18th June - 15:10 - PS3.01 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 207 - Poster

Ms. Valerie Flattery¹, Ms. Sandra Burke¹, Ms. Aileen Collins²

¹Galway University Hospitals, Saolta University Healthcare Group, ²Department of Clinical
Therapies, University of Limerick

Background:

The Irish Hip Fracture Database (a clinically-led, web-based national audit) outlines standards for best practice for Irish hospitals in relation to fracture management. One of these standards states that all patients presenting with a fragility fracture following a fall should be offered multidisciplinary assessment and intervention to prevent future falls.

Method:

The aim of this research (ethical approval granted) was to pilot and evaluate an Occupational Therapy education initiative aimed at providing post fracture patients on an in-patient Trauma Orthopaedic ward with a pre-discharge education session aimed at minimising environmental hazards.

All eligible patients on an orthopaedic ward were invited to participate in the study.

Results:

Over the course of a 5 week period, 35 people met the inclusion criteria, 18 of these consented to participate in the study, and 9 were able to complete the intervention session. The mean age was 80. Short FES-I scores did not change significantly pre and post. An average of 3.44 items was identified for intervention on the home hazard action plan. Adherence to this was at 78%. There was 100% satisfaction with the group with all recommending its continuation.

Conclusion:

This was a small scale pilot study with no control group, however it was useful in its design to determine feasibility of running the intervention on a longer term basis and confirming the value of addressing environmental hazards in falls prevention and the role of OT within this. The process and results of the research will be presented in poster format.

SATISFACTION WITH DIVISION OF DOMESTIC WORK - MORE IMPORTANT THAN ACTUAL DIVISION? RESULT FROM THE WOLF STUDY

Saturday, 18th June - 15:10 - PS3.02 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 100 - Poster

Dr. Petra Wagman¹, Dr. Maria Nordin², Prof. Lars Alfredsson³, Prof. Peter Westerholm⁴, Dr.
Eleonor Fransson¹

¹Jönköping University, ²Umeå University, ³Karolinska Institutet, ⁴Uppsala University

Background:

Gender differences, where women spend more time in unpaid work may indicate occupational imbalance.

The aim was to describe division of, and satisfaction with, domestic work and responsibility for home and family in adults living with a partner. Another aim was to investigate the associations between these aspects and self-rated life satisfaction.

Method:

Data comprised 4924 persons answering questions in the WOLF 2009 study about division of and responsibility for domestic work, satisfaction with these aspects and self-rated life satisfaction. Data was analyzed statistically with logistic regression.

Results:

It was most common to share the domestic work and responsibility thereof equally with their partner. However, more women conducted the majority of the domestic work and took most responsibility.

In a logistic regression model including actual domestic division, there was an association between good self-rated life satisfaction and sharing the domestic work equally compared to doing the majority of the work or having the majority of responsibility themselves.

However, in a logistic regression model including both actual domestic division and satisfaction with the division, there was solely an association between good self-rated life satisfaction and being satisfied with the division and responsibility.

Conclusion:

This results show the importance of taking both actual domestic work division and satisfaction with the division into consideration.

Application to Practice:

Occupational therapists need to address both domestic work division and satisfaction with the division with their clients.

OCCUPATIONAL THERAPY FOR CLIENTS WITH SCHIZOPHRENIA

Saturday, 18th June - 15:10 - PS3.03 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 368 - Poster

Mrs. Christine Bayerle¹

¹Bezirkskliniken Schwaben, Günzburg

The board game “Kompetenz” (= competence/skill) and the therapy program “IPT” (= integrated psychological therapy programme for schizophrenic patients) are two variable concepts for the therapy of clients with schizophrenia. Though not meant as specifically Occupational Therapy instruments, the contents of the program are valuable supplements to the wide range of OT. From training cognitive functions to social competences, metacognition or emotional competence, both materials offer a huge variety of treatment options.

SELECTING SUCCESSFUL STUDENTS: A COHORT SURVEY OF FIRST YEAR BSC (HONS) OCCUPATIONAL THERAPY STUDENTS

Saturday, 18th June - 15:10 - PS3.04 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 503 - Poster

Mrs. Carolyn Hay¹

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There is a historical challenge for admissions tutors of healthcare programmes to recruit high calibre pre-registration students (Posthuma and Noh, 1990 p286, Callwood, Allan and Courtenay, 2012 p835). While there has been much research, within occupational therapy education, exploring candidates age, previous academic history and interview strategies, none has explored the UCAS route of a candidate. A study of a Midlands university explored this factor in addition to consideration of the factors assessed at interview in an exploration to understand 'What are the assessed factors within the admissions process which predict the outcome of a student's first year of studies?'

A retrospective cohort study of 148 full-time pre-registration students was undertaken and analysed using parametric tests through the use of SPSS.

There were four key findings: there is a difference in the academic performance of students dependant on their UCAS route of application; there is a difference in the age range of candidates dependant on their UCAS route of application; there is a difference in the academic performance of students dependant on whether they fully met the academic entry requirements or not and; a link between the grading of three components of the interview was found (discussion of media clip, writing style and academic performance).

The pressure to fill places in a timely way may traditionally mean some courses are full before 'late' applications are received. These findings suggest academic admissions tutors should allow opportunity for UCAS 'Late' applicants who, in this study, achieved a higher mean grade.

THE ART OF LIVING: OCCUPATIONAL THERAPY, OPTIMAL FUNCTIONING, POSITIVE HEALTH AND RESILIENCE.

Saturday, 18th June - 15:10 - PS3.05 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 565 - Poster

Mrs. Mieke Le Granse¹

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The complex society we are currently living in can be very demanding and stressful.

Citizens have to deal with a global economic crisis, conflicts, poverty and exclusion, environmental disasters, ageing population, multimorbidity and constantly changing health care systems.

Occupational therapists and their clients (individuals, groups & communities) are living hand in hand in this complicated society, which puts them in demanding situations, but also offering them great chances and challenges.

Occupational therapists should value and focus on these chances and challenges to shape life in a positive way, which should also suit the needs and qualities of themselves and their clients.

With philosophical thoughts and intervention methods used in positive psychology, occupational therapists can strengthen their own and their client's optimal functioning, positive health and resilience.

The positive art of living has always been a subject of importance within philosophy by giving meaning to life, experiencing joy, making connections with others and exploring opportunities.

Positive psychology, as a fast growing branch within psychology and connected with the humanistic psychology, can support occupational therapists and their clients to empower themselves, to experience wellbeing, positive health and individual & societal balance.

The purpose of this presentation is to give a reflection on what aspects of positive psychology can contribute to our and our client's art of living by giving examples of intervention methods for education and practice and by discussing which competencies can support self management

DEVELOPING INNOVATIVE BACHELOR PROGRAMS FOR OCCUPATIONAL THERAPISTS IN GERMANY: THREE DIFFERENT MODELS (HEALTH CARE PROFESSIONALS, ADDIS AND PQS)

Saturday, 18th June - 15:10 - PS3.06 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 691 - Poster

Prof. Elke Kraus¹

¹Alice Salomon University of Applied Sciences

Background:

Only 5% of occupational therapists in Germany have an academic degree. In the light of the changing demography and subsequent demands on the health system there is a great need for therapists to obtain bachelor degrees.

Educational Philosophy or theory:

Interprofessional and interactive learning are key to all three programs, but especially the HCP. Blended learning is particularly used in the HCP program, and explores technical aspects for future care such as E-therapy and E-diagnostics.

Pedagogy / educational approach(es) used:

ASH is developing and/or offering three different kinds of bachelor programs: (i) Primary-Qualifying Program in occupational and physiotherapy for school leavers "PQS", (ii) a part-time interdisciplinary program for occupational and physiotherapists "AddIS" and (iii) an online Bachelor program "Health Care Professionals" (HCP) for therapists and nurses.

Evaluation:

Different studies are being conducted depending on the different stages of development. The AddIS is an adaptation based the evaluation of a previous program, the PQS has recently presented an evaluation to the Berlin Senat as a model for possible alterations in the qualification of OTs and PTs, and the HCP is conducting needs analysis as a basis for its program development.

Application to Education and /or practice:

The advantages and disadvantages of the three types of bachelor programs, based on their evaluations, give indications and guidelines to other institutions that develop and/or offer similar programs in occupational therapy.

DEVELOPING AN UNDERSTANDING OF CLINICAL LEADERSHIP AS AN OCCUPATIONAL THERAPY STUDENT

Saturday, 18th June - 15:10 - PS3.07 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 880 - Poster

Ms. Fiona Fraser¹

¹Plymouth University

Background:

Policy in the United Kingdom has placed the emphasis on transformational leadership within the National Health Service with all staff, including clinicians, needing to take responsibility to be clinical leaders regardless of their role or level of experience. This poster will explore how the undergraduate curriculum at Plymouth University enables occupational therapy students to develop an understanding of clinical leadership ready for this challenge.

Educational Philosophy or theory: A constructivist approach is taken facilitating reflection and deeper learning through discussion and problem solving.

Pedagogy / educational approach(es) used:

Interprofessional education is the major pedagogical approach facilitating students to explore the concept of leadership in multidisciplinary groups.

Evaluation:

Feedback continues to be sought from current and graduating students on module content and extra curricula activity facilitating leadership development.

Application to Education and /or practice:

Jasper and Jumaa (2005) stated 'without significant and effective investment in education and training for leadership, it will be difficult for the culture of the NHS to change, for individuals to develop the skills, confidence and professional experience to become leaders and for professional boundaries to be scaled' (p. 251). Equipping students with a solid understanding of the topic will play a key role in the future success and developments of the profession.

References

Jasper M, Jumaa M (2005) Effective healthcare leadership. Oxford: Blackwell Publishing

CONSIDERING CARRYOVER: A PARENT-CHILD APPROACH TO GOAL DIRECTED TRAINING TO MAXIMIZE CENTRE TO HOME GENERALIZATION

Saturday, 18th June - 15:10 - PS3.08 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 484 - Poster

Ms. Jacklyn O'boyle¹, Dr. Bea Staley¹

¹Carpentaria Disability Services

Goal directed training is a client-centered and occupationally focused approach which prioritizes independence through active problem solving and repetition of successful strategies. This is in contrast to a more traditional approach of working on specific body functions, hoping to impact on a general success of the activity (Mastos, Miller, Elisasson & Imms 2007). There is emerging literature that working within a parent-child interaction model has a positive impact on a child's developmental imperatives (Slade 2009). That is, that by coaching the parent, they can create ample opportunities for the activity, manage resistance and increase motivation, and thereby accelerate the time it takes to meet the same goals using naturally occurring contexts.

This paper describes a case study of Jack,* a child with cerebral palsy and his mother. We discuss the successful implementation of an intervention that worked within the parent-child interaction model using goal directed training. By building the parent's capacity and response repertoire around the specific requirements of the goals, Jack's resistance to task requirements and intrinsic motivation were also optimally addressed. We found that by developing the skills of Jack's mother, she was able to integrate therapeutic tasks into their daily routines and ensure Jack had daily practice. The end result being increased functionality in less time across many settings. This study aims to highlight the importance of parent facilitation on achieving successful outcomes across contexts. Further, we provide strategies for clinicians to use with parents to support their child in times of reduced confidence, motivation and refusal.

TRANSLATING AND ADAPTING THE OCCUPATIONAL QUESTIONNAIRE INTO NORWEGIAN

Saturday, 18th June - 15:10 - PS3.09 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 55 - Poster

Mrs. Ratna Anand¹, Mr. Tore Bonsaksen¹, Mrs. Anne Lund¹, Mr. Brian Ellingham¹, Prof. Unni Sveen¹

¹Occupational Therapy Programme, Faculty of Health Sciences, Oslo and Akershus University College

Background: Occupational performance includes the individual's experience of being engaged in self-care, productivity, and leisure. The Occupational Questionnaire (OQ) is an instrument used in the assessment of activities to investigate their subjective qualities (1). It is used in occupational therapy research, education, and practice. The purpose of this study was to develop a cross-culturally adapted Norwegian version of the original OQ (2).

Method: The OQ was translated and adapted into Norwegian language and context, using the ten-steps process proposed by Wild et al (3). These steps are 1) Preparation, 2) Forward translation, 3) Reconciliation, 4) Back translation, 5) Back translation review, 6) Harmonization, 7) Cognitive debriefing, 8) Review of cognitive debriefing results and finalization, 9) Proof-reading, and 10) Final report.

Results: No major discrepancies arose during the translation process. The cognitive debriefing process included two pilot studies to investigate the feasibility and content validity of the translated version. The informants were invited to provide feedback on any ambiguous or incomprehensible expression or item, and on any difficulty faced due to questionnaire layout. The results indicated a need for revising the phrasing of the instructions. In addition, the period for registration of activities was extended to include all 24 hours. The results from the second pilot study were positive and indicated that no further changes were required.

Conclusion: A feasible and content validated Norwegian version of OQ is now available. Further research is needed to examine the psychometric properties of the instrument.

Application to Practice: Translating and validating assessments have the potential to improve occupational therapy practice and research in new areas and language contexts. In addition, the use of translated and culturally adapted instruments opens up arenas to connect research findings from different countries and to identify how outcomes are similar and different across various regions of the world.

ADVOCACY & EMPOWERMENT: BUILDING CAPACITY TOGETHER IN SOUTH AMERICA

Saturday, 18th June - 15:10 - PS3.10 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 85 - Poster

Dr. Mark Kovic¹

¹Midwestern University

The United Nations Convention for the Rights of the Child guarantees rights for freedom of expression and thought for children as well as outlining the responsibilities of parents to provide direction and guidance for these children. Families and local communities are recognized as the foundation for a child to be an active and dynamic part of their own growth and experiences so that they can enjoy these aforementioned freedoms. Children with differing abilities (disabilities) may be at risk for exploitation, developmental delays, and loss of these freedoms because they may not be able to explore personal interests and environments. More specifically, in Ecuador, UNICEF statistics as of 2010 reflect that emigration, malnutrition, poverty, limited education, community inaccessibility, and lack of resources contribute the overall landscape of the country. The proposed framework supports a child's capacity to explore, to develop performance capacity, and provide opportunities for engagement in occupations. The Model of Human Occupation (MOHO) provides a theoretical background for this endeavor. MOHO poses that all humans have the capacity to engage in activities of choice in environments. Occupational stewardship and collaborative engagement link the child to occupational therapy personnel. Advocacy and empowerment through service and education is required to build capacity in the community and to support a child's development. This poster presentation will explore experiences from service visits and education sessions in Ecuador from between 2011-2014. These contributions provide the background for a needs assessment and to pose a framework to build capacity in the community for these children.

THE EVOLUTION OF AN OCCUPATIONAL THERAPY COMPETENCY ASSIGNMENT: LEARNING THEORY MEETS COLLOBORATION AND TECHNOLOGY

Saturday, 18th June - 15:10 - PS3.11 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 106 - Poster

Dr. Dianna Lunsford¹, Dr. Patricia Meyers², Ms. Kimberly Kenward³, Ms. Allison Sullivan²

¹Gannon University, ²American International College, ³Grand Valley State University

Background:

Competent health care encompasses quality and accountability. McConnell, (2001) describes competence as capacity to perform a set skill while competency addresses actual performance. The American Occupational Therapy Association (2015) describes standards guiding continuing competence. Occupational therapy students are required to learn basic skills and establish competency throughout their formal education.

Educational Philosophy/theory:

Learning through teaching, an adult learning approach, utilizes the concept of teaching others to enhance topic insight and knowledge (Grzega & Schoner, 2008). Learners have opportunities to be creative, self-initiate, develop communication skills and self-confidence. This “hands-on” and constructivist learning, evidence based approach is a best-practice method for teaching new skills (Cobb & Bowers, 1991, Cranton, 1994, Edmonds-Cady & Sosuiski, 2012, Rothwell, 2008).

Educational approach(es) used:

This assignment, initially created for a management course at American International College in the occupational therapy (OT) curriculum, expanded following collaboration of colleagues from another institution. Once incorporated at Grand Valley State University, in an OT management course, a digital component was added. The occupational therapy faculty collaborated with GVSU's instructional design department creating an interdepartmental assignment which could be easily shared.

Evaluation:

The final project, digital competencies, demonstrated students' expertise in a particular skill. Students provided qualitative feedback to assignment related questions. The positive responses and constructive feedback was useful to further develop the course.

Application to Education and /or practice:

In summary, inter-university collaboration, application of learning theory and technology, transformed this assignment. This allowed greater student comprehension of management functions, and the development and implementation of practical skills.

THE INFLUENCE OF THE EHLERS DANLOS SYNDROME, HYPERMOBILITY TYPE, ON MOTHERHOOD: A PHENOMENOLOGICAL, HERMENEUTICAL STUDY.

Saturday, 18th June - 15:10 - PS3.12 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse - Abstract ID: 129 - Poster

Mr. Stijn De Baets¹, Mrs. Marieke Vanhalst¹, Ms. Marieke Coussens¹, Dr. Lies Rombaut², Prof. Fransiska Malfait², Prof. Geert Van Hove², Prof. Patrick Calders², Prof. Guy Vanderstraeten², Dr. Dominique Van De Velde¹

¹Ghent University - Department of physiotherapy and rehabilitation sciences - Occupational Therapy Program, ²Ghent University

Background:

The consequences of the Ehlers-Danlos Syndrome affect many aspect of daily life. "Living with limitations" is a central theme in their life. The aim of present study is to explore the experiences of women in becoming a mother.

Method:

A phenomenological-hermeneutical study, using in-depth interviews. Cases were selected by a purposive sampling strategy.

Results:

This study showed that the EDS-HT syndrome affects daily life. The data analysis resulted in six themes. (1) The impact of the diagnosis is perceived as relieving in becoming and in being a mother; (2) EDS-HT influences emotions, causes a physical burden and has a major impact on social behavior; (3) Restructuring activities in daily life; (4) Children's and mothers' expectations do not correspond; (5) Support of the environment is of major importance; (6) The strength of the child reduces the feeling of illness.

Conclusion:

The diagnosis of EDS-HT is a catalysing factor in the choice of whether to become a mother. EDS-HT has a huge impact, which on his turn influences activities.

Implications:

Health care professionals can be of great importance to help patients in organizing their lives according to the available energy, in supporting their choices. The role of a 'coach' gains importance.

THE SOCIAL PROFILES OF OCCUPATIONAL THERAPY STUDENTS' EDUCATIONAL GROUPS

Saturday, 18th June - 15:10 - PS3.13 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 160 - Poster

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Background:

Performance in occupations are influenced by context. For students in a group-based study module, the group is an important part of the context. There has been a lack of instruments available for assessing group level functioning and participation. This study utilised a new instrument to examine occupational therapy students' perceptions of their group's level of functioning and two-months course of development (1).

Method:

A mixed methods research design was used. Four students assessed their respective group with the "Social Profile" (SP) (2) at four time points during a study module. Subsequently, the students were interviewed about their recent group experiences. The SP results were analysed descriptively, whereas the interviews were analysed with a view to verifying, extending, and contrasting the SP results.

Results:

Four students, all females between 22 and 31 years of age, participated in the study. Their total scores on the SP at baseline varied substantially. Two students indicated stable patterns of group functioning over time, whereas two other students indicated oppositely directed change: one with increasing and one with decreasing group functioning (Figure 1). The interview results supported the main results from the SP.

Conclusion:

The participants' statements about their groups' functioning showed varying degrees of connection with the SP items. Descriptions of stability and change, however, corresponded well with the students' SP trajectories, indicating content validity of the assessment as a whole.

Application to Practice:

This study provides support for further research and exploration with the SP in various contexts, including occupational therapy education.

HEALTH PROMOTION AT WORK: INVOLVEMENT OF OCCUPATIONAL THERAPY IN A VOCATIONAL TRAINING CONTEXT.

Saturday, 18th June - 15:10 - PS3.14 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 174 - Poster

Mrs. Alexandra Lecours¹, Mr. Pierre-Yves Therriault¹, Mrs. Anick Sauvageau¹

¹Université du Québec à Trois-Rivières

Background:

Occupational injuries constitute a major public health concern in industrialized countries where work is a valued occupation that millions of people perform every day. Occupational therapists are often involved in tertiary prevention of injuries through rehabilitation or socio-professional integration of injured workers. However, with a unique expertise in activity analysis and environmental and activity adaptations, occupational therapists are professionals of choice for intervening in primary prevention and health promotion.

Method:

Based on the occupational therapy model for health promotion “Do-Live-Well” (Moll et al., 2015), this project aims to elaborate training workshops on health promotion at work for students learning a trade. Following an analysis of work activities, the workshops were created using a socioconstructivism approach (Jonnaert, 2009). Students from three vocational training programs in Canada attended the workshops. A quasi-experimental study design with pre-post group was used to evaluate the effectiveness of the workshops on students’ 1) satisfaction, 2) knowledge and 3) skills (Kirkpatrick and Kirkpatrick, 2007).

Results:

Preliminary results suggest that learners are satisfied with the workshops and that the acquired knowledge meets the expected standards. Data about skills developed through the workshops are currently being.

Conclusion:

This project suggests a practical approach to health promotion at work based on analysis and adaptation of the occupation that could be established in several vocational schools.

Application to Practice:

This original project highlights the emerging role of occupational therapists in health promotion. It also reinforces the partnership that exists between occupational therapy and education.

ASSISTIVE TECHNOLOGY TO SUPPORT HOME SAFETY IN DEMENTIA: A SCOPING REVIEW

Saturday, 18th June - 15:10 - PS3.15 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 215 - Poster

Ms. Mireille Gagnon Roy¹, Ms. Stéphanie Stocco¹, Prof. Véronique Provencher¹

¹Université de Sherbrooke

Background:

As older adults choose to age at home, an increasing number of those with dementia are living alone and depends on caregivers. Safety may become an issue, as people with dementia are at risk of incidents (e.g., self-neglect, falls, wandering). Assistive technology may reduce risks, however, little is known about to what extent it is used and applicable with this population. This scoping review aims to synthesize the actual knowledge on assistive technology and its use and applicability to improve home safety in dementia.

Method:

A scoping review was performed and the scientific and grey literature was searched. Natural and controlled keywords were used in databases (Ageline, CINAHL, Medline). Sources were included if they described assistive technology used to improve home safety in dementia.

Results:

Thirty-three sources were retrieved. Preliminary results ($n = 24$) revealed that diverse assistive technologies, such as tracking devices, fall detectors, smart homes and reminder alarms, may be used to improve home safety. Studies showed positive results, as assistive technologies may detect abnormal behaviours (e.g., falls, wandering, forgetting medication) and alert the adult with dementia or the caregiver about risk. However, sample of studies reviewed were small and technologies were not always available to clinicians. Ethical issues were also reported related to the use of video and tracking devices.

Application to Practice:

Assistive technologies yield promising results and may be recommended by occupational therapists. However, further research with larger sample are needed to demonstrate their applicability in dementia and facilitate access to this technologies.

AN EXPLORATION OF A SERVICE-LEARNING ENVIRONMENT FOR OCCUPATIONAL THERAPY STUDENTS AND THEIR COMMUNITY PARTNERS: OUTCOMES AND PERCEPTIONS.

Saturday, 18th June - 15:10 - PS3.16 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 239 - Poster

Ms. Isabel Kennedy¹, Dr. Clodagh Nolan¹

¹Trinity College Dublin

Background:

Based on Dewey's philosophies of democracy, social justice, reciprocity and social inclusion, service-learning pedagogy has brought real-world experiences into the classroom (Flecky & Gitlow, 2011). Considering this, first and second year occupational therapy students at one university engaged in a service-learning module with community partners as a part of their course. This study explores the outcomes of a service-learning environment for occupational therapy students and their community partners.

Method:

A parallel convergent mixed methods design was employed. Data was collected through pre- and post- surveys. In addition, focus groups were completed with the occupational therapy students and interviews were conducted with staff and community partners post module.

Results:

Pending results, it is hypothesised that;

- Occupational participation and integration into the university environment will increase due to opportunities for engagement with college facilities
- A perceived increase in occupational performance
- The attainment of course goals

Conclusion:

According to the literature, service-learning provides many academic and non-academic benefits to its stakeholders, including social inclusion, personal and professional development and occupational participation. It is hypothesised that all of these benefits culminate into an experience of occupational enrichment.

Application to Practice:

Service-learning is often used in occupational therapy education but benefits to community partners are rarely examined. As many colleges are now driven by policies of social inclusion and community service, a service-learning module could be a method to realise these strategic aims.

Flecky, K. & Gitlow, L. (2011), *Service-learning in occupational therapy education: Philosophy and practice*. London, UK: Jones Bartlett.

THE INTERNET – AN ENTRANCE TO TOGETHERNESS OR A RISK OF SEGREGATION AMONG OLDER ADULTS?

Saturday, 18th June - 15:10 - PS3.17 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 270 - Poster

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Today, the use of the Internet is an integral part of what people do and engage in within the courses of their everyday life. However, research on togetherness in online contexts among older adults is relatively sparse. Therefore, the aim of this research paper was to explore and describe how the Internet was experienced as a tool for togetherness in everyday occupations among older adults.

Focus group discussions generated the data and a total of twelve older adults participated in this study, six women and six men between 67 and 79 years of age. The participants were divided in three focus groups and data were generated on two different occasions with each group. Analysis was performed using a constant comparative method.

Findings contribute to an understanding of the possibilities and concerns of using the Internet for togetherness in everyday occupations. Togetherness through the Internet was associated with ambiguity and uncertainty among older adults. The older generation had to be part of the rapid technological development or risk segregation. Online contexts generated new possibilities for togetherness, created a sense of belonging to others and to the community at large. However, the Internet is not necessarily inclusive and available to everyone.

Based on the findings, society needs to consider how to create conditions that support older adults to become Internet users. In light of our findings, we argue that older adults who use the Internet could be positive role models in encouraging other old adults to use the Internet.

DEVELOPING AN ONLINE PRESENCE WITHIN OCCUPATIONAL THERAPY

Saturday, 18th June - 15:10 - PS3.18 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 284 - Poster

Mrs. Sian Burgess¹, Mrs. Rachel Humphries¹

¹University of Derby

The popularity of social media within current society is undisputed, and it is becoming increasingly commonplace as a tool to support learning within higher education settings (Tess, 2013). Whilst recognising its possible limitations as an educational tool, Prescott and Gordon (2013) advocate the informal use of Facebook within the university setting, and there is a growing body of evidence that when Facebook is used by students to connect with their peers, it can have a positive impact on their well-being (Kalpidou et al, 2011).

A strategy for increasing digital literacy skills for students was developed and implemented. This involved the introduction of a number of social media platforms across the taught OT programme.

This presentation will discuss findings to date from an evaluation of the use of these forums, focusing specifically on the use of this group prior to enrolment, and into the early stages of the taught programme. Subjective experiences from users of the group, and general observations, will be presented in relation to the contribution of this tool to the overall student experience.

It is hoped that the findings of this on-going evaluation will allow conference participants to consider the opportunities that social media may provide within their own educational practices, from pre-enrolment through to graduation.

FAMILY FUNCTIONS OF PERSONS WITH DISABILITY CAUSED BY STROKE AT HOME

Saturday, 18th June - 15:10 - PS3.19 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 304 - Poster

Ms. Mariko Nakamura¹, Mr. Mitsuo Nakamura¹, Ms. Mayuko Hirota²

¹Department of Occupational Therapy, School of Health Sciences, Sapporo Medical University,

²Miyanomori Memorial Hospital

Background:

When a disabled person lives at home, the family and family function around that person is very important. However, disabled persons usually have not received attention from rehabilitation about the family function. The Circumplex Model of Family(1979.Olson) is able to show the family function by relationship between two dimensions cohesion and adaptability. In this study, I examined the family functions of disability persons.

Method:

200 family members who have disabled persons. I have also enough informed consent about the ethics by an ethical consideration document.

1.Questionnaire survey of their families separately by mail. Questionnaire items>About the role at home of the disabled persons, evaluations of their families' role of the disabled persons and their expectation for the role of the disabled persons, Family function(FACESKGIV-16 Tatsuki 2002). 2.Examined disabled persons' body functions when they were discharged from the hospital. I classified family functions in three types by two dimensional relationships (balanced type, middle type and extreme type).

Results:

Most of the Family Function of person who has disabilities showed Mid-Range type.The most of the Family Function of person who had disabilities showed TypeIIand TypeIV. Two Types have characteristic of High level Cohesion.

Conclusion:

These results showed that family function of the disabilities caused by stroke was changed when they were in the situation. It was thought that they adapted themselves to the situation. The family function was changed 'Cohesion' for 'Connected' and 'Enmeshed'.

LIFE HISTORY BOOKLET: GETTING TO KNOW ME IN MY OWN UNIQUE WAY

Saturday, 18th June - 15:10 - PS3.20 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 337 - Poster

Mrs. Orla Dolan¹, Mrs. Martina O'Dowd²

¹National University of Ireland, Galway, ²HSE

Dementia has become a significant health and social issue in Ireland due to its increasing prevalence in the older population and the rising number of people with dementia in Ireland. Client centred practice is core to the profession of OT. The Irish National Dementia Strategy (2014) coordinates a framework for dementia care which supports this approach.

The authors designed, developed and published the life history booklet for people with dementia. This life history booklet will give people with dementia and their family or carers an opportunity of sharing their personal profile with others.

The booklet is specially designed to help the person retain their own personal history as they progress through dementia. The booklet can be filled in to offer insight in to the person's history, personal characteristics, roles & values.

The booklet is a personal profile that will give carers a meaningful insight into the person's life. The person completing the life history booklet can share it with whom they choose as a privileged tool when getting to know the uniqueness of each person. The life history profile encourages recognition of the whole person in the context of their life span.

Preliminary reports from formal carers suggest increased knowledge about the person from the booklet, more involvement in the life of the person, greater insight into the person, overall increased knowledge by the carer beyond the neurological impairment. The authors of the booklet plan to formally evaluate the booklet now that it has been launched.

ENABLING OCCUPATION AT THE END OF LIFE

Saturday, 18th June - 15:10 - PS3.21 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 360 - Poster

Mrs. Katherine Towart¹, Mrs. Angela Payne¹

¹University of Derby

Background: End of life care is current and pertinent in today's international socio-political climate. The drive for high-quality treatment, choice, and control, emphasized in the British Department of Health agendas (NICE 2004, 2011) is mirrored and reflected in the World Health Organisation's European conveyance on palliative care (2004). Encompassing every aspect of intervention, people wish to be treated with dignity and have a good quality of life. Occupation is recognized as contributing to quality of life for all individuals (Wilcock 2007). The premise that occupation should be enabled for those at end of life is therefore intuitively a philosophical tautology.

Method: A literature review was conducted and published exploring occupation at end of life across multiple environments.

Results: Universally there appeared a dearth of therapists working in palliative care. Provision in hospitals was found to be compensatory or rehabilitative. Hospice therapy emerged as occupational, though the number of hospice places disappointingly few. In the community promising research refracted light on occupation at home, yet also revealed stretched domiciliary services, wherein clients were ill-informed about occupational therapy.

Conclusion: A 'good death' involving a quality end of life experience is the goal overarching all palliative care. Arguably, an occupation-focused approach provided by Occupational Therapists, can meet client need to enable meaningful experiences in the time available. Current practice environments are not necessarily commensurate in achieving these goals.

Application to Practice: Further research and promotion of the role and scope of occupational therapy, across all palliative care environments, is required for future practice.

EFFECTS OF OCCUPATIONAL THERAPY AND SPECIAL EDUCATION EXCERSISES ON UPPER EXTREMITIES MOTOR SKILLS IN ADULT PATIENS WITH POST STROKE CONDITIONS

Saturday, 18th June - 15:10 - PS3.22 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 384 - Poster

Mrs. Nada Savkovic¹

¹High health college of professional studies in Belgrade, study group for proffesional occupational therapist, Belgrade, Serbia

Background:

The aim of the research is to determine the effect of special education treatment as a supplement to occupational therapy. Method:

Standard special education tests for evaluation motor function of upper extremities were applied on a sample of 64 patients. Patients from first experimental group received individually dosed special education treatment which was performed for at least 12 weeks as a supplement together with occupational therapy, while patients from the second experimental group were only in a process of occupational therapy without special education treatment. At the end of the research the same tests were used to reevaluate the level of motor abilities of the patient in both groups.

Results:

Patients from the first experimental group showed significantly better scores after applying the treatment in all tested variables.

Conclusion:

Through a detailed analysis of the obtained results, it can be concluded that special education treatment add to occupational therapy lead to better performing of upper extremities motor skills and can be a good supplement to conventional occupational therapy methods and techniques.

Application to Practice:

Because of the fact that each patient got a personalized support through special education exercises thereby the duration of each therapy session extended, and it demands more medical staff.

THE FRENCH VERSION OF THE LIFESTYLE REDESIGN® INTERVENTION: VALIDATION FOR FRENCH-SPEAKING OLDER ADULTS

Saturday, 18th June - 15:10 - PS3.23 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 399 - Poster

Prof. Mélanie Levasseur¹, Prof. Nadine Larivière¹, Mrs. Marie-Hélène Lévesque², Mrs. Johanne Filiatrault³, Prof. Véronique Provencher¹, Prof. Fuschia Sirois⁴, Mrs. Manon Parisien⁵, Dr. Nathalie Champoux³, Prof. Hélène Corriveau¹, Prof. Yves Couturier¹

¹Université de Sherbrooke, ²Université Laval, ³Université de Montréal, ⁴University of Sheffield,
⁵Centre for Research and Expertise in Social Gerontology

Background: Developed in the United States to enable community-dwelling older adults integrate meaningful, healthy and sustainable activities, the Lifestyle Redesign® (Clark et al., 2001; 2012) is a well-known cost effective Occupational Therapy intervention. Recently translated into French, the effects of this new version is unknown. This study aims to explore the effects of this version of Lifestyle Redesign® on French-speaking seniors.

Method: A mixed-method embedded pre-experimental design was used with two groups of older adults, nine with, and ten without, moderate disabilities. Validated questionnaires on social participation, health and quality of life, engagement in meaningful activities and life balance as well as semi-structured interviews were conducted.

Results: Participants (13 women/19), aged 66 to 97, had various disabilities and were mainly living at home. Preliminary results indicate that the French Lifestyle Redesign® helped them resume, maintain, explore and experiment with meaningful activities. The intervention also increased their psychological and physical well-being, feelings of control, connectedness, self-esteem and motivation to accomplish activities. Further analysis will explore the effects over time of the intervention on participants' social participation, health and quality of life, engagement in meaningful activities and life balance as well as their appreciation of this intervention.

Conclusion: The French Lifestyle Redesign® is a promising intervention that opens new opportunities for French-speaking older adults to integrate meaningful activities and enhance the social component of their lives.

Application to Practice: This intervention will offer French-speaking occupational therapists an innovative and rigorous intervention to promote meaningful, healthy and sustainable activities among French-speaking older adults.

DEVELOPING OT-PEER LED INTERVENTIONS TO SUPPORT HEALTHCARE JUSTICE FOR PEOPLE WITH DISABILITIES

Saturday, 18th June - 15:10 - PS3.24 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 423 - Poster

Dr. Susan Magasi¹, Ms. Marilyn Martin², Ms. Judy Panko Reis², Dr. Christina Papadimitriou³,
Ms. Jennifer Thomas⁴, Ms. Laura Van Puymbrouck⁵, Mr. Tom Wilson²

¹University of Illinois at, ²Access Living, ³Northern Illinois University, ⁴Community Care Alliance
of Illinois, ⁵University of Illinois at Chicago

Background: The United Nation's (2006) Convention on the Rights of Persons with Disabilities identifies healthcare as a human right. People with physical disabilities face significant barriers to healthcare access, quality and outcomes (Iezzoni, 2011). To date, occupational therapy practitioners have not played a significant role in research and intervention development aimed at helping the people we serve access healthcare services. In this presentation, we will highlight the process of developing disability peer-occupational therapy led interventions to improve healthcare access, quality and outcomes for people with physical disabilities.

Method: We used a community-based participatory research approach to develop two interventions aimed at improving healthcare access, quality and outcomes for people with physical disabilities. Interventions are based on our model of healthcare access for people with disabilities.

Results: Academic, disability community and clinical partners worked together to co-create 1) a PHN intervention and 2) an OT-peer led educational intervention to build people with disabilities' capacity to negotiate the healthcare system. Both interventions apply the OT processes of goal setting, identification of barriers, and action planning. We will report the development and pilot testing of both interventions. Strengths and challenges of the community-clinical-academic partnership will be discussed, including strategies to equalize power dynamics.

Conclusion: Occupational therapists in partnership with people with disabilities can co-create targeted interventions that address healthcare disparities among people with disabilities.

Application to Practice: By translating occupational therapy intervention processes to community partners, occupational therapy practitioners can positively impact social and healthcare justice for people with disabilities.

DAILY LIFE ACTIVITIES OF PATIENTS WITH DEPRESSIVE DISORDER: A QUALITATIVE ANALYSIS OF THE ACTIVITY INITIATION PROCESS

Saturday, 18th June - 15:10 - PS3.25 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 440 - Poster

Mrs. Siska Vandemaele¹, Prof. Gilbert Lemmens², Dr. Dirk Van Den Abbeele², Dr. Dominique
Van De Velde³

¹Howest, ²Ugent, ³Ghent University - Department of physiotherapy and rehabilitation sciences -
Occupational Therapy Program

Background:

Patients with depressive disorder show reduced functioning of daily life activities. Further, active behaviors may lead to (1) less depression, (2) a greater delay of relapse and (3) a faster recovery in depressed patients.

The goal of this study is to investigate the experiences of the activity initiation process of patients with a depressive disorder.

Method:

Five hospitalized patients with depression were included using a purpose sampling strategy. They were interviewed using semi-structured interviews, which were verbatim transcribed. Data collection and data analysis were performed within Grounded Theory tradition, using a Constant Comparative Method.

Results:

The results showed that depressed patients often experienced difficulties in initiating activities and needed to re-balance their lives in order to be able to initiate activities. Four important themes, which may simultaneously facilitate or inhibit activities, were identified: (1) balance, (2) social context, (3) interpersonal relationships and (4) personal identity.

Important activity initiators were finding a balance, a safe social context with supporting relationships, receiving recognition and satisfaction.

Conclusions

The results of this study increase our understanding in the processes/factors which are important to help to initiate activity in depressed patients. They may guide future occupational interventions.

Application to Practice:

These results may support the occupational therapist to develop an optimal occupational treatment program for depressed patients.

OCCUPATION, SELF AND DEMENTIA – WHAT CAN WE LEARN FROM THE PERSPECTIVE OF WOMEN AND MEN WITH MODERATE TO SEVERE DEMENTIA LIVING IN LONG-TERM CARE?

Saturday, 18th June - 15:10 - PS3.26 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 452 - Poster

Ms. Verena C. Tatzer¹

¹University of Applied Sciences Wiener Neustadt; Institute of Palliative Care and Organisational Ethics

Background:

People with dementia living in Long-term-care (LTC) settings can be at risk of occupational deprivation due to cognitive issues or institutional factors. Activities and occupations have the potential to promote autonomy and are supposedly linked to identity and self (Christiansen, 1999). There is a growing interest in concepts like personhood (Kitwood & Bredin, 1992) and self (Caddell & Clare, 2013) in people with dementia, as they seem to be related to wellbeing (e.g. Cohen-Mansfield et al., 2012). There is little evidence stemming from people with dementia themselves (e.g. Harmer & Orrell, 2008; Raber et al., 2010) in the later stages.

Methods:

Using a qualitative approach inspired by ethnography (Nygard, 2006; Hammersley & Atkinson, 2007), the experiences of activities and participation of four women and men with moderate to severe dementia were explored through observations and interviews over a period of several months up to a year in two different LTC settings. Observations included next of kin and staff in a variety of situations.

Results: Preliminary findings show that people with dementia strive for continuity through different strategies using activities, objects, narratives; physical and social environment. Using a transactional perspective (Cutchin & Dickie, 2014) could lead to a better understanding of self and occupation in people with dementia.

Conclusion: People with dementia with different abilities and environmental conditions make attempts to construct an acceptable identity despite advanced age, cognitive issues and organizational restraints.

Application to Practice:

These findings can be a starting point for interventions for people in the later stages of dementia.

EVALUATION OF KNOWLEDGE ABOUT OCCUPATIONAL THERAPY AMONG CRACOW UNIVERSITIES STUDENTS

Saturday, 18th June - 15:10 - PS3.27 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 469 - Poster

Prof. Aneta Bac¹, Dr. Aleksandra Kulis¹, Dr. Katarzyna Filar Mierzwa¹, Mr. Wojciech
Dobrowolski¹

¹University of Physical Education in Cracow

Background:

The role of occupational therapy in Poland is perceived differently than in Western Europe. From 2012, in our country appeared the opportunity to study the occupational therapy based on the guidelines of the European Union, so the aim of this study was to evaluate the knowledge about occupational therapy among Cracow universities students.

Method:

The study group consisted of 1408 students from the Cracow universities (839 women, 569 men). To evaluate the knowledge about occupational therapy a special questionnaire was used.

Results:

Majority of respondents 1076 (76%) declared the knowledge of occupational therapy concept. All respondents said that occupational therapist should have a knowledge of psychology (41.5%), but most of all people (34%) indicated that OT needs a specific knowledge in field of interpersonal communication. According to the respondents OT should mainly know the activity of medical institutions (38.8%) and NGO's (39.1%), but the most detail knowledge should be connected with activity of occupational therapy workshops (42.6%). According to the respondents OT mainly works with children with Down syndrome (65.8%), elderly persons (53.7%) and people with mental disorders (44.8%). The vast majority of respondents declared the lack of knowledge about occupational therapy organizations (97.3%).

Conclusion:

Knowledge about occupational therapy among Cracow university students is closely related to the specifics role of occupational therapist in Poland.

Application to Practice:

It is advisable to continue extensive education of students in the aspect relates to the role and specifics of occupational therapy.

COMMUNITY DWELLING ELDERLY: A STUDY FRAMED WITHIN THE ICF-MODEL TO DETERMINE THEIR PERCEPTION OF THEIR QUALITY OF LIFE

Saturday, 18th June - 15:10 - PS3.28 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 478 - Poster

Ms. Maatje Kloppers¹, Ms. Juanita Bester¹, Ms. Marleen De Coninck²

¹Stellenbosch University, ²University college Arteveldehogeschool Ghent- Catholic University of
Leuven

Background:

In addition to poverty, HIV/AIDS is a serious problem in South Africa. The advent of HIV/AIDS has resulted in an upsurge in the number of children that are orphaned (SANAC, 2011). This leads to a change in the core family structure. The elderly can't rely anymore on the aid of their children and has to take on the responsibility of caring and educating their grandchildren. The purpose of this research is to find out what the current functioning of community dwelling elderly in KwaZulu-Natal is?

Method:

An exploratory descriptive design framed within the ICF model (WHO, 2001) was used. As the study population comprises of traditional indigenous community dwelling elderly of 65 years and older we followed in-depth procedures to gain community entry and approval of tools and research fieldworkers to be used in research.

Results:

Only a third of participants are satisfied with their ability to perform daily living activities. The unavailability of assistive devices is indicated as the worst environmental barrier to their functioning. Health was indicated as a main concern for the functioning of the participants. They experienced more than 50% dissatisfaction with both their physical and psychological health.

Conclusion:

The use of the ICF model assisted in the choice of tools in order to conduct a comprehensive assessment of the functioning of the elderly.

Application to Practice:

Following cultural procedures for community entry has helped to obtain good participation from elderly in the research.

EFFECTS OF CHOREOTHERAPY AND GENERAL REHABILITATION GYMNASTICS ON BALANCING SKILLS IN OLDER WOMEN

Saturday, 18th June - 15:10 - PS3.29 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 482 - Poster

Dr. Katarzyna Filar Mierzwa¹, Prof. Anna Marchewka¹, Prof. Zbigniew Dąbrowski¹, Prof. Aneta
Bac¹, Dr. Aleksandra Kulis¹

¹University of Physical Education in Cracow

Background: Balance disorders and risk of falling represent main problems of older persons. Choreotherapy and general rehabilitation gymnastics may improve balancing skills and decrease the risk of falling in older subjects. The aim of this study was to analyze the effects of choreotherapy and general rehabilitation gymnastics on the balancing skills and risk of falling in older women.

Methods: The study included 24 healthy women aged 61-74 years who participated in choreotherapy, as well as 24 healthy women between 61 and 82 years of age who practiced general rehabilitation gymnastics. Both training programs lasted for three months, with three 45-min weekly sessions. Prior to and after completing the programs, all women were subjected to three tests on a balance platform: Postural Stability Test, Limits of Stability Test and Fall Risk Test.

Results: The average score of the Limits of Stability Test conducted prior to choreotherapy program was significantly higher (17.5%) as compared to that documented at the baseline. In turn, participation in the general rehabilitation gymnastics program resulted in a statistically significant increase in the results of the Fall Risk Test with open eyes (by 14.6%) and closed eyes (by 9.1%) on a soft surface.

Conclusions: Regular physical activity, in form of both choreotherapy and general rehabilitation exercise, seems to be a promising method for improving balancing skills and reducing the risk of falling in older women.

Application to Practice: Choreotherapy and general rehabilitation gymnastics should be recommended for older adults, in particular those who lead a sedentary lifestyle.

EVERYDAY TECHNOLOGIES FOR INCREASING ACTIVITIES OF DAILY LIVING OF OLDER PEOPLE WITH MILD COGNITIVE IMPAIRMENT LIVING IN THE COMMUNITY.

Saturday, 18th June - 15:10 - PS3.30 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 500 - Poster

Dr. Ann Helen Patomella¹, Dr. Meryl Lovarini², Prof. Louise Nygård³, Dr. Eva Lindqvist⁴

¹Karolinska Institutet, ²University of Sydney, ³Karolinska Institutet, ⁴Nestor

Everyday technologies are items of electronic, technical or mechanical nature and have meaning for an individual's ability to participate in everyday occupations. Despite their importance, the use of such technologies can be challenging for older people with mild dementia or mild cognitive impairment who live in the community. In this project we aim to identify and review studies exploring or evaluating the use of everyday technologies to increase activities of daily living for this population group.

Methods: A scoping review methodology is being used. Eligibility criteria included peer-reviewed empirical studies focusing on technology use by older people with mild cognitive impairment, early dementia or mild stage Alzheimer's disease. Searches were conducted in well known data bases. Studies retrieved from the searches were first independently screened for relevance and then independently assessed for inclusion. Relevant data were extracted from each study using a standard format developed for this study.

Preliminary Findings: 190 studies were identified. Following screening, 56 studies were assessed for inclusion. Fourteen studies have been included in the review to date comprising a range of study designs including case studies, qualitative studies, single-group before and after design. The studies focused on the use of pagers, telephones, mobile phones, global positioning systems, microwave ovens, coffee Machines, stove timer, remote control and a cassette player.

Conclusion: The findings from this scoping review will highlight the nature and extent of research evidence on this topic. Recommendations for occupational therapy practice and future research will be made in light of these findings.

WHAT SHOULD SCHOOL TEACHERS TAKE CARE FOR THEIR STUDENTS BEFORE THEY HAVE CLINICAL TRAINING?

Saturday, 18th June - 15:10 - PS3.31 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 512 - Poster

Mrs. Hitomi Saito¹, Ms. Chihiro Sasaki², Dr. Kaoru Inoue³

¹Teikyo Heisei University, ²Tokyo Welfare College, ³Tokyo Metropolitan University

Background:

The study aimed to examine instructors' views regarding the roles of clinical training and OT school teachers, focusing on differences from the teachers' views.

Methods:

A qualitative study involving focus-group interviews was conducted. The subjects were twelve occupational therapists classified into two groups based on their career (seven and five people with experience of less than 10 years (Junior Experts) and 10 to 20 years (Senior Experts), respectively). The subjects were interviewed regarding the roles of instructors and teachers. This study was conducted with the approval of the affiliations and collaborators in terms of research ethics.

Results:

Junior Experts expected the school teachers to play the following roles: evaluation/understanding and experience of treatment techniques, learning the therapeutic importance of work activities, teachers' understanding of students, and information exchange between teachers and training instructors. Senior Experts hoped to learn to improve their approaches to clinical training and problem-solving skills.

Conclusion:

Instructors expected teachers to play different roles depending on experiences. Junior Experts placed an importance of the acquisition of basic knowledge and skills, and hoped to receive useful information for advising their students. On the other hand, Senior Experts paid attention to the students' skills, and did not expect much from the teachers.

Application into practice:

It is important for the teachers to share specific information and collaborate with instructors, Junior Experts in particular.

EXPERIENCES OF LEARNER AND NOVICE DRIVERS WITH ADHD AND/OR ASD AND THEIR DRIVING INSTRUCTORS

Saturday, 18th June - 15:10 - PS3.32 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 534 - Poster

Mrs. Maria Almberg¹, Dr. Helena Selander²

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Introduction: Prior to obtaining a learner's permit in Sweden, individuals with ASD or ADHD must present a medical certificate, and if there is doubt regarding a person's fitness-to-drive, a pre-driving assessment can be necessary. Beyond this, little is known about their driving progression, particularly whether they experience any facilitators or barriers to driving education.

Procedures: To explore the experiences of individuals with ASD or ADHD, who obtained a learner's permit and triangulate these experiences with those of their driving instructors.

Method: Data were collected from 33 participants with ASD or ADHD, as well as 9 of their driving instructors using interviews and a questionnaire. Descriptive statistics were used to analyse the data from the closed questions. Data from the open-ended questions were analysed using manifest content analysis .

Results: Individuals with ASD required twice as many driving lessons and more on-road tests than those with ADHD. The group with ADHD took more written tests. Both the driving instructors and learner drivers suggested that driving licence theory was more challenging for individuals with ADHD and that individuals with ASD found translating theory into practice and adjusting to 'new' driving situations the greatest challenge.

Conclusions: The findings in the current study indicated that the young adults with ADHD and ASD experienced many barriers on their journey from passing a pre-driving assessment to obtaining a driver's licence. Furthermore, the experiences of the young driver candidates in the current study revealed that very few alternative methods of learning and instructions were implemented.

USABILITY AND SATISFACTION EVALUATION OF AN ELECTRONIC FALL DETECTION SYSTEM.

Saturday, 18th June - 15:10 - PS3.33 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 591 - Poster

Ms. Mary Rose Mulry¹, Prof. Agnes Shiel¹, Dr. Pauline Meskell², Dr. Joan Manuel Moreno³,
Prof. Joan Cabestany³, Dr. Albert Sama³, Dr. Carlos Perez³, Prof. Andreu Catala³, Dr. Montse
Nunez⁴, Dr. Esther Nunez⁴, Dr. Alessia Federici⁵, Dr. Roberta Annicchiarico⁵, Dr. Francesca
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Clínic Universitari, ⁵Santa Lucia Foundation, Rome, ⁶COOSS Marche Onlus – Department of
Research and Training – Ancona (IT)

Background:

Falls are problematic in the older adult population (Ganz et al, 2007). The impact in quality of life of fallers and the economic burden of falls are a major health problem in our society. The timely detection of fall occurrences is crucial to maximizing recovery potential post fall. This means that fall detection systems that are researched in terms of usability and satisfaction are crucial in minimizing the effects of a fall.

Method:

FATE (Fall detector for the elder) is a fall detection system that was evaluated in terms of usability. The FATE system comprises of an accelerometer sensor worn on the waist that detects falls automatically. A crossover design was adopted in carrying out the study.

Results:

The results indicate that the FATE system is deemed “acceptable” in terms of usability. It was found to be neither satisfactory nor dissatisfactory in terms of satisfaction. However, participants were very satisfied in terms of service use and delivery they received.

Conclusion:

The results of the study highlight the need for user centered design and consultation with the older adult (end user) and healthcare professionals to ascertain what they want from a fall detection system and what they would comply with using on a day to day basis.

Application to Practice:

The results of the study highlight the need for user centered design that includes input from health-care professionals. It aids in the timely detection of falls, once the system is deemed to be satisfactory in terms of usability.

SPOUSAL CAREGIVERS' EXPERIENCES OF PARTICIPATION IN EVERYDAY LIFE WHEN USING RESPITE CARE

Saturday, 18th June - 15:10 - PS3.34 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 607 - Poster

Mrs. Jenni Riekkola Carabante¹, Dr. Stina Rutberg¹, Prof. Margareta Lilja¹, Dr. Gunilla Isaksson¹

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Spousal caregivers play an important role to elderly persons' aging in place. Their situation is often challenging and the couples need adequate support such as overnight respite care service. However, the use of this service is not uncomplicated to spousal caregivers and more knowledge is needed about their experiences. Therefore, the aim was to explore and describe how spousal caregivers experience and discuss participation in everyday life when using respite care.

Data collection included 12 spousal caregivers divided into three focus groups. Data were generated on two or three occasions with each group. A grounded theory approach was used during data generation and analysis.

The participants described the complexity and ambiguity of both living together and apart from each other. Everyday activities together were energy consuming and demanded constant attention to their partner's needs. This life situation created a need for having one's own time, yet this involved feelings of guilt and frustration. Furthermore, support from their social networks and society was important but still unsatisfactory and in order to really benefit from respite care service, mutual advantage was a prerequisite.

Independently of context should support interventions focus both on the spouses and their partners as their life situations are closely united. As a result to this study, it is suggested that spousal caregivers are assigned a more forefront position alongside of their partners when planning supportive interventions for elderly persons' participation in everyday life.

VIRTUAL REALITY BASED TREATMENTS IN CLIENTS AFTER STROKE FROM THERAPISTS' PERSPECTIVE: A QUALITATIVE STUDY

Saturday, 18th June - 15:10 - PS3.35 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 631 - Poster

Mr. Ludwig Schmid¹, Dr. Andrea Glaessel², Dr. Corina Schuster Amft³

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Background:

Virtual Reality (VR) as a clinical approach has become a new component in rehabilitation in clients after stroke over the last decade (Lange et al. 2012). From therapists' perspective the YouGrabber training system was evaluated in a stroke rehabilitation setting as an example of VR technology.

Method:

The aim of this qualitative study was (i) to provide an overview of therapists' experiences and expectations with a VR training system and (ii) to present therapists' prospects of VR in rehabilitation of clients after stroke by using the YouGrabber training system. Experiences in clinical practice were evaluated by conducting three focus groups with occupational therapists and physiotherapists specialised in stroke rehabilitation in three neurological rehabilitation centres in Switzerland. Data were analysed by using qualitative content analysis based on a phenomenological approach.

Results:

Four main themes were extracted: Relationship between therapists, clients, devices, future prospects and developments of VR in neurorehabilitation. Benefits like motor learning principles and client motivation in VR-based training for a future health care model were discussed.

Conclusion:

Findings support interdisciplinary collaboration in development of VR technology and the VR implementation in clinical practice. VR as treatment tool is complementing conventional approaches in rehabilitation after stroke.

Application to Practice:

Therapists' experience in VR technology provides useful information for device development in game and hardware characteristics including recommendations for implementation in clinical practice. Client motivation and motor learning principles support the application of VR technology. Therapists' future prospects of VR application indicate openness for VR based health care models.

DOES VIRTUAL REALITY EFFECT MOTOR PERFORMANCE OF CHILDREN WITH CEREBRAL PALSY?

Saturday, 18th June - 15:10 - PS3.36 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 643 - Poster

Mr. Barkın KÖse¹, Mrs. Sedef Şahin¹, Mrs. Zeynep Bahadır Ağce¹, Mr. Orkun Tahir Aran¹, Prof.
Hülya Kayıhan¹

¹Hacettepe University

Objective: The study was aimed to analyze effect of virtual reality on motor performance with Cerebral Palsy (CP).

Methods: Ten children with CP with mean age of 11.40 ± 3.56 (6 male, 4 female) years were included. The inclusion criteria were to be classified in levels I-III of the Gross Motor Function Classification System (GMFCS). Parents of all children were informed of the study protocol and signed informed consent statements. Virtual reality games were programmed by Star3dme company which named as games for windows PC SDK software. They were applied to the children twice a week for 30 minutes for 6 weeks. Motor performance were evaluated gross and fine motor performance subtests of the Bruininks - Oseretsky Motor Proficiency Test (BOMPT). The effects of virtual reality were analyzed with Wilcoxon signed-rank test for statistical analysis.

Results: Six of the children were right hemiparetic CP, whereas four of the children were left hemiparetic CP. The first assessment of gross motor performance was 17.40 ± 10.69 , fine motor performance was 16.60 ± 11.16 . After 6 weeks, there was a significant increase in both gross and fine motor performance ($p < 0.05$).

Conclusion: There had been a significant improvement in children's gross and fine motor performance as a result of the virtual reality practice. It is thought that virtual reality program is the good and effective way for increasing motor performance of children with CP.

FISHERMEN'S RETIREMENT PROCESS

Saturday, 18th June - 15:10 - PS3.37 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 658 - Poster

Ms. Kristjana Fenger¹

¹University of Akureyri

Background:

The transition to retirement can be challenging for older adults. For fishermen these changes are especially prominent, since they spend long periods away from home with less opportunities to take part in family and social life and leisure activities. The process of fishermen's retirement has rarely been studied despite the fact that fishery is the main industry in Iceland. The purpose of this study is to delineate the changes in fishermen's life situation and occupational participation following retirement.

Method:

A mixed methods, exploratory sequential design was used. First, nine retired fishermen were interviewed and data analyzed using open coding resulting in themes. To explore some of the themes further, 37 retired fishermen were surveyed by telephone and data analyzed using descriptive and inferential statistics. Results from both parts were combined.

Results:

Retirement by choice brought fishermen satisfaction, but if health conditions or selling of fishing vessel forced retirement, it resulted in anger and frustration. Activities with family increased significantly after satisfactory retirement, but participation in leisure and social activities did not. Taking on more roles in the home sometimes caused conflicts. Participation in job seeking became hard work for those unsatisfied with retirement.

Conclusion:

Voluntary retirement is crucial for life satisfaction in the years that follow and is likely to stimulate active participation in family life. Involuntary retirement can lead to frustration and difficulties in job seeking.

Application to practice:

Fishermen that are forced to retire may need guidance and support e.g. from occupational therapists.

COMBINING COGNITIVE-BEHAVIORAL THERAPY TECHNIQUES AND OCCUPATIONAL THERAPY IN THE REHABILITATION OF MOOD DISORDER CLIENTS

Saturday, 18th June - 15:10 - PS3.38 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 674 - Poster

Mrs. Mirja Karhinen¹, Mrs. Inger Tulander¹, Mrs. Paula Kuivasmäki²

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Background:

In Helsinki University Hospital (HUH), Department of Psychiatry, Mood Disorder Psychiatry Division, occupational therapists (OT) use commonly cognitive-behavioral therapy (CBT) techniques among occupational therapy (OT) theories. Most of the occupational therapists in the division have also training for CBT techniques. The aim is to describe how the combination of OT and CBT techniques may support the rehabilitation of the clients with mood disorder.

Theoretical underpinning:

The Model of Human Occupation (MOHO) is used as a theoretical background in occupational therapy in HUH. There are several previous studies which indicate that CBT is an effective method in rehabilitation with mood disorder clients. Due to these evidence based studies the Finnish Medical Society has included CBT to the Current Care Guidelines of mood disorders. HUH has provided education and courses for personnel in CBT techniques.

Intervention:

It has been discovered that MOHO shares a number of features with CBT and we in HUH OT have noticed the same due to our experiences. The target is to strengthen our practice and increase the awareness of this combination among vocational teams and hospital administrators.

Application to practice:

The combination of CBT and OT gives more structure to clinical practice and strengthens client centered practice by giving more tools and skills when the therapists are rehabilitating patients with a wide range of mood disorders. The evidence for this process is building up through present practice and previous research and the goal is to make this combination more established in the future.

WORKING WRIST SPLINTS AND RHEUMATOID ARTHRITIS – OCCUPATIONAL THERAPISTS’ PERCEPTIONS

Saturday, 18th June - 15:10 - PS3.39 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 678 - Poster

Mrs. Lucia Ramsey¹, Dr. Iseult Wilson¹, Dr. Joseph Mc Veigh¹, Dr. John Winder¹

¹Ulster University

Background:

The aim of this study was to determine OT's perceptions on the prescription and perceived effectiveness of working wrist splints for patients with rheumatoid arthritis.

Method:

Three focus groups (Morgan & Kreuger 1993) with 16 therapists experienced in the provision of working wrist splints were carried out in Belfast, Derby and Dublin. They lasted approximately 80 minutes and were audio and video taped. Qualitative content analysis was carried out. The data was coded using NVivo software and themes were identified by three researchers.

Results:

The central theme to emerge was that OTs provided a patient centred, complex, unique and customised service. This was informed by four sub-themes: referral and review, assessment, education and self-management and usability of working wrist splints. Themes highlighted that it was essential that a referral reaches the OT department in order that a patient centred, skilled, experienced and customised service was provided. Education was highlighted as essential to facilitating self-management in respect of the condition as a whole.

Conclusion and Application to Practice

The importance of early referral, regardless of the method or referrer, thorough assessment for working wrist splints, a multi-faceted approach to intervention and multiple appointments and review provision were highlighted by therapists as good practice. Patient education was emphasised as essential to facilitate self-management of the condition as a whole. Therapists must take into account the patients' ability to accept educational strategies in relation to: disease stage, coming to terms with diagnosis and achieving balance between exercise and splinting advice.

GIST OF SUPPORT METHODS AND INTERVENTION TECHNIQUES USING OCCUPATIONS TO HIGH- FUNCTION AUTISM SPECTRUM DISORDERS FROM THE FOCUS GROUP INTERVIEW

Saturday, 18th June - 15:10 - PS3.40 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 702 - Poster

Prof. Sumie Yamada¹, Ms. Sayaka Tobita¹, Mr. Yuki Shinagawa¹, Ms. Haruka Kumoi¹, Mr.
Hiroki Senda², Ms. Junko Ishikawa¹, Prof. Hiroshi Yamane³

¹Kyoto University, ²Satochikai clinic, ³Society of Human and Occupation Life

Background: Recently, Adults with high-functioning autism spectrum disorders(HF-ASD) and its tendencies have been increasing in the field of mental health. Consequently, we need the support methods and the intervention techniques for them based on Occupational Therapy. We gained cooperation of the occupational therapists constantly engaged in HF-ASD's rehabilitation, compared the features of supports and interventions for HF-ASD with schizophrenia.

Method: Twelve occupational therapists participated in the focus group interview. They discussed the features of supports and interventions every three types Schizophrenia, Schizophrenia with HF-ASD, and HF-ASD . Furthermore, they mentioned the benefit which uses Occupations for HF-ASD. All interviews by video recording were analysed using grounded theory methods.

Results: The features of the supports and the interventions for HF-ASD indicated eight categories such as Unification of rules and Understand their individual rules. From the factors of a social adaptation had three categories of Self comprehension and acceptance, Recognition to the difference in the rule between oneself and others and Variousnesses of the stress coping behavior patterns.

Conclusion: Almost all of HF-ASD had not noticed that the rules supporting its behavior belongs to the minority. Therefore, they had produced the consequence which fails in construction of smooth interpersonal relations. Using Occupations as a common rule enables an understanding of their individual rule. Occupations can give them a practical and concrete experience, and can also obtain theoretical feedback. It enables practice of rational coping conduct acquisition, without reducing their self-efficacy.

Application to Practice: Improvement in Social adaptation of HF-ASD by Occupational Therapy will be enabled.

RESTRICTED OCCUPATIONAL THERAPY RESOURCES IN REABLEMENT

Saturday, 18th June - 15:10 - PS3.41 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 708 - Poster

Ms. Riitta Forss¹, Mrs. Anne Lopenen²

¹Etelä- Savo Hospital District, Unit of Primary Care, ²Etelä- Savo Hospital District, Unit of
Primary Care

Background:

Growing number of elderly is challenging health and social care services. While the population is aging there is increasing need to develop out-of-hospital rehabilitation to prolong living at home. Multidisciplinary teamwork at home is efficient way to increase participation on real life activities at home. Home and surrounding environment support the training of those skills which may have been lost because of deterioration of wellbeing and health. Integration between relearning skills and real life is possible in the natural environment.

Intervention:

Reablement is based on multidisciplinary work. There is lack of occupational therapy resources in area which influences how the new model of reablement is done. Occupational therapist's role is to coordinate, assess and guide in multidisciplinary work. Model of reablement is unique for this area because of resources. It shows that it is possible to get occupational therapy knowledge in team even when there is less of occupational therapists than other professionals working in elderly homecare.

Application to practice:

By developing multidisciplinary approach in home-based rehabilitation discharging from hospital has become efficient and need for special services has decreased. Reablement gives time to evaluate need for assistance and support instead of quick decisions. Working in teams combines different kind of occupational aspects. Result is client-centered intervention strengthening participating, being and doing. Lack of occupational therapy vacancies doesn't make this impossible, just challenge organisations to re-think how to use those minor resources and force to focus in core of occupational therapy instead of therapist being active in rehabilitation process.

LEARNING FROM PRATICIPATION IN CREATIVE ACTVITIES TRANSFERRED TO EVERYDAY LIFE

Saturday, 18th June - 15:10 - PS3.42 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 713 - Poster

Ms. Bodil Winther Hansen¹, Ms. Helle Andrea Pedersen²

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Background:

Creative activities have traditionally been used in psychiatric occupational therapy. However, there is a lack of research on how creative activities influence everyday life; especially with a learning perspective. The aim of the study is to develop and qualify the use of creative activities as a method in rehabilitation seen in a learning perspective.

Method:

The study is based on action research. Field-studies and semi-structured interviews have been used. Data were analysed using Brinkman and Kvale's three levels of analysis (2015). A learning perspective theory of transfer by Wahlgren and Aarkrog (2012) was used in the analysis.

Results:

The results showed that competences acquired by the informants related to general transfer to other contexts including use of general knowledge. Through participation in creative activities, the informants achieved competences such as active participation and engagement in social contexts as well as abilities to problem solve and plan/follow procedures and structures.

Conclusion:

The study shows that the use of creative activities as part of psychiatric rehabilitation has potential to give general transfer of competences into coping with daily tasks. The results offer a learning perspective on developing and qualifying the use of creative activities.

Application to Practice:

Implementing the use of creative activities has a potential to qualify and expand occupational therapy rehabilitation regarding coping with everyday life.

References:

- (1) Wahlgren, B. & Aarkrog, V. (2012) Transfer, Aarhus Universitetsforlag.
- (2) Brinkmann, S. & Kvale, S. (2015) InterViews – Learning the Craft of Qualitative Research Interviewing (Third Edition), Los Angeles, Sage Publication.

THE IMPORTANCE OF FURTHER EDUCATION IN OT - STORIES ABOUT THE OT-EUROMASTER PROGRAM

Saturday, 18th June - 15:10 - PS3.43 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 750 - Poster

Mrs. Claudia Galli¹, Dr. Mette Andresen², Dr. Lee Price³, Dr. Fenna Van Nes⁴

¹Institute of Occupational Therapy, Zurich University of Applied Sciences ZHAW, Winterthur,

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Background:

The OT Euro-Master was developed in the mid-1990s and was the first discipline specific, post-qualification master program in Europe. In total it has over 170 graduates.

The program aims to deliver graduates who are ready for leading roles in health and social care, able to contribute to evidence-based practice, research and peer-development of colleagues.

Educational Philosophy and theory:

A strength of the OT Euro-Master is its vibrant learning community with multi-national and multi-lingual faculty and students who possess a wealth of experiences in education, research and practice. The program's emphasis on culture and diversity enables occupational therapists to operate in a changing international society.

Educational approach(es):

The program is guided by constructive alignment through six modules. The PBL (Problem-Based Learning) pedagogical base seeks to expand students' local and national experiences into an international arena.

Evaluation:

A survey in 2014 of graduates from five cohorts (2007-2012) representing 12 different countries showed a career step after graduation. Almost two thirds worked in a clinical setting and a third in an educational setting when they started the OT-Euro Master. After graduation most practitioners moved into education, research and management or a combination.

Application to Education and /or practice:

Through QR codes the poster will provide the audience access to four individual stories about meanings and implications for their professional lives from attending the OT Euro-Master program: two told by current students and two by graduates.

References

<http://www.ot-euromaster.eu/>

HEALTH RISKS IN OLDER COMMUNITY-DWELLING ADULTS, LIVING ALONE. WHAT IS THE MEANINGS OF RISKS IN THE COURSE OF EVERYDAY ACTIVITIES ?

Saturday, 18th June - 15:10 - PS3.44 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 760 - Poster

Prof. Nicolas Kuhne¹, Dr. Catherine Piguet¹, Prof. Maria Grazia Bedin¹, Prof. Marion Droz
Mendelzweig¹

¹University of Applied Sciences and Arts of Western Switzerland

Background:

Taking older people's perception of risk into account is of great importance to the effectiveness of prevention programs. While several studies exist on how they perceive overall or specific risks, knowledge on how they see risks in their everyday life is still limited. The aim of this study was to better understand how risks are experienced in the course of everyday activities.

Method:

Individual interviews were conducted with 20 people over 80, living alone at home, in the French speaking part of Switzerland. Each participant choose one specific activity to describe. Interviews were conducted and analysed according to the method of "explicitation" interview.

Results:

Activities chosen by participants were as mundane as doing laundry, making bed, getting up in the morning or getting the mail. Concrete risks, such as falling, are lived by participants as a component of the ordinary experience of growing old. They are not seen as major threats, at least in the moment of action. In the eyes of the participants, the main risks they face are related to their identity, self-determination and self-esteem. They engage in occupation – and take smaller concrete risks – in order to prevent greater abstract risks.

Conclusion:

Vulnerability in old age lead to a major change in risk perception. Existential abstract risks become more important than concrete risks.

Application to Practice:

In order to be more successful, prevention and health promotion actions should take the specific meaning of health risks in the everyday life of older adults into account.

DEVELOPMENT OF COMPETENCIES FOR BEING A PROFESSIONAL OT: STUDENT SUPPORT AT ZURICH UNIVERSITY FOR APPLIED SCIENCE, ZHAW, BSC OT PROGRAM

Saturday, 18th June - 15:10 - PS3.45 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 784 - Poster

Mrs. Sabine Hendriks¹, Mrs. Maren Kneisner²

¹University of Applied Sciences Zuerich ZHAW, Winterthur, ²Universtiy of Applied Sciences
Zuerich ZHAW, Winterthur

The transition to learning at university can be challenging and demanding given that students enter their studies with heterogeneous learning histories. Students should leave university as self-directed and reflection based lifelong learners, as competent and self-confident professionals in performing the CanMED Roles “Scholar, Expert, Professional, Communicator, Manager, Health Advocate and Professional“

A supporting environment and students commitment to offered learning opportunities is seen as a condition for developing competencies in self-directed learning. In addition to appropriate learning modalities and teaching methods, accompanying supervision for students is a main factor for successfully achieving their competencies and developing their attitude for ongoing learning.

To promote and develop personal skills and competencies, groups of 8 Students and one lecturer work together during the whole program. Students work on their e-portfolio on the electronic platform Mahara. Different topics, both given and free, are reflected. Students write several postings at first structured, later on in an open form. Additionally students meet their lecturers about 3 times per semester to discuss their concerns related to students daily living and their needs for the individual learning process in aiming for final competencies. For completion students show an electronic application form related to an advertisement of a potential work- place.

Evaluations indicate that students at last benefit from the supporting supervision in accomplishing their goals.

Application to Education and /or practice:

This presentation gives an impression of supporting the learning process of students and additionally how they benefit from their self-experience for Occupational Therapy- practice.

PURPOSEFUL HAND USE, ASSESSMENT AND PROFOUND DISABILITY

Saturday, 18th June - 15:10 - PS3.46 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 789 - Poster

Mrs. Åsa Sara Sernheim¹, Dr. Märith Bergström Isacson²

¹Sweden Rett Center, Linköping University, ²Sweden Rett Center

Assessments of hand skill performance traditionally follow age and normal development. Causes like trauma, illness or signs of delayed development have been reasons to develop specific measures or tests to investigate and evaluate the patients hand skills. Examination by the use of questionnaires, observations, tests as well as play or everyday activities are used and ending up in e.g. descriptions, levels and scoring measures.

There is a large variation in the severe neurodevelopmental disorder Rett syndrome (RTT) expressions of symptom and the consequences of the disorder. It is a profound disorder with expression of body functions, such as dystonia, dyspraxia, breathing dysrhythmia and lack or loss of speech. Central to the symptoms caused by RTT is a loss of acquired hand skills, usually described as a loss of purposeful hand use and frequent stereotypic hand movements visible such as squeezing, tapping, wrinkling hand moves. Little is published concerning assessing and management of hand function in RTT. Previous studies focus on hand function of grasping and holding skills as well as hand stereotypic.

The purpose is to highlight the usefulness of hand skill by presenting a RTT case. The focus is hand function as a receiver with capacity to discover, explore and act by means of a supporting environment. Experiences are based on clinical work as an Occupational therapist at the National Swedish Rett Center. The center performs specialized medical care, research and education since 1995 and serves as a center of cross professional competence.

IS THE SERVICE OF INPATIENT MENTAL – HEALTH CLIENT CENTRED?

Saturday, 18th June - 15:10 - PS3.47 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 795 - Poster

Mrs. Solrun Oladottir¹, Mrs. Gudrun Palmadottir²

¹Faculty of Occupational therapy school of Health Sciences, University of Akureyri, ²University of Akureyri

Background:

Higher demands have been raised for evidence based practice in mental health. Client centred approach is a key component in assessing the quality of programs that promote client's perspective of service. The aim of this study was to assess client's view of interdisciplinary service in inpatient mental health care, emphasizing how the service reflects the main concepts of client centred practice.

Method:

A self-report assessment was used to collect data from 30 participants who all had received inpatient care for at least two weeks. The assessment contains 29 questions and has six conceptually derived subscales. Internal reliability for the whole assessment was measured 0,93 and 0,70-0,86 for the subscales.

Results:

The service did to some extent meet the main requirements of client centred practice. The subscales "Attitude and support" and "Client centred education" reflected most of the concept of client centred service, but "Outcomes of service" and "Family involvement" least. On one subscale younger clients found the service less client centred than those who were older.

Conclusion:

Results indicate that the inpatient mental health service reflected many of the basic components of client centred practice, but to a different extent.

Application to Practice:

More emphasis needs to be placed on evaluation of outcomes from clients' perspective and include family and close friends to a greater extent. Attention should be drawn to different needs of clients at various life stages.

BAKING AS AN OCCUPATION: CAN MEANING ASSOCIATED WITH BAKING INFORM OUR PRACTICE AS THERAPISTS TO ENHANCE THE HEALTH AND WELLBEING OF OUR SERVICE USERS.

Saturday, 18th June - 15:10 - PS3.48 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 802 - Poster

Mrs. Leanne Moon¹

¹Coventry University

For many baking is an everyday occurrence that we undertake without giving much thought to? As OT's we understand that many things contribute to why we engage in certain occupations. The researcher is interested in gaining a deeper insight into meaning and how this can be used to enhance the health and well-being of service users from a student OT perspective.

Occupational science considers that engagement in purposeful occupation is an essential part of living and has the potential to influence health and well-being (Yerxa, 1993) and is relevant to Occupational therapists as we work with people to transform their lives by enabling them to do and to be and through the process of becoming (Wilcock, 1999).

The researcher proposes to undertake a phenomenological study using a qualitative approach. This approach aims to gain insight into the participant's personal and professional experiences through semi structured interviews.

The COT have recognised the need for further research into occupation and well-being in their research document (2007:4). The researcher proposes to explore how the meaning associated with baking as an occupation could enhance the health and well-being of service users using a student's perspective as there is a limited evidence base on this topic. The findings from this study will help to increase the understanding of occupation and health & well-being and create a knowledge base on OT students at Coventry University. In addition enabling us to share best practice to enhance the service we provide to our service users.

A JOINT OCCUPATIONAL THERAPY AND MUSIC THERAPY INITIATIVE TO FACILITATE UPPER LIMB STRETCHING IN ACUTE PAEDIATRIC NEUROSCIENCES

Saturday, 18th June - 15:10 - PS3.49 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 837 - Poster

Mrs. Sarah Governey¹, Ms. Alison Sweeney¹

¹Temple Street Children's University Hospital

Background:

Children in acute neurosciences can present with upper limb (UL) difficulties and Occupational Therapists (OTs) often recommend UL passive ranging/stretching programmes to reduce the risk of contractures. Music Therapists (MTs) can play a major role in the rehabilitation of these children using music to support their social/emotional, physical and communication needs and joint-working is essential to ensure optimal outcomes.

Theoretical underpinning:

The World Health Organisation's International Classification of Function Disability and Health (ICF) is appropriate for multidisciplinary working in neurosciences as it focuses not only on deficits with function and structures but also the impact of this on capacity and performance, thus suiting the holistic and client-centred core of OT and MT.

Intervention:

The OT and MT jointly develop two UL 'stretching songs' aimed to facilitate stretching for appropriate children. It was hoped this programme would increase compliance and tolerance of this intervention which is often required into the future. The songs were recorded and given to parents with lyrics relating to the stretch position and melodies facilitating the length of stretch required.

Evaluation of outcome:

Following a successful pilot of the 'stretching songs' it was decided that gathering parental feedback regarding their experiences of using the programme would be of benefit. Questionnaires were sent to parents who had implemented the programme and very positive feedback was received.

Application to practice:

This innovative multidisciplinary initiative provides a tool to aid parents struggling with implementing the necessary UL passive ranging/stretching programmes and appears to be valued by parents who participated.

IDENTIFYING GROUP FACILITATORS' COMPETENCES IN AN INNOVATIVE HEALTH PROMOTING PROGRAMME FOR COMMUNITY LIVING SENIORS

Saturday, 18th June - 15:10 - PS3.50 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 841 - Poster

Dr. Fenna Van Nes¹, Mrs. Marye Kelting², Mrs. Anke Heijman³, Mrs. Caroline Rijkers⁴, Dr.
Margo Van Hartingsveldt³

¹Research Group Occupational Therapy, ACHIEVE, Centre of Applied Research, Faculty of Health, Amsterdam University of Applied Sciences, Amsterdam, the Netherlands., ²Research group Occupational Therapy - Participation and Environment, Amsterdam Centre for Innovative Health Practice (ACHIEVE), Amsterdam University of Applied Sciences, Amsterdam, The Netherlands, ³Research group Occupational Therapy - Participation and Environment, Amsterdam Centre for Innovative Health Practice (ACHIEVE), Amsterdam University of Applied Sciences, Amsterdam, ⁴Amsterdam University of Applied Sciences

Background:

Health promotion for seniors is increasingly in the spotlight. For some years, the Dutch Healthy and Active Ageing (HAA) programme responds to these challenges. The intention of the programme is to support seniors to discover what daily activities mean for self-perceived health and well-being. Recently, the programme has revised, based on the insights obtained from implementation in practice (Heijman et al., 2011a; Heijman et al., 2011b). The reconsidered HAA programme is particularly inspired by positive psychology as a comprehensive concept to stress seniors' strengths and capacities (Van Nes & Heijman, 2015). Evaluation of the revised programme sheds light on core competences needed how to introduce and perform the programme.

Method:

We evaluated the HAA programme in various contexts in the city of Amsterdam by using Participatory Action Research methodology, including participatory observations in group sessions, individual interviews with participants at the start (expectations) and end (experiences) of the programme, and focus group interviews with group facilitators. Data were qualitatively analysed and used as feedback to facilitate an ongoing action learning process and progressive improvements concerning the programme and application in practice.

Results:

Core competences concern: (1) networking and co-operating in the community; (2) performing a supporting and reinforcing role in the group dynamical process; (3) daring to trust on a senior's strengths and capacities.

Conclusion:

Health promotion to seniors is a challenging field that requires new competences.

Application to Practice:

Innovations in health promotion challenge occupational therapists to acquire community-development competences and positive approaches concerning the process of ageing.

REFLECTIONS OF PATIENTS AND THERAPISTS ON THE MULTIDISCIPLINARY REHABILITATION OF PERSONS WITH BRACHIAL PLEXUS INJURIES

Saturday, 18th June - 15:10 - PS3.51 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 852 - Poster

Mrs. Renske Janssen¹, Dr. Edith Cup¹, Mr. Ton Satink², Prof. Tanya Packer¹, Mr. Jos I Jspeert¹,
Dr. Nens Van Alfen³, Dr. Jan Groothuis¹

¹Radboud University Medical Centre, Donders Centre for Neuroscience, Department of
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Neurorehabilitation, ³Radboud University Medical Centre, Donders Centre for Neuroscience,
Department of Neurology, Nijmegen

Background:

Many patients with brachial plexus injuries have residual complaints due to scapular dyskinesia and overuse. An integrated multidisciplinary rehabilitation program was developed to address these complaints. In this program physical therapy (PT) focuses on regaining scapular coordination and occupational therapy (OT) addresses planning and pacing of daily activities. There are indications for the effectiveness of this program (IJspeert, J. et al. 2013), which was developed by professionals. In current study we aim to understand from the patient and the professional perspective which components are valued critical ingredients of the program.

Method:

A qualitative study was conducted using semi- structured interviews with 8 patients and 5 therapists. Interviews were transcribed and analyzed according to the principles of the constant comparative method, using the steps of coding, categorizing and super categorizing. The last step involved comparison of both perspectives resulting in overall themes.

Results:

Overall themes included: 1) Knowledge and understanding are critical; 2) provision of a mirror to change the mindset; 3) personalize exercises, skills and advices to the own situation; 4) constant consultation within the team; 5) ultimately the patient becomes in charge.

Conclusion:

The critical ingredients from the perspective of the patients and the professionals corresponded well with each other and suggest to continue to combine a patient-centered approach with the components of education, learning skills and gaining confidence through experiences and reinforcement.

Application to Practice:

Current study showed that the patients and the professionals valued similar components of the program which will remain important ingredients.

A NOVEL APPROACH TO LYMPHEDEMA SELF MANAGEMENT

Saturday, 18th June - 15:10 - PS3.52 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 873 - Poster

Dr. Katie Polo¹, Dr. Gail Gamble²

¹Midwestern University, ²Northwestern University

Background:

The medical management of breast cancer has changed considerably with the advancement of technology in radiology and breast sparing surgeries. Many breast cancer survivors that underwent procedures decades ago are encountering side effects of their cancer treatments such as brachial plexopathies, decreased sensation, lymphedema, and musculoskeletal disorders that can greatly impact the patients' health and quality of life.

Method:

In this case report, we present a 73-year-old woman with chronic lymphedema of the arm and trunk post voluntary trans-humeral amputation due to radiation induced brachial plexopathy. Her treatment was led by an occupational therapist (OT) certified in lymphedema and included complete decongestive therapy, analysis of function, and a critical focus on the successful development of a novel compression garment for ultimate patient self-management.

Results:

Marked reductions in circumferential measurements were achieved in the residual limb and trunk region during the treatment phase. Weekly measurements and photos were taken to measure progress and are presented. Reductions were maintained successfully with daily use of a fabricated novel compression garment of which the patients was able to don independently for increased self-management.

Conclusion:

Novel approaches such as this, should be further explored and developed for breast cancer survivors with lymphedema and secondary upper extremity amputations.

Application to Practice:

Assessment of function by an OT is imperative for best self-management of lymphedema.

References

Polo, K. & Gamble, G. (2015)'A novel approach to lymphedema management in upper extremity amputations: A case report', The internet journal of allied health sciences and practices, 13 (3

THE LINK BETWEEN SLEEP DEPRIVATION AND DAILY ACTIVITIES

Saturday, 18th June - 15:10 - PS3.53 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 881 - Poster

Ms. Tanja De Vylder¹

¹Ku L

Background:

Many older people complain about sleep problems, which may result in decreased daily activity performance. The purpose of this paper is to explore the relationship between sleep deprivation and daily activities of elderly in a residential care facility and strategies to prevent sleep problems.

Method:

A mixed method was used. A systematic literature study is performed, searching Pubmed and Tripdatabase using search terms “sleep deprivation”, “elderly”, “daily activities”, and using snow-ball method. Additionally, a qualitative study, using in depth interviews was performed with an occupational therapist expert in sleep problems.

Results:

Sleep problems are related to health issues (Mullette-Gillman, Kurnianingsih, & Liu, 2015; Luckhaupt, Tak, & Calvert, 2010; Grandner, Patel, Gehrman, Perlis, Pack, 2010). Elderly may have an increased risk for occupational deprivation, even without sleep problems (Howrey et al, 2015). Elderly also have more risk factors for sleepiness, like the admission in a hospital for illness or treatments (Pack et al, 2006; Ohayon & Vecchierini, 2005; Ersner et al, 1999).

Conclusion:

Sleep deprivation is related to a decreased daily activity performance in elderly.

Application to Practice:

When optimizing daily activity performance in elderly, occupational therapists should also consider sleep quality. Specific advices can be formulated to improve the sleep quality of elderly in a residential care facility, either to the person or the staff.

ADDITION OF A DAILY LIVING SCALE TO THE OCCUPATIONAL SELF- ASSESSMENT

Saturday, 18th June - 15:10 - PS3.54 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 893 - Poster

Dr. Patricia Scott¹

¹Indiana University

Background:

This study validates a Daily Living Scale (DLS) for the Occupational Self-Assessment (OSA) (Baron & Kielhofner, 2006). The OSA is a valid and reliable assessment of occupational performance. We pursued three objectives: 1) expand the OSA adding a set of items of interest to patients following major medical events (bathing, grooming toileting walking, meal preparation, maintaining balance, climbing stairs, driving, house cleaning, laundry, and grocery shopping); 2) establish initial psychometric properties; and 3) demonstrate discriminate validity.

Theoretical underpinning:

MOHO

Assessment / Intervention/ Technique:

We used data collected prospectively from 33 subjects at 1, 2, 3, 6, and 9-12 months following liver transplant surgery to validate the OSA-DLS.

Evaluation of outcome:

Internal consistency with Cronbach's alpha 0.90 to 0.98 across ratings for each of the 5 time periods. We found high internal consistency at each of the five time points, with alpha scores ranging from 0.93-0.99. Significant correlation with OSA values ($r=0.825$ to 0.921), and the clients' self-report. Concurrent validity supports the use of the two scales independently or together.

Application to practice:

The psychometrically valid OSA scales along with the newly developed OSA-DLS, successfully exhibit sensitivity to change over time. Skills improve as healing occurs. Findings support Kielhofner's levels of doing: Occupational skill underlies occupational performance which enables occupational participation.

References:

1. Baron, K., & Kielhofner, G. A User's Manual for the Occupational Self Assessment (OSA)(Version 2.2): Model of Human Occupational Clearinghouse, Department of Occupational Therapy, College of Applied Health Sciences, University of Illinois at Chicago. 2006.

“MEMORY & LIFESTYLE”: EXPLORING THE IMPACT OF AN OCCUPATIONAL THERAPY INTERVENTION ON THE HEALTH AND WELL-BEING OF ADULTS WITH MILD COGNITIVE IMPAIRMENT IN A PRIMARY CARE SETTING

Saturday, 18th June - 15:10 - PS3.55 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse - Abstract ID: 910 - Poster

Ms. Mary Tinnelly¹, Ms. Lynn Toole², Ms. Sinead Crowe³, Dr. Tadhg Stapleton²

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Background

Mild cognitive impairment (MCI) is understood to be a stage in between normal cognition and dementia. Multi-factorial memory and lifestyle groups which provide education on memory processes and strategies to deal with everyday memory complaints have proved effective in increasing confidence, improving performance in activities of daily living and memory self-efficacy (Greenaway, Duncan & Smith, 2013). Limited research has been conducted into such group intervention programmes in Ireland.

Methods

This exploratory study gathered qualitative data through a focus group immediately post intervention to explore participants' experiences of the occupational therapy group.

Results

Thematic analysis revealed three themes: (i) Memory Concern (ii) Empowerment (iii) Group cohesion and support. Worry and uncertainty regarding memory complaints featured heavily in participants minds. Education on lifestyle factors and memory processes in a supportive group environment increased participants understanding of memory processes and confidence in their daily routines. Adopting strategies and healthy lifestyle behaviours positively impacted their lives including increased sense of control during functional activities.

Conclusions

Intervening early, providing education on memory and lifestyle has increased participants confidence in memory and routine. Further research is recommended to examine the effectiveness of multi-factorial interventions in a primary care setting for people with MCI

Applications to practice

Early interventions for MCI in primary care can contribute to dementia risk factor reduction

Reference

Greenaway, M C, Duncan, N L and Smith, G E (2013). The memory support system for mild cognitive impairment: randomized trial of a cognitive rehabilitation intervention. *International Journal of Geriatric Psychiatry*, 28: 402–409

FACTORS RELATED TO MOTIVATION OF OCCUPATIONAL THERAPY STUDENTS FOR ACTIVE LEARNING

Saturday, 18th June - 15:10 - PS3.56 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 916 - Poster

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Active learning, such as problem-based learning, is an effective education method, although it may not be sufficient to improve student's self-directed learning readiness. A survey was administered to 47 occupational therapy students during a university course to identify the predictive factors for measuring the effect of active learning. The programme of active learning included a series of five different group works was planned. Before the programme, basic knowledge and self-learning activity were evaluated by examination and questionnaire, respectively. Student attitudes towards life events related to learning motivation were assessed using a 24-item questionnaire developed by us to assess self-conception of mental health based on Ellis' rational emotive behaviour therapy. The scale composed of five categories: commitment, realistic thinking, fairness, acceptance and social interest. After completing the programme, the self-evaluated effectiveness of active learning was measured, and the students were separated into four groups based on the scores of the questionnaire. Students with high scores in commitment and realistic thinking responded that active learning was highly effective, although a few students in this group scored low in basic knowledge. On the other hand, students with low scores in commitment and high scores in realistic thinking responded that active learning was not highly effective, despite their scores in basic knowledge. These findings suggest that assessment of student attitudes is important before introducing the concept of active learning.

OCCUPATIONAL THERAPY FOR CANCER PATIENTS - A RANDOMISED CONTROLLED STUDY

Saturday, 18th June - 15:10 - PS3.57 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 937 - Poster

Mrs. Line Lindahl Jacobsen¹, Mrs. Dorte Gilsaa Hansen¹, Dr. Karen La Cour¹, Prof. Jens Soendergaard¹

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Background

Cancer patients often experience serious dysfunctions leading to problems with activities of daily living (ADL) and reduced quality of life. Occupational therapy (OT) might be effective in handling these problems, but the evidence is sparse.

Aim

The purpose was to analyze the feasibility and effectiveness of an OT intervention targeting disabled cancer patients.

Outcome measures were the patient's self-reported quality of life and the patient's ability to perform ADL.

Design

Randomised controlled trial with 118 patients with cancer treated at Naestved hospital in Denmark. OT intervention program for the intervention group (N=63) and standard treatment and care for the controls (N=55).

Participants

Adult (\geq 18 years) cancer patients with a performance status between 10 and 70, measured by the Karnofsky Performance Status Scale. The patients were recruited in cooperation between nurses and project occupational therapists working in hospital setting.

Methods to obtain data

The effects of the intervention were analyzed using patient validated questionnaires including EORTC QLQ-C30 and the ADL taxonomy questionnaire.

Analytical methods

Descriptive analyses, intention-to-treat-analysis, multiple linear regression analysis and sensitivity analysis.

Results

The patients experienced a wide range of both I-ADL and P-ADL problems and there were significant gender differences. The OT intervention was a complex intervention with recruiting difficulties. There were no major differences between participants and non-participants, and the patients accepted the intervention.

Discussion

The study identified varying ADL among the patients. The ADL intervention did not show significant effect on quality of life or ADL ability, probably due to the small study sample.

THE REALIZATION OF MEANINGFUL ACTIVITIES FOR NURSING HOME RESIDENTS: INSIGHTS FROM FOCUS GROUPS WITH STAFF MEMBERS.

Saturday, 18th June - 15:10 - PS3.58 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 947 - Poster

Ms. Elise Cornelis¹, Mr. Ruben Vanbosseghem¹, Mrs. valerie Desmet¹, Ms. Lien Van Malderen²,
Mrs. Ellen Gorus², Dr. Dominique Van De Velde¹, Prof. Patricia De Vriendt¹

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Introduction

Meaningful activities of daily living (MADL) are essential to promote the identity and quality of life of nursing home residents (NHR). MADL offer structure in time, stimulate social interaction and positively affect autonomy and well-being. Nevertheless, an admission in a NH covers a loss of MADL. Therefore, NH are expected to offer a range of activities. However, they don't fulfill the needs of NHR and are often meaningless.

Methods

This qualitative study used eight semi-structured multidisciplinary focus groups, including occupational therapists (n=21), nurse assistants (n=20), recreational therapists (n=20) and NH managers (n=5). All interviews were audiotaped and coded line-by-line. Data were analyzed open-minded, using content comparison to determine the preconditions and influencing factors of organizing MADL.

Results

The NH-staff reported eight different factors and preconditions for organizing MADL in NH. MADL are dynamic and strongly related to changing abilities of NHR. Therefore, a consequent and continuous monitoring is needed. Although, MADL are mostly organized spontaneously and rely on the 'gut feeling' of caregivers. An achievable, well-structured approach to identify, realize and monitor MADL is lacking. It appeared crucial to know the life history, needs, wishes and capacities of NHR. However, NHs don't have protocols to enhance MADL, neither they use tools to evaluate and improve MADL.

Conclusion

MADL should be organized in a more structured and transparent manner. This study indicated the need for a practical and interdisciplinary guidance to identify the needs of NHR concerning MADL and to enhance the realization

of MADL for NHR.

A STUDY OF THE USE OF BASELINE COGNITIVE PROFILES TO INFORM AND GUIDE APPROPRIATE COGNITIVE REMEDIATION THERAPY AND FUNCTIONAL SKILLS INTERVENTIONS TO ADDRESS DEFICITS IN OCCUPATIONAL PERFORMANCE IN PATIENTS WITH SCHIZOPHRENIA.

Saturday, 18th June - 15:10 - PS3.59 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 963 - Poster

Mr. Abiola Dé Mojeed¹, Prof. Agnes Shiel¹

¹NUI Galway

Background:

The aim of this study is to establish a baseline of cognitive profiles to inform and guide appropriate Cognitive Remediation and Functional skills interventions to improve occupational performance in patients with schizophrenia.

Method:

Participants will be assessed prior to treatments using Rivermead Behaviour Memory Test, Behavioural Assessment of Dysexecutive Syndrome, and Independent Living Scales to establish baseline of cognition and functional skills. Goals will be identified collaboratively and addressed using cognitive remediation techniques and functional skills training with emphasis of both interventions on executive function skills.

Results:

Goal attainment scaling will be used to monitor improvement and to evaluate outcome of interventions. In order to investigate the effectiveness or not of the treatments, the participants will be reassessed, and results will be compared to 1st phase assessments.

Conclusion:

GAS results will be compiled and secondary outcomes will be recorded in the areas of social cognition, communications and ability to do specific tasks in their everyday activities. The treatments will be completed and then the participants will be provided with an Occupational therapy home programme. The participant's goal attainment will then be reviewed 3 months' later.

Application to Practice:

Although there is substantial research to support CRT practice in Mental Health; there is not enough to designate it as evidence based practice (Dixon, L. et al. 2010). Outcomes of Wykes (2011) meta-analysis indicated potential for better functional outcomes if combined with functional skills training. The functional skills sessions in this case refers to use of compensatory strategies and skills development.

USER SATISFACTION WITH ASSISTIVE DEVICES: A WAY TO UNDERSTAND THE IMPORTANCE OF CLIENT CENTERED APPROACH IN FIELD OF ASSISTIVE DEVICES

Saturday, 18th June - 15:10 - PS3.60 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 976 - Poster

Ms. Ieva Jēkabsons¹, Ms. Lolita Cibule², Mr. Toms Bērants³, Ms. Sabīne Mikulāne¹

¹Riga Stradins University, ²Riga, ³The Park of Special Aids

Background:

In order to promote availability of assistive devices (AD) for persons with functional limitations in Latvia, a non-governmental organization The Park of Special Aids (Speciālo palīgīdzekļu parks – SPP) was established with the support from Swedish charity Foundation VAGGAN. In SPP the service related to AD is provided by multiprofessional team consisting of occupational therapists, physiotherapist and medical technician, striving to practice a client centred approach from the very beginning. In this context regular feedback from AD users is crucial allowing those involved in service delivery to monitor the quality of their services.

Theoretical underpinning:

Theoretical foundation of the study is formed by the concept of client-centred approach.

Assessment / Intervention/ Technique:

All together 430 participants - users of AD provided by SPP were invited to participate in telephone interviews based on Quebec User Evaluation of Satisfaction with Assistive Technology (QUEST) (developed by Demers et al, 2000) as well as demographic data questionnaire (developed by SPP). A total of 130 clients agreed to participate (response rate 30 %).

Evaluation of outcome:

Overall satisfaction with AD and related services was high. The lowest mean satisfaction score was 4.74 (SD = 0.76) for comfort of use of AD. The highest mean rate was 4.98 (SD = 0.76) for simplicity of use of AD as well as for professional services.

Application to practice:

The results of the study provide objective assessment of the AD as well as OT service provided at SPP and help to develop the provision of AD further.

AN INTERDISCIPLINARY INTRODUCTION OF MULTISENSORY ENVIRONMENT LAB THROUGH TEAM BASED LEARNING.

Saturday, 18th June - 15:10 - PS3.61 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 990 - Poster

Ms. Inta Taranrød¹, Ms. Inger Solheim²

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An interdisciplinary introduction of multisensory environment lab through Team Based Learning.

The main objective was to use a state of the art multisensory environment lab (MSE) as a learning arena for interdisciplinary cooperation.

- Create mutual learning in an MSE lab using Team Based Learning (TBL).
- Reflect on professional identity in cooperation with other professions.
- Share and incorporate knowledge from cooperating profession.

Interdisciplinary learning has shown to develop boundary-crossing skills, such as interdisciplinary thinking (E.Spelt 2009). Interdisciplinary thinking is defined as the capacity to integrate knowledge of two or more disciplines to produce a cognitive advancement.

TBL is considered as an effective learning strategy, and encourages the participants in active learning (E.Parmelee, 2012). In Dunns model a person's ways of responding to sensory events in daily life can be characterized as reflecting both a particular threshold strategy and a responding (W.Dunn, 2001). Based on the combination of these parameters the model refers to four interaction points.

Method

Two students from occupational therapy, two from social education and two music students volunteered for a five-day program with focus on MSE and interdisciplinary cooperation. Teachers from the three educations developed learning objectives and selected literature for the study.

Each student visited the MSE-lab with no special setup and wrote a report, this to create a baseline. The TBL method was then introduced.

Student groups were assigned to design a therapeutically use of MSE for a person with a chosen dysfunction, followed by a practical set up.

EVALUATION OF EFFICIENCY INDEPENDENCE SKILLS DEVELOPMENT FOR WOMEN WITH RHEUMATOID ARTHRITIS

Saturday, 18th June - 15:10 - PS3.62 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1016 - Poster

Dr. Sigitas Mingaila¹, Ms. Viktorija Tarasenko¹

¹Lithuanian University Of Health Sciences

The aim of the research is to evaluate the effectiveness of self-sufficiency skills empowerment for women with rheumatoid arthritis.

Methods. 50 subjects – all female – attending Klaipeda community „Artritas“ and Kaunas community for the people suffering from arthritis, were involved in this study. Respondents were divided into two groups: direct training and indirect training. Each group consisted of 25 individuals. Respondents of the direct training group had been learning independent living skills by occupational therapist. Respondents of the indirect training group were given recommendations to increase self-sufficiency, protect the joints and reduce a fatigue. Self-sufficiency was evaluated by applying the Canadian Occupational Performance Measure (COPM), motility of hands and fingers – by dynamometer and manometer, quality of life – by SF-36 questionnaire, pain intensity – by visual analogue scale of pain (VAS) and fatigue – by Fatigue Impact Scale (FIS).

Conclusions. Activity problems in women with rheumatoid arthritis were found mostly in the self-service area and at least in leisure. A comparison of both groups before applying self-sufficiency skills and after it, showed that the self-sufficiency training with the occupational therapist (OT) has more positive influence on its increasing in individuals with rheumatoid arthritis. Applying of the direct training leads to the greater results of the grips' motility, quality of life and decrease of the fatigue and pain, than in the indirect one. Improvement of the self-sufficiency is related to the better grips' function and quality of life in respondents and it is related to the pain and fatigue decrease, too.

MAINTENANCE COGNITIVE STIMULATION THERAPY: INCREASING AUTONOMY OF PEOPLE WITH DEMENTIA. A SYSTEMATIC REVIEW.

Saturday, 18th June - 15:10 - PS3.63 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1023 - Poster

Mrs. Jessica Garrido Pedrosa¹, Dr. Isabel Sala Matavera², Dr. Nuria Obradors Aranda²

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Background:Dementia, has a direct impact on the ability to carry out everyday tasks. Non-pharmacological therapies have shown a positive impact on improving cognitive functions, but the benefits in relation to the daily functionality are less clear. The aim of the review is to determine what kind of cognitive stimulation approaches are adequate for maintaining the ability to perform activities of daily living.

Methods:A search of randomized clinical trials (RCTs) was performed to find all available evidence on the subject. A total of 11 articles met the inclusion criteria for the review.

Results:The majority of multicomponent interventions studies have shown the greater impact on ADL, in comparison to those tests that use some stimulative activity in isolation.

The cognition- focused studies, through interventions that use pencil and paper tasks in isolation, have not reported benefits in functionality,

The occupation-based interventions, which were directed to the stimulation of functional tasks and used compensatory or external support strategy training for the implementation of AVD, reminiscences or recognition of everyday tasks, have reported the positive impact on functionality.

Conclusions: Cognitive Stimulation Therapy (CST) for people with dementia has a positive impact on improvement or maintenance of skills, facilitating performance of everyday activities. The studies show that it is important to stimulate indirectly the cognitive functions, expecting a generalization of the implicit knowledge for skill improvement of the person, from other side, the contextualization of occupation should facilitate and improve transferability to a persons' daily activities as well as global generalization to the daily life.

WORKING WITH PROJECTS – CHANCES AND CHALLENGES IN THE BACHELOR OF OCCUPATIONAL THERAPY – ZURICH UNIVERSITY OF APPLIED SCIENCES (ZHAW) WINTERTHUR, SWITZERLAND

Saturday, 18th June - 15:10 - PS3.64 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1037 - Poster

Mr. Josef Adam¹, Ms. Dietlinde Arbenz²

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During the second and third year of the bachelor study in occupational therapy, students have to work on three projects. Already during the second term, they get introduced to the basics of project management.

The first practical workshop takes place in the third semester and is called “Enabling Occupation”. During this project, students help clients to keep or improve their performance skills. Furthermore, the participants of the workshop develop own ideas or realize some from OTs working in the praxis.

During the fourth term students take part in workshops for handcrafting and design.

Students start to write a bachelor thesis in the second year of their studies. They have the opportunity to work on tasks, offered by OTs from the praxis. Not only for students, but also for their tutoring OTs, it can be hard work to collaborate. However, students have the chance to improve their basic skills of project management together with their partners.

The most important elements of project management for students and their lecturers are the various stages of a project, including thinking about goals, specific planning, creating concepts and finally the implementation phase. A special online tool is provided for the stage of project planning. During the time of these projects, students get permanent assistance of lecturers in meetings and an online platform.

With all these different projects, tutoring lecturers are challenged to keep the overview of every single work and its progress. To support them, tools from the multi-project management are applied.

TEACHING IN PRACTICAL TRAINING- A DIDACTIC MODEL FOR THEORETICAL EDUCATION AND BEDSIDE TEACHING

Saturday, 18th June - 15:10 - PS3.65 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1050 - Poster

Ms. Nicola Thapa Goerder¹

¹Wannsee Schule e.V.

OT-practitioner take a decisive and valuable position in the practical education and in fieldwork. They are experts, specialists, models, instructors, confidantes and especially functional and emotional companions for the students. This requires a consciously handling with all the varied demands. Particular the complexity of the practical situation is challenging, to plan the learning processes and to structure, to initiate and to evaluate methodic-didactical the learning outcome. With that, the instructors are at the same time teachers in the practical fields of occupational therapy.

A didactic model can help to connect the different perspectives of the patient-centered care (supply), the occupational perspective and the educational challenges and demands. In the focus of attention are the students and the clients.

This lecture presents the didactic model , developed from the nurse-didactic ,adapted for OT's in a three-level model and usable in theoretical education and in the bedside teaching during the fieldwork.

THE DIFFERENCE AN OCCUPATIONAL THERAPY DEPARTMENT MAKES: PHOTOVOICE RESEARCH.

Saturday, 18th June - 15:10 - PS3.66 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1055 - Poster

Ms. Suzie Willis¹

¹Central and North West London NHS Foundation Trust

Background: People admitted to acute inpatient mental health units have fast-changing needs and require high levels of care and interventions, including occupational therapy (National Institute for Health and Clinical Excellence 2011). Previous research in this setting, which had a well-resourced occupational therapy department, indicated its importance for service users: Leaving the ward represented a significant step in their recovery.

Method: To investigate further, funded research focused on specific areas of the department from the perspectives of an action research group of service users. They met on a weekly basis, facilitated by a research occupational therapist and a service user researcher. An emancipatory visual method, photovoice, was used (Lal et al 2012), with participants taking photographs of the kitchen, art room, gym and internet café. They worked in cycles of action and reflection to analyse the photographs.

Results: The findings comprise of a set of images and statements capturing important experiences, synthesised to present a rich understanding of occupational therapy in this setting. This presentation will outline the findings and provide critical discussion of this collaborative approach to research.

Conclusion: The approach to this research was successful in actively engaging service users and generating findings for improving local services. As an occupational form, the research mirrored the culture of occupational therapy by being person-centred, within an activity-based group.

Application to Practice: By adopting such an approach occupational therapists can demonstrate their commitment to improving services and challenge initiatives which do not sufficiently acknowledge how services are experienced and delivered.

EXPLORING THE FACTORS CONTRIBUTING ACTIVITY AND PARTICIPATION PATTERN OF CHILDREN WITH CEREBRAL PALSY: A CRITICAL REVIEW

Saturday, 18th June - 15:10 - PS3.67 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1088 - Poster

Mr. Fawaz Alrasheedi¹, Dr. Farzaneh Yazdani²

¹Oxford Brookes University, ²Oxf

Background:

Evidence indicates children with cerebral face restrictions in attending different aspects of life situation. There is need to review the restricting factors contributing in these children's participation from perspective of different researchers.

Method:

A comprehensive search of five databases conducted and in a systematic process of applying inclusion and exclusion criteria 10 articles were selected.

Results:

The final articles included in this review were critiqued and their quality was assessed by using CASP and McMASTER tools. The four organizing themes identified were: Significance of participation, Activity patterns, Environmental demands/support, Level of competencies.

Analysis

Thematic Analysis using thematic network analysis tool was used to synthesis the findings and identify global themes.

Conclusion:

This review suggests that environmental factors that were investigated intensively in recent literature had a significant role in participation/ non participation. Moreover, the lack of understanding of participation definition was clear during assessment of participation and development of participation measurements. The majority of outcome participation measurements seemed to be measuring other domains including activity. The subjective part of participation was ignored during participation measured in the studies included. Finally there is a lack of instruments that measures activity and participation with sufficient clarity.

Application to Practice:

The issue of participation and contributing factors should be explored and be incorporated in goal setting.

References

Alrasheedi, F. (2015) Exploring the factors contributing activity and participation pattern of children with Cerebral Palsy: a critical review. Unpublished MSc Thesis. Oxford Brookes University. Oxford

STROKE PATIENTS EXPERIENCES OF WEEKEND DAYS SPENT ON A STROKE UNIT: A DESCRIPTIVE PHENOMENOLOGICAL ANALYSIS

Saturday, 18th June - 15:10 - PS3.68 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1116 - Poster

Mrs. Rachel Hayden¹, Dr. Farzaneh Yazdani²

¹Oxford Brookes University, Buckinghamshire Healthcare NHS Trust, ²Oxf

Background:

Studies have suggested that stroke patients spend a significant portion of the weekend inactive. However, patients' experiences of this weekend time had not previously been explored; information that would be valuable when designing patient-centred services. This study aimed to explore weekend days on a stroke unit from the patients' perspective.

Method:

In-depth interviews were conducted with four stroke inpatients. A descriptive phenomenological approach was applied.

Results:

Although each patient's experience was individual, some common themes occurred. The main theme among participants regarding their experiences of weekend days on the stroke unit was that of inactivity, which led to boredom and frustration. Individual coping strategies had a significant effect, suggesting that patients who are less able to manage their own time (e.g. due to concentration issues) may require more support at a weekend to improve their experiences. Other people, particularly other patients within a shared bay and visitors, had a surprisingly large impact on the informants' experiences.

Conclusion:

Participants' experience of weekend days on the stroke unit involved common themes regarding inactivity, boredom and frustration. Individual coping strategies and the influence of other patients and visitors had a significant effect on the participants' perceptions of weekends.

Application to Practice:

Awareness of these factors could help ward staff identify patients who may benefit from additional support to improve their experiences.

Reference:

Hayden (Ker), R. (2013) Stroke patients experiences of weekend days spent on a stroke unit: a descriptive phenomenological analysis. Unpublished PhD thesis. Oxford Brookes University. Oxford.

DEVELOPMENT OF A PEER-LED GROUP PROGRAM TARGETING SENIORS' FEAR OF FALLING AND ASSOCIATED ACTIVITY RESTRICTION

Saturday, 18th June - 15:10 - PS3.69 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1167 - Poster

Mrs. Johanne Filiatrault¹, Mrs. Manon Parisien², Mrs. Sophie Laforest¹, Mrs. Agathe Lorthios
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Background: Several studies show that excessive fear of falling (FOF) not only impedes seniors' activities and quality of life, but can also increase their risk of falling. This has led to the development of programs targeting FOF and associated activity restriction. A group program aiming to increase seniors' confidence in managing FOF and preventing falls while staying active was developed in Quebec (Canada).

Theoretical underpinning: The program (Vivre en Équilibre-VEE) is founded on a cognitive-behavioral approach to address seniors' beliefs regarding FOF and falls.

Intervention: VEE is a French Canadian adaptation of a group program originally developed in the United States. Besides being designed for a French-speaking population, VEE is innovative in a number of ways: 1) it is meant to be offered by peers; 2) it includes ludic activities to enhance key messages retention; and 3) it is based on the most recent available evidence for managing FOF and falls. This presentation aims to describe the phases of VEE development and present the program's most prominent characteristics.

Evaluation of outcomes: A pilot study of the program involving 86 seniors has shown promising results. A larger pragmatic quasi-experimental study is currently conducted among seniors living in retirement homes to assess the impact of VEE on program's key outcomes. Process variables are also measured to examine the required conditions for a successful implementation of the program.

Application to Practice: Occupational therapists can play a larger role in falls prevention by training and supervising peers to lead programs such as VEE.

QUALITATIVE STUDY ON PATIENT AND THERAPIST PERSPECTIVE OF USING MOTION DETECTION SYSTEMS IN NEUROLOGICAL REHABILITATION

Saturday, 18th June - 15:10 - PS3.70 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1172 - Poster

Ms. Els Knippenberg¹, Dr. Annemie Spooren²

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Background: Markerless motion detection systems such as Microsoft Kinect are promising tools for client-centred task-oriented training in central nervous disorders, but therapists and patients have specific expectations and requirements for use in neurological rehabilitation. Therefore the aim of this study is to assess the expectations and requirements of therapists and patients towards the use of Microsoft Kinect in neurological rehabilitation.

Methods: A qualitative design was used in which seven focus groups were performed with patients with neurological disorders (n = 15) and physio- and occupational therapists (n = 22) in four rehabilitation centres. The grounded theory was used to analyse the data.

Results: It was found that knowledge, use and experience cannot be separated as they are all connected. Therefore, to use Microsoft Kinect in rehabilitation, people need knowledge and experience with the Microsoft Kinect system. In order to be useful in rehabilitation, the Microsoft Kinect system needs to be easy to use independently, easy to set up, low cost and small. The system should also provide patients and therapists with feedback of their performance and/or results.

Conclusions: Informing therapists and patients about advantages of the Microsoft Kinect is very important before and during first use. According to therapists and patients, the Kinect-based systems should provide client-centred feedback, have an interface that is easy to use (independently), and easy to set up, be small and affordable. Opportunities are created for use of Microsoft Kinect into a new client-centred task-oriented system in neurological rehabilitation, by integrating the expectations and requirements.

DOMICILIARY OCCUPATIONAL THERAPY FALL PREVENTION PROGRAM FOR PEOPLE WITH PARKINSON'S DISEASE

Saturday, 18th June - 15:10 - PS3.71 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1179 - Poster

Ms. Beatriz Félix¹, Ms. Maria Victoria Fernandez², Dr. Trinidad Pérez³, Ms. Maria Isabel Fernandez³, Dr. Juliana Perez³

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Background:

Parkinson's disease is a neurodegenerative disorder of the nervous central system, characterized for dopaminergic neuron degeneration, that leads to tremor, slowness of movement, stiffness and postural instability besides cognitive deterioration. The aim of this work is to design a fall prevention program for people with Parkinson's Disease from an Occupational Therapy point of view.

Theoretical underpinning:

The study is within the Occupational Therapy Practice Framework of the American Occupational Therapy Association (AOTA). It focusses in functional mobility, one of the occupational areas of the individual within the basic activities of daily living.

Assessment / Intervention/ Technique:

Intervention is carried through two seminars (90 minutes long each) where people who suffer from Parkinson's disease and their families, will be informed on the characteristics of assistive technology and home adaptations needed to reduce the fall risk in Parkinson's disease (following the ISO 9999:2011). Also, different assistive technology devices mentioned during the seminars, will be displayed on-site to facilitate the assimilation of concepts. Attendants to the seminars should be associated to the one of the several Parkinson Associations of the Principado de Asturias.

Evaluation of outcome:

Prior to the seminars, the initial knowledge of the participants about pathology characteristics and the environmental factors influencing falls is evaluated through a survey. A second survey conducted after the seminars will provide us information on their degree of interest and utility.

Application to practice:

The project will run between December 2015 and January 2016. The analysis of the results will start in January 2016.

TRANSFORMING OUR PRACTICE: NEURO-DEVELOPMENTAL TREATMENT APPROACH FOLLOWING STROKE

Saturday, 18th June - 15:10 - PS3.72 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1199 - Poster

Ms. Sarah Ronayne¹, Mrs. Olivia Tierney Wilson², Mrs. Sinead Duddy³, Ms. Silé Sheridan⁴

¹Occupational Therapy Department, Mayo University Hospital, ²Occupational Therapy Department, Sacred Heart Hospital, Mayo, ³Occupational Therapy Department, Merlin Park Hospital, Galway, ⁴Physiotherapy Department, Sacred Heart Hospital, Mayo

Introduction:

Four therapists working in gerontology and neurology attended a 'Neuro Developmental Treatment (NDT) / Bobath Certificate Course in the Management and Treatment of Adults with Hemiplegia'. Stroke services were transformed following this training.

Methodology:

A series of interdisciplinary workshops were completed over 4 years across stroke services in Mayo. Participants completed evaluation forms after the workshops. Thematic analysis was used to obtain results which were collated using Microsoft Excel. To measure impact of the change in treatment approach in stroke services a comparative analysis was completed regarding patient outcomes before and after therapist training in NDT. The patient's experience of the NDT approach to their treatment was evaluated via patient questionnaire.

Results:

Preliminary analysis suggests that the completion of formal NDT training and the in-service workshops regarding its application to stroke services in Mayo have had a positive impact on patient and therapist experiences.

Conclusion:

This transformation of our practice has established a foundation for improved continuity in stroke rehabilitation for patients between acute, rehabilitation and community settings in Mayo.

Application to practice:

It is the intention of the authors to offer an evidence-based, interdisciplinary stroke rehabilitation service in Mayo, focused on functional goal attainment and not limited by historical rehabilitation time frames.

SAS METHOD (SOCIAL SKILLS DEVELOPMENT): PILOT EXPERIENCE WITH AUTISTIC CHILDREN IN A RESIDENTIAL SETTING

Saturday, 18th June - 15:10 - PS3.73 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1218 - Poster

Dr. Arianna Sessa¹, Dr. Fabiana Quadrelli¹, Dr. Gianluigi De Agostini¹, Dr. Emmanuelle Rossini²

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SAS is an intervention of occupational therapy that could enter in rehabilitation program that normally children with autism follow. The theoretical bases concern the theory of Professor Gallese about “embodied simulation” and the mirror neurons system that put in action “experiential learning”.

The main instruments of SAS are two puppets; they have many faces that could be changed depending on the perceived or expressed emotion. The basic emotions are happiness, fear, sadness, anger.

This pilot experience, which had allowed to use the SSD in a context different from the original, involved 5 children, from 9 to 15 years old, with diagnosis of autism, who lived in a residential setting.

Clinical cases were chosen through a group of 20 children hospitalised.

5 children took part in 20.4 individual treatments of occupational therapy with SAS; sessions were twice a week for 30 minutes.

The goal was to achieve the stage 1 and 2 of SAS: stage 1 is the identification and impression of the basic emotions, stage 2 consists in matching 12 different events to basic emotions (2A) and playing with puppets some of these events (2B).

TEC (Test of Emotion Comprehension) was used to evaluate children skills before and after intervention with SAS.

3 children have reached step 2 and they should be ready to start with step 3, in which there is a group setting.

Generally children who improve in SAS steps even improve their TEC score. Children with higher communication skills progress better and faster.

IS IRELAND TAKING ADVANTAGE OF YOUNG CARERS? SAME WORK, SAME HOURS, NO PAY!

Saturday, 18th June - 15:10 - PS3.74 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1222 - Poster

Ms. Leeanne Black¹, Ms. Claire Moroney¹, Mr. Lorcan Russell¹, Ms. Hazel Killeen (Supervisor)¹

¹National University of Ireland, Galway

As a group of three 3rd Year occupational therapy student researchers in the National University of Ireland, Galway, this service-learning project was undertaken as part of a Community-Engagement module from September 2015 and due to be finished by May 2016. The project looks at what supports are available in Ireland for young carers (focusing on those aged 16-18) and their families, particularly surrounding financial support. In the United Kingdom young carers can start to receive the Carer's Allowance at the age of 16, however currently in Ireland one of the eligibility criteria for the Carer's Allowance is that the applicant must be at least 18 years of age. The aim of this project is to hear what young carers, aged 16-18, have to say about this social exclusion issue, how it impacts their occupations and opportunities, and to help make change for the better.

The first step of the project was to research the topic and present the information in the form of a poster, which is attached to this application form. The next step, which will be completed between January-May 2016, is to create a short video interviewing some participants from this population and/or those interested in supporting this population, such as members of the Carers Association in Ireland or similar organisations. Currently, Britain and Australia, among other countries, have a system in place to protect young carers. Therefore, the researchers feel that Ireland is behind in this respect and something needs to be done to create positive change.

CROSS-CULTURAL ADAPTATION OF THE INSTRUMENT FUNCTIONAL MOBILITY ASSESSMENT (FMA) FOR USE IN BRAZIL

Saturday, 18th June - 15:10 - PS3.75 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 1227 - Poster

Prof. Daniel Marinho Cezar Da Cruz¹, Ms. Debora Paulisso², Prof. Ana Allegretti³, Prof.
Richard Schein⁴, Prof. Mark Schmeler⁴

¹Federal University of São Carlos (UFSCar), ²Federal University of São Carlos- UFSCar,
³University of Texas Health Science Center, ⁴University of Pittsburgh

Introduction: The Functional Mobility Assessment (FMA) is a tool developed in United States of America. It measures the satisfaction of users of mobility devices related to their functionality. In Brazil, there are few researches of the influence of assistive technology devices on the participation of users. Objective: to report the process of cross-cultural adaptation of the instrument FMA for use in Brazil. Method: for the cross-cultural adaptation we used two international guidelines. Results: the first translation (English to Brazilian Portuguese) was performed by two independent translators and after an agreement about those versions, was created a final one. After this procedure, the Brazilian version had a back translation by two different translators and this version was sent to the authors of the FMA and also to a Specialist Committee composed by 11 professionals including physical and occupational therapists who analyzed the Brazilian version. A pre-test version was tested with 20 participants, who were interviewed to check if they understood items of the instrument about each sentence and as an outcome had 100% agreement of all items by the participants. The last stage consisted of a report with all the steps developed by the researchers which were sent it to the authors of the instrument. Conclusion: the Brazilian version is available for use, but still the need of studies with validity and confiability of this measure for the Brazilian population.

USING KAWA MODEL TO ACCESS EVERYDAY EXPERIENCE OF CHILDREN AND ADOLESCENTS AT ONCOLOGY WARD

Saturday, 18th June - 15:10 - PS3.76 - Poster Session 3 - Coffee Break - 15:10 - 16:10 - Concourse -
Abstract ID: 426 - Poster

Ms. Ivana Slavi¹, Prof. Andreja Bartolac¹

¹University of Applied Health Sciences Zagreb

Literature about daily experience of children living with oncological illness using occupational therapy perspective is scarce. The main objective of this study was to find out how are children and adolescents coping with the daily challenges due to hospitalization and what are their experiences regarding occupational circumstances they are facing.

The study was conducted at the oncology ward in largest children's hospital in Croatia using qualitative methodology. Semistructured interviews were based on children's interpretation of their own Kawa drawings. Kawa model was selected due to its noninvasive nature and drawings that are media suitable for interaction with children. The study included ten children/adolescents aged 9-18 years.

Trough Kawa model methodology (river drawing) children were sharing their experience of coping with everyday life (especially occupations they are missing in the "outside world" and the poor choice of (wanted) occupations in the hospital), resources and strengths (perseverance, courage, kindness, positivity, dance, sport and hope of finally healing) and environmental features. They pointed their motivation sources ("motivation for life") and emphasized importance of parental and peer support.

Children and adolescents at the oncology ward are faced with many challenges. In addition to painful medical procedures, they stress isolation from peers, lack of involvement in the desired daily occupation and poor occupational choices at the ward. Our study indicated the appropriateness of Kawa model in working with especially vulnerable groups such as children and adolescents with oncological illness in identifying occupational circumstances and achieving trust and collaborative relationship as a basis for further intervention.

INDEPENDENCE IN ACTIVITIES OF DAILY LIVING IN CHILDHOOD CANCER

Saturday, 18th June - 16:10 - OS - 10A.01 - Children and Young People - AC213 - Abstract ID:
805 - Oral

Mrs. Sedef Şahin¹, Mrs. Meral Huri¹, Mrs. Semin Akel¹

¹Hacettepe University

Objective: This study aimed to examine the level of independence in activities of daily living in childhood cancer.

Methods: The study included 50 children (28 boys and 22 girls) with the mean age of 9.18 ± 2.65 (min:7 months -max:12 years) years who are diagnosed as cancer and staying at hospital for chemotherapy. Demographic characteristic of children were recorded. The independence of the children was stated with Wee Functional Independence Measure for children (WeeFIM). WeeFIM consists of 6 domains: self-care (includes 5 items), sphincter control (2 items), transfers (3 items), locomotion (3 items), communication (2 items), and social cognition (3 items). The results were analysed statistically.

Results: The diagnosis of children were lymphomas neoplasms (n=22), central nervous system neoplasms (n=14), soft tissue sarcomas (n=6) and malignant bone tumors (n=8) respectively. The self-care scores of WeeFIM was 23.46 ± 7.00 , sphincter control was 11.92 ± 1.93 , transfers was 16.00 ± 4.95 , locomotion was 14.44 ± 4.60 , communication was 10.84 ± 3.32 , social cognition was 14.06 ± 5.83 . Total scores of WeeFIM was 90.88 ± 22.29 .

Conclusion: Cancer is a chronic disease which affects daily life activity negatively. WeeFIM assesses the activities of daily living, it rather shows the performance in the parameters related to the personal and social skills. For this reason, evaluation of motor performance in childhood cancer should give information about the activities of daily living.

INFLUENCE OF TACTILE MODULATION DISORDER IN CHILDREN'S PARTICIPATION WITH ASPERGER SYNDROME

Saturday, 18th June - 16:30 - OS - 10A.02 - Children and Young People - AC213 - Abstract ID:
1206 - Oral

Dr. Beatriz Matesanz García¹, Ms. M^a Asunción García Pérez², Mr. Miguel Brea Rivero³, Dr. Iris Dimbwadyo Terror⁴, Dr. Miguel Gómez Martínez¹

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Background:

Sensory Modulation Disorder is the difficulty to modulate and regulate the degree, intensity and nature of responses to sensory input in a graded and adaptive manner, so that an optimal range of performance and adaptation to life challenges is maintained (Miller, 2006). Tactile Sensory regulation is particularly important for the development of social adaptive behaviours.

Method:

Case control transversal study, matched by age and sex, including 50 children with Asperger Syndrome (AS) and 50 typically developing (TD) children, aged 5-10 years. Sensory Profile was used as assessment tool, focusing on tactile processing outcomes.

Results:

Significant differences were found in the tactile processing between children with AS and TD children in the following items: "avoids getting"messy"; "expresses distress during haircutting, fingernail cutting or face washing"; "prefers long- sleeved clothing when it is warm or short sleeves when it is cold"; "it is sensitive to certain fabrics"; "expresses discomfort at dental work or toothbrushing"; "becomes irritated by shoes or socks"; "avoids going barefoot"; "reacts emotionally or aggressively to touch"; "has difficulty standing in line or close to other people" ; and "rubs or scratches out a spot that has been touched" (P <0,01).

Conclusion:

Hyper-responsivity to tactile stimuli restricts the participation of children with AS in school, family and social environments, and increase their level of alert, contributing to the lack of attention and anxiety.

Application to practice:

Sensory needs in AS children may contribute to adapting school and family environments improving their quality of life.

**“IF I HAVE TROUBLE DOING SOMETHING, IT IS NOT
A FAILURE, IT IS JUST MAKING A NEW PLAN-
ENHANCING PARTICIPATION IN DAILY LIFE
THROUGH COGNITIVE ORIENTATION TO DAILY
OCCUPATIONAL PERFORMANCE (CO-OP) IN YOUNG
PERSONS WITH SPINA BIFIDA OR CEREBRAL PALSY**

Saturday, 18th June - 16:50 - OS - 10A.03 - Children and Young People - AC213 - Abstract ID:
429 - Oral

Dr. Ann Marie Öhrvall¹, Mrs. Lena Bergqvist², Dr. Caisa Hofgren², Dr. Marie Peny Dahlstrand²

¹Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Division of Occupational Therapy, Stockholm, Sweden, ²University of Gothenburg, Institution of Neuroscience and Physiology, Sahlgrenska Academy, Gothenburg, Sweden

Background: Participation occurs in the interaction between the person and the environment in activity. Performing an activity requires motor function and executive function. Research shows that persons with Spina Bifida(SB) and with Cerebral Palsy(CP) have activity and participation restriction due both motor- and executive dysfunctions. The Cognitive Orientation to daily Occupational Performance(CO-OP) approach guides the persons to master their own activity goals by using strategies for performance and problem-solving discovered by the person with guidance from the therapist. The objective was to investigate if the CO-OP approach is effective for achieving self-identified goals and improvement in self-perceived community participation for young persons with SB or CP.

Method: Ten young persons (16-28 y) participated in a 10 week CO-OP treatment period; 5 with CP and 5 with SB. Evaluations were carried out on baseline, directly after and 6 month after the treatment with outcomes on all ICF-levels. Experiences of the CO-OP approach were captured with interviews.

Results: Preliminary results show considerable improvement in self-rated performance of the goals, with a median of 5 levels increase on a 10-level scale. Both self-rated participation and executive ability to plan and stay focused was rated higher by the majority. In interviews feelings of higher self-efficacy were expressed as participants problem-solving ability increased.

Conclusion: CO-OP is a promising approach to achieve personal goals and enhance participation through strategy use in young persons with SB or CP.

Application to Practice: CO-OP approach provides the opportunity for persons to master everyday life problems by themselves.

DAILY TIME MANAGEMENT IN CHILDREN WITH SPINA BIFIDA

Saturday, 18th June - 17:10 - OS - 10A.04 - Children and Young People - AC213 - Abstract ID: 781 - Oral

Ms. Marika Persson¹, Dr. Gunnel Janeslätt², Dr. Marie Peny Dahlstrand³

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Background:

Spina bifida (SB) often result in a complex disability. The motor ability has been well described as well as the urological impairments. In recent years it has been shown that SB often cause a cognitive dysfunction. Despite this information no study, to the best of our knowledge, has investigated the ability to adapt to time in children with SB, an ability much depending on cognition. For persons with SB being able to adapt to time is important as they need to perform catheterization every three hours or their renal function risk to be seriously damaged. The aim was to investigate if children with SB have lower time-processing abilities than typically developed children, and to describe the profile of time management abilities in children with SB

Method:

21 children, aged 10-17 years, consecutive sample, accepted to participate. Instruments used; for time processing abilities; KaTid-Y, for time management abilities Time-S and Time-P

Results:

This study shows that the children with SB had lower overall time-processing abilities than typically developed children. They had a profile of self-rated low use of strategies to adapt to time. The parents perceive that their children had extended difficulties in daily time management

Conclusion:

This knowledge is an important new piece in the puzzle of understanding why persons with SB have such low autonomy.

Application to Practice:

OT.s must approach the ability to adapt to time in persons with SB, both with assessments and interventions.

RETURN TO WORK: A 6-YEAR FOLLOW UP WITH PERSONS LIVING WITH SPINAL CORD INJURY

Saturday, 18th June - 16:10 - OS - 10B.01 - Vocational Rehabilitation - Anderson Theatre -
Abstract ID: 496 - Oral

Ms. Lisa Bergmark¹, Dr. Gunilla Eriksson¹, Dr. Susanne Guidetti¹, Dr. Eric Asaba²

¹Karolinska Institutet, ²Docent, PhD., Department of Neurobiology, Care Sciences and Society, Karolinska Institutet,

Background: In a previous study early experiences and expectations of RTW after spinal cord injury (SCI) were explored in a group of young adults on sick-leave 1-5 years post injury (Bergmark et al., 2011). The study revealed high expectations but difficulties to pursue choices leading to RTW. The aim of this 6-year follow up was to explore experiences of RTW over time.

Method: Qualitative interviews and observations grounded in a narrative approach were used. Men and women with SCI between 26-41 years of age, and 7-11 years post-injury were included. Qualitative thematic analysis was used to explore the data.

Results: 1-5 years post-injury, participants expressed desire and expectations for RTW, however 6-11 years post-injury RTW was not prioritised. Barriers to RTW included uncertainty in relation to health, economy, and possibilities for meaningful employment.

Conclusion: The impact of a SCI coupled with lack of societal and rehabilitative support results in barriers and challenges in RTW.

Application to Practice: Knowledge of the individual experience is important in evidence-based OT practice. A person-centred intervention for RTW after SCI as an early and integrated part of rehabilitation is needed to avoid long-term sick leave after SCI.

References

BERGMARK, L., WESTGREN, N. & ASABA, E. 2011. Returning to work after spinal cord injury: exploring young adults' early expectations and experience. *Disability and Rehabilitation*, 33, 2553-2558.

Financial support by Doctoral School in Health Care Sciences - Karolinska Institutet, Norrbacka Eugenia Foundation, and Swedish Occupational Therapy Association is gratefully acknowledged.

THE IMPACT OF A CHANGING JOB MARKET ON OCCUPATIONAL IDENTITY AND OCCUPATIONAL HISTORY

Saturday, 18th June - 16:30 - OS - 10B.02 - Vocational Rehabilitation - Anderson Theatre -
Abstract ID: 987 - Oral

Mrs. Sabine Plaehn¹

¹Department of Social and Educational Research, Otto von Guericke University, Magdeburg

Paid work is not only the main source of income in Western cultures; it is also of central importance for identity formation and the construction of a consistent life history. More than other areas of occupation the work-related “curriculum vitae” is goal-oriented and “becoming”-focused. It is well-documented by research that disruptions of the anticipated working life e.g. by unemployment can cause severe health impairments.

Traditionally the individual is supposed to have control over its identity formation and life history, especially its occupational career. According to the saying “from rags to riches” people are expected to be directors of their narrative. Failures are easily ascribed to the individual. But these assumptions originate from a societal period in which one job or one career was enough for a person’s lifetime.

The effects of globalization and modernization lead to changing demands on the job market, e.g. people become used to move between several jobs during their working life, full-time workers are more and more replaced by part-time workers. These socio-ecological changes have an impact on identity formation and on building a consistent narrative of the individual.

The presentation will show the impact of socio-ecological changes on occupational identity and occupational history by taking current theories of sociology into account. This will allow new perspectives on the existing concepts of occupational science.

A SURVEY OF OCCUPATIONAL THERAPISTS USING VOCATIONAL REHABILITATION FOR INDIVIDUALS WITH SEVERE AND ENDURING MENTAL ILLNESS

Saturday, 18th June - 16:50 - OS - 10B.03 - Vocational Rehabilitation - Anderson Theatre -
Abstract ID: 1156 - Oral

Ms. Karen Wilson¹, Dr. Jane Cronin Davis¹

¹York St John University

Background: Vocational Rehabilitation is acknowledged as a key component in the delivery of mental health services for enhancing individuals' recovery, health and well-being (DoH 2011).

Aim: This study explored the views of occupational therapists regarding the success of Vocational Rehabilitation to enable individuals with severe and enduring mental illness into employment.

Method: An online survey generated from McQueen's (2011) scoping exercise. It was disseminated to members of the College of Occupational Therapists Specialist Section for Mental Health and Work. 75 respondents started the survey.

Results: 52.6% (n=30) of respondents indicated Vocational Rehabilitation was successful to enable clients achieve their vocational goals. 42.1% (n=24,) reported clients vocational goals were partially met. Respondents highlighted complex barriers that impeded the success of intervention for service users.

Independent Placement Support was viewed as most effective approach to Vocational Rehabilitation and respondents highlighted the need for Independent Placement Support to be the national approach to Vocational Rehabilitation in the United Kingdom. The results indicated that a high proportion of respondents used the evidenced based outcome measures.

Conclusion: Respondents felt Vocational Rehabilitation was valuable for enabling individuals to experience work; however some barriers need to be addressed.

Application to Practice: The findings could be used to support the development of future Vocational Rehabilitation practice within the United Kingdom.

References:

Department of Health (2011) No Health without Mental Health, the New Cross-Government Mental Health Outcomes Strategy. London: HMSO

McQueen J (2011) Towards Work in Forensic Mental Health: National Guidance for Allied Health Professionals. Carstairs: Forensic Network

THERAPEUTIC BENEFITS OF PERSONAL WRITING- A THREE PHASE STUDY

Saturday, 18th June - 17:10 - OS - 10B.04 - Vocational Rehabilitation - Anderson Theatre -
Abstract ID: 60 - Oral

Dr. Kristine Haertl¹, Mrs. Adrienne Ero Phillips¹

¹St. Catherine University, Minnesota- USA

Background:

A three phase heuristic phenomenological study was conducted to determine the role of writing in the development of the self and to examine the therapeutic properties of personal writing. Whereas writing has substantial evidence regarding health benefits, little is written about therapeutic applications in occupational therapy. This presentation will discuss the research base and potential for occupational therapy.

Theoretical underpinning:

Moustakas's heuristic inquiry has roots in depth psychology and phenomenology. Therapeutic writing may be approached from a number of psychodynamic, occupational, and cognitive behavioral approaches, to work with clients towards personal stress relief and goal attainment.

Technique:

The use of therapeutic writing requires a client-centered approach and may be used both in assessment and intervention. Therapists work with clients to determine the format of therapeutic writing (e.g., journals, blogs, homework, etc.), and how this modality will augment the occupational therapy towards goal attainment.

Outcome:

Past and current research has found therapeutic writing to improve health outcomes, connection to the self and others, stress relief, enhanced spirituality, and perspective taking in addition to a number of other benefits relevant to occupational therapy and health.

Application:

An understanding of current and past research in addition to applying various theoretical underpinnings and frames of reference to therapeutic writing may enhance an occupation based (writing) approach with clients in a number of settings.

References

1. Haertl, K. (2014). Writing and the development of the self- heuristic inquiry: A unique way of exploring the power of the written word, *Journal of Poetry Therapy*, 27(2), pp. 55-68.
2. Haertl, K. (2008). Journal as an assessment tool in mental health, in B. Hemphill (ed.) *Assessments in mental health*. Thorofare NJ: Slack., pp. 61-79.
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6.Ero-Phillips. A. (2015). Healing properties of writing for persons with mental health issues. Thesis.

COMMUNICATING EXPECTATIONS ON PRACTICE EDUCATION: 'GENERATION Y' STUDENT PERSPECTIVES

Saturday, 18th June - 16:10 - OS - 10C.01 - Developments in Education - D'Arcy Thompson
Theatre - Abstract ID: 475 - Oral

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

¹School of Occupational Therapy, National University of Ireland, Galway, University Road, Galway., ²School of Nursing and Midwifery, The University of Newcastle, Newcastle, Callaghan, NSW, ³School of Health Sciences, The University of Newcastle, Newcastle, Callaghan, NSW, ⁴Faculty of Health, University of Technology Sydney, Sydney, NSW

Background:

'Generation Y' are those born between 1982- 2000. Practice educators have identified that 'Generation Y' students are posing challenges and opportunities in practice education (Hills et al, 2012). The aim of this study was to identify 'Generation Y' occupational therapy students teaching and learning preferences in practice education.

Method:

Using a qualitative descriptive approach and purposive sampling, twenty two second and third year students from one Australian university completed semi structured interviews on their preferred teaching and learning approaches in practice education. Transcripts were analysed thematically.

Results:

One sub theme generated was 'I want to develop so be clear about what you want me to achieve'. This theme had three subthemes: i) Set expectations together from day one ii) Setting expectations and the competency form iii) Setting expectations and the use of a learning contract.

Conclusion:

This generation are purported to be high achievers, who are goal focused and have high expectations of themselves (Twenge, 2009). Students in this study identified that they prefer practice educators who communicate from day one of placement, their expectations of student performance at the end of the placement. This enables students to plan and evaluate their progress towards these expected performances. Whether this desire for specificity is generational, situational or cultural is not known but it is informative to those involved in educating students in practice placements.

Application to Practice:

Students are important stakeholders in evaluating quality teaching and learning. Recommendations will be provided regarding the setting clear expectations for students on placement.

MEETING THE PROFESSIONAL DEVELOPMENT NEEDS OF ADVANCED PRACTITIONERS

Saturday, 18th June - 16:30 - OS - 10C.02 - Developments in Education - D'Arcy Thompson
Theatre - Abstract ID: 710 - Oral

Dr. Angela Berndt¹, Ms. Susan Gilbert Hunt¹, Ms. Sarah Jordans², Ms. Kristina Wood²

¹University of South Australia, ²Aged Care Assessment Program (ACAP) Reform Unit Office for
the Ageing

Background:

The Aged Care Assessment Program (ACAP) manages delivery of quality services to older people receiving assessment and Commonwealth funded programs in South Australia and training for multidisciplinary assessors, who work in teams. The ACAP invited occupational therapy educators to design a targeted professional development (PD) workshop.

Educational approaches:

A community development contributions approach (Talbot & Verrinder 2014) was used to facilitate a focus group, where 12 representative staff built consensus of PD needs. From 16 topics, ranking indicated clinical reasoning (CR) was valued most. Drawing on CR research situated in contextualised phenomenon models (Higgs & Jones 2008), a 3-hour workshop was developed. Materials included 2 pre-readings; 30-minute didactic presentation; case study using text, video and simulated standardised assessment results, and worksheets. Participants discussed the case while simultaneously identifying CR used to determine recommendations. Facilitators used timeouts to highlight CR in action and stimulate deeper discussion, prior to group sharing.

Evaluation:

Anonymous survey (n 30) showed 90% agreement the workshop extended knowledge; 83% agreement of authentic case study and 96% agreement participant could apply theory to practice. Text responses suggested links to “enhanced awareness of different analytical approaches”. Senior practitioners may have found it “basic for experienced clinicians already using the skills” indicating a preference for CR and “complex ethical dilemmas”.

Application:

A brief multidisciplinary PD session can support expert practitioners to refocus on their reasoning and decision making practices enabling “examination how I reach conclusions” and “reflection on my practice more often” with ‘the language to better do so’.

COMMUNITY DEVELOPMENT AND OCCUPATIONAL THERAPY – AN APPROACH TO A CURRICULUM DESIGN

Saturday, 18th June - 16:50 - OS - 10C.03 - Developments in Education - D'Arcy Thompson
Theatre - Abstract ID: 1214 - Oral

Ms. Sílvia Martins¹

¹Escola Superior de Saúde do Alcoitão

According to the United Nations (2015) the new Development Agenda 2030 is “a plan of action for people, planet and prosperity” aiming to “end extreme poverty, fight inequality & injustice and fix climate change for everyone, by 2030”. The message from this agenda is clear “no one will be left behind” and the targets expressed in the 17 Sustainable Development Goals apply “for all people in all countries”.

After a first experience in implementing a short module on community development in our occupational therapy program curriculum, during the scholar year of 2014/2015, we embraced this new agenda as an excellent opportunity to better integrate this theme in the curriculum, in order to facilitate students' awareness and development of competences on the unique contribution of occupational therapy in this paradigm shift in society. Theory and practice of community development were tailored, being the contents and assignments adjusted to each group of students from the 1st to 4th grade. The community in which students focused for their practice was the wider academic community.

The results obtained so far are optimistic and students reported this to be a very important theme, not only for their academic development but also for their personal development as citizens. This approach will be revised for next scholar year, being the biggest challenge how to offer students of the 4th grade the opportunity for fieldwork practice in this area.

UNITED NATIONS. (2015). Resolution adopted by the General Assembly on 25 September 2015. Online Available from: http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E

"BEING FARMHAND MAKES ALL THE DIFFERENCE". ADULT DAY CARE ON FARMS IN NORWAY.

Saturday, 18th June - 17:10 - OS - 10C.04 - Developments in Education - D'Arcy Thompson
Theatre - Abstract ID: 1235 - Oral

Mrs. Ingebjørg Børsheim¹, Dr. Tobba Sudmann²

¹Department of Occupational therapy, Physiotherapy and Radiography, Faculty of Health and Social Sciences, Bergen University College, Bergen, Norway, ²Department of social education and social work, Faculty of Health and Social Sciences, Bergen University College, Bergen, Norway

Background:

Many farms in Norway offer adult day care to home-dwelling persons with cognitive disorders and dementias (pwD). Farms are commissioned to deliver safe, meaningful and social activities. This study inquire into pwD's experiences with farm-based day care, and how the context and activities are interrelated.

Method:

The study has a participatory design with fieldwork on 10 farms. Data are produced through formal and informal interviews, mini focus groups, observation and participation in activities. Field notes and recorded speech are converted to text, and subjected to a critical hermeneutical interpretation.

Results:

The evaluation of day care on farms is linked to whether pwD take part in the ordinary farm work, and to which extent they can experience themselves as farmhands/maids, in contrasts to being guests. The identity as a farmhand is created by a logical structure of the day, wearing overalls, using tools, traditional cooking and intelligible work division. The role as farmhand/maid is contrasted to the guest role: drinking coffee or reading papers.

Conclusion:

The study contribute to the scarce body of knowledge on farm based day care for pwD, and shows how clothing, work organisation and place; farm-bound activities, makes for satisfied participants. Further studies are needed to understand if/how a guest role at a farm, and non-farm-bound activities, might add value to adult day care for pwD.

Application to Practice:

This knowledge can contribute to further development of adult day care on farms by using the context specific possibilities, whether the activities are farm-bound or not.

DIGITAL HEALTH: PROMOTING OR PREVENTING ACCESS TO CARE?

Saturday, 18th June - 16:10 - OS - 10D.01 - Technology - Kirwan Theatre - Abstract ID: 1010 - Oral

Dr. Claire Craig¹, Prof. Paul Chamberlain¹

¹Lab4Living, Sheffield Hallam University

An ageing society demands innovative thinking to reshape our future healthcare. Technology is considered to play a key role in changing both how and where healthcare is delivered (Huang 2013). However whilst technological developments are moving apace far less attention has been paid to understand the experiences of those individuals who through gender, ethnicity or disability are more marginalised by society.

This paper shares the findings of the initial phase of a two year ethnographic research study which has sought to build understanding of the experiences of individuals who are currently under-represented in this research arena including people from diverse ethnic communities and areas of high socio-economic need. Over two hundred hours of participant observations have been supplemented by interviews, which have been analyzed using a thematic method.

Initial findings have highlighted a number of significant challenges including costs associated with accessing and running everyday technologies, problems of health literacy and difficulties of attempting to learn how to use an increasing range of diverse products at the same time as individuals also grapple to come to terms with declining cognitive and physical abilities.

Technology has the potential to increase the access individuals have to health information. However further research is required to explore the experiences of groups who are more marginalised by society for whom the digital divide could lead to a greater health divide.

Occupational therapists working in the area of tele health and tele care need to be aware of these broader issues.

MODULAAR – CHANGED QUALITY OF LIFE THROUGH AMBIENT ASSISTED LIVING (AAL) SYSTEMS? – A COOPERATIVE PROJECT WITH THE AUSTRIAN INSTITUTE OF TECHNOLOGY (AIT)

Saturday, 18th June - 16:30 - OS - 10D.02 - Technology - Kirwan Theatre - Abstract ID: 370 - Oral

Ms. Rita Stallecker¹, Mrs. Barbara Prazak Aram², Ms. Doris Kraupa³

¹Department of Health Sciences, IMC Fachhochschule Krems; Masterthesis Department Technik, FH Campus Wien, Master Health Assisting Engineering, ²AIT Austrian Institute of Technology, ³Klinikum Malcherhof, Baden

Background:

Ambient assisted living (AAL) systems are age-appropriate assistance systems which promote a healthy and independent life. The Austrian Institute of Technology (AIT) conducted the first longitudinal section study in Austria (ModuLAar) identifying the impact of AAL on the quality of life of 50 elderly participants in a rural area in Austria.

Method:

The study investigates the impact of the use of the ambient assisted living system ModuLAar on the quality of life of elderly people living in assisted flats or their own homes, as well as which parameters influence their quality of life in the context of the ModuLAar Project. Quantitative questionnaires (WHOQOL-BREF, WHOQOL-OLD, TA-EG und EQ-5D-5L) measuring quality of life, affinity to Technology and health status, as well as qualitative interviews, sociodemographic information and tracking data were analysed.

Results:

The quality of life, the domains Social Relationships and Participation of the WHO questionnaires and sense of security increased. The health features of ModuLAar were most commonly used.

Conclusion: Due to these positive results further studies should be conducted to investigate the potential role of occupational therapists in the context of ambient assisted living and other innovative technologies.

Application to Practice:

Information and Communication technologies support occupational therapy to assist elderly people engaging in their occupations and staying independent in their own homes.

THE DEVELOPMENT OF AN ACTIVITY APP FOR MOOD SELF-MANAGEMENT, THE I-ACT

Saturday, 18th June - 16:50 - OS - 10D.03 - Technology - Kirwan Theatre - Abstract ID: 417 - Oral

Mrs. Ruth Zinkstok¹

¹Hogeschool van Amsterdam

Four years ago a bachelor students project started in narrow collaboration with clients, therapists, nurses and psychiatrists of the ward for mood disorders of the hospital of the University of Amsterdam. The project was aiming for the development of an aftercare self-help application for clients who were hospitalized for depression and received occupational therapy based on a cognitive behavior approach. The development of this application was based on two findings: the risk for falling back into depression and the fact that being active and being involved in meaningful occupations has positive influence on the mood. Students started the project by interviewing ex-clients of the ward about things that stimulated them to activity. This led to 42 “tips” written on little cards placed in a carousel. The intervention was presented to clients and staff members of the ward and especially clients were positive. The next step meant a pilot study, started with 14 clients, divided in an intervention and a control group. The clients of the intervention group received instructions how to make use of the intervention. After a period of ten weeks the clients were asked whether they were stimulated to activity by the self-help intervention and whether they experienced positive effects on their mood. The clients of the control group received (after)care as usual. Because the results were very promising, further development seemed valuable, and finally, after several sequential pilot studies carried out by our students, the application is ready for use around the summer of 2016.

ARE INDIVIDUAL INTERVIEWS ABOUT PRIORITISED ACTIVITY PROBLEMS RELEVANT IN THE ASSISTIVE TECHNOLOGY SERVICE DELIVERY PROCESS?

Saturday, 18th June - 17:10 - OS - 10D.04 - Technology - Kirwan Theatre - Abstract ID: 545 - Oral

Dr. Åse Brandt¹

¹The National Board of Social Services, Odense, Denmark, and The Department of Public Health, University of Southern Denmark

Background:

In Denmark simple assistive devices (AD) are mostly granted with a minimum of assessment. Thus it is not certain that the most appropriate AD is granted, and needs of other rehabilitation interventions (RI) identified. This study investigates whether using a structured interview for needs' assessment results in 1) other devices than the ones applied for, and 2) referrals to other RIs. 3) Examines predictors for 1) and 2).

Method:

185 device applicants (median age 80 years) were included. Demographic, health, and intervention data were collected. "The Individually Prioritised Problems Analysis" (IPPA) was used for needs' assessment (Wessels, 2000). The 2-test and logistic regression analyses were applied.

Results:

40% got fewer, more, or other types of ADs than they had applied for. Disagreement between applied and granted devices was most likely for applicants of home-modification ADs. 81% were referred to other RIs; most likely rollator applicants.

Conclusion:

Many would not have received an appropriate AD without the IPPA interview, and needs for other RIs would not have been identified. The study does not show, however, whether the IPPA interview results in better outcomes than a minimal assessment.

Application to Practice:

An IPPA interview is relevant as a basis for identification of needs for ADs and RIs among people with disability who apply for simple ADs.

References:

Wessels, R.D. et. al. (2000). IPPA, a user-centred approach to assess effectiveness of Assistive Technology provision. *Technology and Disability*, 13, pp. 105-15.

Financial support by Helsefonden and The Municipality of Fredericia is gratefully acknowledged.

MULTIPROFESSIONAL AND INTERNATIONAL COOPERATION IN RESEARCH AND DEVELOPMENT: CHALLENGES AND OPPORTUNITIES

Saturday, 18th June - 16:10 - OS - 10E.01 - Occupational Science - Larmor Theatre - Abstract ID:
493 - Oral

Prof. Heidrun Becker¹, Mrs. Silke Neumann¹, Mrs. Ursula Meidert¹

¹Zurich University of Applied Science

Background:

The European Active and Ambient Assisted Living (AAL) Joint Programs have the goal to create with the help of ICT-technology innovative products that enhance quality of life in elderly people while strengthening the industrial base of Europe (1). Participating projects consortia have to comprise of at least 3 partners from 3 different European countries to develop within two to three years a marketable ICT-based product. Research institutions and companies usually build private-public partnerships for this task. OTs have been participating in such projects to incorporate OT insight into product development. However, participation is challenging.

Method:

Survey of participants of two AAL Projects (n=10), two group discussions with participants in AAL project amongst the ZHAW.

Results:

Cooperation between different professions and countries are considered exciting and enriching. Challenges, especially in communication, arise as 1) command of English as a “lingua franca” is not always given, 2) professional backgrounds and disciplines vary greatly, 3) cultural backgrounds, work settings and preconditions are very diverse, which leads to different expectations and goalsetting as well as working- and communication styles.

Conclusion:

Big emphasis has to be given to communication amongst participants in such projects. Communication structures and necessary time have to be well planned.

Application to Practice:

OTs can be part of product development in European AAL projects. They can bring an OT-perspective to other professions through project-partnerships and take part in leading OT into new fields and client segments.

Literature:

- (1) AAL - ACTIVE AND ASSISTED LIVING PROGRAMME (2015): About. <http://www.aal-europe.eu/about/>

THEORY DEVELOPMENT IN OCCUPATIONAL THERAPY: A CRITICAL REVIEW OF TOOLS FOR THEORY CONSTRUCTION

Saturday, 18th June - 16:30 - OS - 10E.02 - Occupational Science - Larmor Theatre - Abstract ID: 980 - Oral

Ms. Joanne Inman¹, Dr. Katrina Bannigan², Dr. Jane Cronin Davis³

¹Lancashire Care NHS Foundation Trust/ Plymouth University, ²Plymouth University, ³York St John University

Background:

The International Classification of Functioning, Disability and Health defined components of health and health related states. There are four components including participation, which is defined as 'a person's involvement in a life situation'. However activities and participation are linked which means a lack of conceptual clarity exists (Khetani & Coster, 2007). The aim of this study was to critically explore methods of theory construction in order to understand how to develop a conceptual framework of participation for people experiencing mental health needs.

Method:

A critical literature review, following a comprehensive literature search, was undertaken to identify relevant methods of theory construction.

Results:

Thirteen methods of concept analysis were identified many of which were derived from a framework developed by Wilson in 1963 (Beckwith et al 2008). Key elements of concept analysis were identified. Walker and Avant's (2011) method of theory development is widely used in nursing (e.g. Manais 2010) and is developing credence in occupational therapy (e.g. Wagman et al 2011).

Conclusion:

Walker & Avant's (2011) approach to theory construction is applicable to occupational therapy because it enables the development of theory that is not only defensible but congruent with practice.

Application to Practice:

With conceptual clarity, a common language for describing health and health related states emerges. Walker & Avant's (2011) approach to theory construction is a useful tool to use for theory construction in occupational therapy. Theory construction enables the identification and/or the development of tools to be to measure the effectiveness of practice in research studies.

PROFESSIONAL SITUATIONS OF VISUALLY IMPAIRED AND BLIND IN SWITZERLAND

Saturday, 18th June - 16:50 - OS - 10E.03 - Occupational Science - Larmor Theatre - Abstract ID:
549 - Oral

Prof. Sylvie Meyer¹, Dr. Sylvie Johnner Kobi², Dr. Anna-maria Riedi², Ms. Susanne Nef², Ms. Verena Biehl³, Dr. Julie Page³, Mr. Alireza Darvishy⁴, Mr. Stephan Roth⁴, Ms. Eylem Copur⁵

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Background:

In Switzerland, financial measures and assistive technology are available to facilitate the integration of visually impaired and blind in the labor market. As little is known about the professional situation of these people the adaptation of interventions is difficult. Our study, conducted between 2013 and 2015, aims to describe their work situation and seize the environmental and personal factors that influence it.

Method:

A mixed-method design was used. Data was collected from visually impaired/blind who have a professional activity by 58 interviews (analyzed qualitatively) and by 282 telephone interviews (analyzed quantitatively). Two focus groups were conducted with colleagues of visually impaired working people. The interpretations were discussed with key informants from the low vision community.

Results:

Among the results only those concerning OT are considered.

The visually impaired/blind conduct many jobs. They are satisfied with their working conditions and stable in their jobs but sometimes fear losing it. Many work a little bit slower than their sighted colleagues. The challenge to successful work integration is their strong personal commitment, workplace accommodation, some help from colleagues and appropriate communication on their situation.

Conclusion:

Visually impaired and blind contribute considerably to the labor force. With the necessary adaptations they can fulfill the job requirements and have their place in the labor market.

Application to Practice:

Recommendations have been made to employers, disabled workers and specialists. Specifically for OT : pay attention to workplace accommodation and assistive technology, take the information of the colleagues into account and facilitate collaboration between workers.

FACTORS AFFECTING OCCUPATIONAL PARTICIPATION OF PEOPLE WITH LOW VISION: A SCOPING REVIEW

Saturday, 18th June - 17:10 - OS - 10E.04 - Occupational Science - Larmor Theatre - Abstract ID: 1039 - Oral

Dr. Bethan Collins¹, Prof. Joan Brangan²

¹Bournemouth University, ²Trinity College Dublin

Background:

Adults with low vision can experience significant restrictions in occupational participation. For occupational therapists to effectively intervene, an understanding of what causes these restrictions is imperative. Therefore, this research examined literature about the factors that enable or limit occupational performance of adults with low vision.

Method:

A scoping review (Pham et al 2014) was undertaken using search terms relating to visual impairment, lifestyle and wellbeing. The title and abstract of 2268 articles were reviewed resulting in 99 papers. Full texts were reviewed and data pertaining to occupational performance were themed.

Results:

Reasons for lower participation are multifaceted and include: the co-existence of depressive symptoms; feelings of social stigma and isolation; low self-esteem; the absence of social networks, and poor infrastructure (such as public transport). Several studies highlighted that those with low vision were more restricted than those with other age-related disability: the level of visual impairment itself does not predict levels of activity: presence of low vision rather than the extent of vision loss influence occupational performance.

Conclusion:

Many of the factors that influence occupational performance for people with low vision could be moderated through occupational therapy intervention and therefore there is a clear role for the profession to promote occupational participation of people with low vision.

Application to Practice:

Through awareness of the factors that can limit occupational participation, intervention can be developed to include social support and engagement, psychological support, physical activity, functional activities and to advocate for more accessible environments.

RESEARCHING THE HISTORY OF OCCUPATIONAL THERAPY USING DOCUMENTARY SOURCES

Saturday, 18th June - 16:10 - OS - 10F.01 - History of Occupational Therapy - Dillon Theatre -
Abstract ID: 944 - Oral

Ms. Bríd Dunne¹, Dr. Judith Pettigrew¹, Dr. Katie Robinson¹

¹Department of Clinical Therapies, University of Limerick

Background:

Historical research can facilitate deeper understandings of the occupational therapy profession (Hall 2013). For occupational therapists interested in researching the history of the profession, it is essential that high quality research methods are employed. This paper will present guidelines for conducting historical documentary research, which is a widely used method in historical research.

Method:

A literature review was conducted to gather relevant material concerning historical documentary research methods. The literature was synthesised to develop a suggested step-by-step approach to historical research using documents.

Results:

The review revealed a number of steps for conducting historical research, including choosing a topic, selecting sources, managing data and assessing quality. Markers of quality in historical research include authenticity, credibility and representativeness. Finally, the meaning of the material can be ascertained.

Conclusion:

Sheehan suggests that 'what we learn from history depends entirely on how we do it' (2005, p.6). Applying high quality methodological standards to historical research will improve the outcomes of the research and their resulting application to current theory and practice.

Application to Practice:

The guidelines may be useful for those interested in conducting documentary research on the history of occupational therapy.

ARE OCCUPATIONAL THERAPY STUDENTS' APPROACHES TO STUDY A PREDICTOR OF THEIR ACADEMIC ACHIEVEMENT?

Saturday, 18th June - 16:30 - OS - 10F.02 - History of Occupational Therapy - Dillon Theatre -
Abstract ID: 34 - Oral

Dr. Ted Brown¹, Mr. Tore Bonsaksen², Dr. Kenneth Fong³

¹Department of Occupational Therapy, Monash University - Peninsula Campus, ²Occupational Therapy Programme, Faculty of Health Sciences, Oslo University College, ³Department of Rehabilitation Sciences, The Hong Kong Polytechnic University

Objectives: To investigate if undergraduate occupational therapy students' from Australia, Norway and Hong Kong approaches to academic study are predictive of their academic achievement

Methods: 644 undergraduate occupational therapy students from Australia (n=376), Norway (n=159), and Hong Kong (n=109) completed the Approaches and Study Skills Inventory for Students (ASSIST). Data was analysed using multiple linear regression.

Findings: The total regression model accounted for 8.1% of the students' academic performance variance. In this model, it was also found that the ASSIST Deep Learning subscales of 'Seeking Meaning' and 'Interest in Ideas' each made small unique contributions of 0.96% and 0.55% of the students' overall academic performance. When the students' grade point average was the dependent variable and the ASSIST Strategic Learning subscales were the independent variables, two were found to account for the 0.6% ('Time Management') and 1.85% of the variance. Finally, when the Surface Approach to Learning subscales were included, 'Lack of Purpose' accounted for 1.12% and 'Fear of Failure' accounted for 2.43% of the students' academic results dependent variable.

Practice & Education Implications: From the results, it appears that students' approaches to academic study are in part predictive of their overall academic performance. This provides valuable information for academic and fieldwork educators of students.

Conclusion: Deep, Strategic, and Surface approaches to academic studying are predictive of occupational therapy students' grade point average. When academic and practice education supervisors are designing learning opportunities, they should provide a range of learning opportunities that facilitate Deep, Strategic, and Surface approaches to study.

THE PRACTICE OF OCCUPATIONAL THERAPY IN WORLD WAR ONE

Saturday, 18th June - 16:50 - OS - 10F.03 - History of Occupational Therapy - Dillon Theatre -
Abstract ID: 866 - Oral

Ms. Stephanie Moloney¹, Dr. Judith Pettigrew¹

¹Department of Clinical Therapies, University of Limerick

Background:

World War One was a pivotal era in the development of occupational therapy (Wilcock 2002). As part of the war time Reconstruction Movement the United States government recruited Occupational Therapy and Physiotherapy Reconstruction Aides in 1917. Occupational Therapy Reconstruction Aides worked in hospitals in the US and in France engaging injured soldiers in activities to increase motor function, divert their minds from pain, disability and depression and to prepare them for future vocations (Bloom Hoover 1996; Linker 2011). In 1918, twenty eight year old Occupational Therapy Reconstruction Aide Lena Hitchcock was sent to France. Lena recorded her experiences in her unpublished memoir, titled, 'The Great Adventure'.

Methods:

Historical documentary research methods were used incorporating a case study approach. Primary and secondary sources were consulted, for example, the published history of Base Hospital Nine (Brown 1920) where Lena was stationed. The documents were analysed using thematic analysis (Braun and Clarke 2006).

Results:

Three central themes emerged: (i) therapeutic activities and interventions used by the Aides; (ii) relationships with patients; (iii) relationships with other professionals, especially Physiotherapy Reconstruction Aides.

Conclusion:

This research contributes to an understanding of the early practice of Occupational Therapy during a key era in its professional development. It provides insight into early therapeutic relationships between Occupational Therapists and patients as well as relationships with professional colleagues.

Application to practice:

By understanding the historical development of Occupational Therapy, current approaches and interventions in practice can be contextualised. This may provide insight for the future development of Occupational Therapy.

HOW CAN ANTHROPOLOGICAL FIELDWORK CONTRIBUTE TO RESEARCH IN OCCUPATIONAL THERAPY.

Saturday, 18th June - 17:10 - OS - 10F.04 - History of Occupational Therapy - Dillon Theatre -
Abstract ID: 761 - Oral

Dr. Kim Lee¹

¹Department of Occupational Therapy University College South Denmark, Esbjerg

Occupational Therapists build on various academic disciplines, each with their own traditions and each with roots in various scientific soils. Occupational Therapists draw on natural sciences in the form of anatomy and physiology but also on the humanities, using narrative and phenomenological approaches. The social sciences too, have had some influence on Occupational Therapists, notably providing a framework for the subject to be seen within a social scientific context. Occupational Therapy is thus a wide-reaching discipline and one that has grown out of a variety of scientific traditions. This also means that the methods used within Occupational Therapy vary, depending on the tradition referenced by its techniques. Methodically, it means that we as Occupational Therapists uses various methods in our research. In this paper, we will focus on how the anthropological method can contribute to the research within occupational science. The paper concentrates on the ways in which the Occupational Therapist can help uncovering the significance of environment for activity.

We argue that this significance can be revealed through fieldwork as used in the anthropological method, whereby it is possible to capture the 'dimensions' of the immediate environment and their significance: That is the experienced meaningfulness in relation to the individual. We will exemplify how anthropological fieldwork as a method can contribute to research within occupational therapy. In addition, we argue that anthropological fieldwork is well suited to uncover the importance of the environmental meaning for activity.

SENSORY ADVENTURE MEASUREMENT (SAM) – A NEW TOOL FOR ASSESSING SMD

Saturday, 18th June - 16:10 - OS - 10G.01 - Assessment and Education - McMunn Theatre -
Abstract ID: 306 - Oral

Dr. Orit Bart¹, Mrs. Lihi Liberman¹

¹Tel Aviv University

Background:

The most commonly used tools to investigate Sensory Modulation Disorder (SMD) are self-reported questionnaires. The aim of this presentation is to present a new clinical outcome measure for direct assessment of children's reactions to sensory stimuli.

Theoretical underpinning

Individuals with SMD do not react to sensory stimuli with the same intensity, frequency and magnitude as others. These responses are expressed either as over- or under-responsiveness or as sensory seeking to any or all types of sensory stimuli.

Assessment / Intervention/ Technique:

The Sensory Adventure Measurement (SAM) comprise 13 sensory stimuli from different sensory systems. Two scores are stemmed from the measure; power, the intensity of response to the sensory stimuli, and child's report.

Evaluation of outcome:

Inter rater reliability was established with average acceptance of 86% for level of intensity (Power). Test-retest reliability was assessed in a pilot study of 18 typically developed children who tested twice within a week. The Intraclass Correlation Coefficient results ranged from 0.70 to 0.97, exhibiting very good agreement. Internal consistency reliability for the SAM total power score is satisfactory (0.70). Criterion validity was established by computing correlation between SAM total power score and the Sensory Profile total score ($r=.536, p<.05$). Discriminate validity analysis will be presented at the time of the presentation.

Application to practice:

A clinical direct reliable and valid outcome measure, in addition to the existing parental questionnaires, will enable clinicians and researcher to better detect SMD and thus to implement intervention adequately.

A NEW IMPLEMENTATION STRATEGY FOR EVIDENCE-BASED PRACTICE IN OCCUPATIONAL THERAPY PRACTICE

Saturday, 18th June - 16:30 - OS - 10G.02 - Assessment and Education - McMunn Theatre -
Abstract ID: 509 - Oral

Mr. Valentin Ritschl¹, Ms. Petra Schwab¹, Ms. Erna Schönthaler¹

¹FH Campus Wien

Background:

Health care literature reports an increasing importance of evidence-based practice (Sheldon 2007). Despite the fact that OT practitioners consider EBP important (Curtin & Jaramazovic 2001; Bailey et al. 2007), its sustainable implementation often fails. Concerns about a sustainable implementation in occupational therapy practice are increasing (Straus et al. 2011; Sudsawad 2005).

Method:

To achieve a sustainable implementation an EBP service center was established at UAS FH Campus Wien (Austria). Fourteen participants attended an EBP training and received consultation afterwards. Practitioners sent clinical questions to the service center who conducted literature search, critical appraisal and wrote a summary (CAT). The service offered by the EBP service center was evaluated by conducting an online questionnaire (November 2013 and March 2014), supplemented by focus group interviews (March 2014).

Results:

Thirteen questionnaires were collected. Positive significant differences were found regarding attitudes, competencies and barriers. Four major categories identified through content analysis are: changes in the way of working, changes in the professional points of view and attitudes, changes in job satisfaction and other benefits of the EBP service center.

Conclusion:

An EBP service center seems to be effective to support sustainable implementation of EBP, as it addressed most known barriers to EBP-implementation. Nevertheless, more research with an increased number of participants is required to confirm these results.

Application to Practice:

Recommendations for practice are to establish EBP service centres at universities to bridge the gap between research and practice. This helps to overcome barriers and supports a sustainable implementation of EBP.

OCCUPATIONAL THERAPY ROLE EMERGING PLACEMENT GUIDELINES 2ND EDITION – FOSTERING POSITIVE LEARNING EXPERIENCES FOR STAKEHOLDERS

Saturday, 18th June - 16:50 - OS - 10G.03 - Assessment and Education - McMunn Theatre -
Abstract ID: 608 - Oral

Dr. Alison Warren¹, Ms. Tanya Mc Garry², Ms. Eimear Lyons², Mr. Dónal O'leary²,
Ms. Mairead Cahill², Ms. Fiona McDonald²

¹Plymouth University, ²University of Limerick

Role emerging placements are used widely in occupational therapy programme and the University of Limerick were keen to utilise this innovative placement model. The model capitalises on the natural alliance between communities of practice theory (Lave & Wagner, 1991) and the use of non-traditional settings to promote student learning. The use of role emerging placements in Ireland was timely and captured a change of focus in the education and employment field that has subsequently occurred and continues to prevail.

Funding from a Quality Improvement Fund (QIFAC) facilitated the creation and piloting of the first edition of Role Emerging Placement Guidelines (Warren, 2011) which included distribution of the guidelines and an associated DVD. This collaborative process included working groups with stakeholders including occupational therapy students, academics, local occupational therapists, managers and host site staff.

Four years on this placement model has gone from strength to strength mainly due to the creativity, enthusiasm and vision of all stakeholders. This obviously includes the host sites that represent a range of community groups and many of the organisations involved have gone on to employ Occupational Therapists. The different perspectives of role emerging placements have also been researched (Warren, 2014). Subsequently the guidelines second edition has been updated to capture this contemporary research, the rich experience from four years of interagency collaboration and evaluation against professional standards. This paper will share the challenges of facilitating role emerging placements and consider exciting opportunities for the future direction of this innovative placement model.

“EXPLORING THE DAILY OCCUPATIONS AND COMMUNITY REINTEGRATION OF FORENSIC MENTAL HEALTH CLIENTS DURING THEIR TRANSITION TO COMMUNITY-BASED RESIDENCES.”

Saturday, 18th June - 16:10 - OS - 10L.01 - Participation and Mental Health - O' hEocha Theatre -
Abstract ID: 1077 - Oral

Ms. Roisin O'regan¹, Dr. Karen Mc Carthy²

¹National Forensic Mental Health Service, Dublin, ²University College Cork, Ireland

Background:

There are few studies examining the impact of prolonged occupational restrictions resulting from forensic psychiatric admissions; however it is suggested that these restrictions may impact on an individual's ability to return to the community (Farnworth & Munoz, 2009). This study explored the views of three forensic mental health clients who have transitioned to community-based residences following a forensic hospital admission; focusing on the impact of the transition on their daily occupations and community reintegration.

Method:

The study was based at the National Forensic Mental Health Service, Ireland. Each participant was interviewed on two separate occasions between May and July 2015. Interpretative phenomenological analysis (IPA) (Smith, Flowers & Larkin, 2009) was utilised to analyse and interpret data.

Results:

Analysis of the data revealed four super-ordinate themes: the environment as a gateway to occupational engagement, the changing nature of occupational engagement, taking control and negotiating the social world.

Conclusion:

The study illuminated the positive impact of increased autonomy and control on an individual's well-being and future outlook, and the impact of temporality on the meaning ascribed to occupations. The social adjustment involved in the transition was highlighted by participants as a challenging aspect of transitioning to the community. Developing our understanding of the occupational needs of these individuals can assist with developing evidence-based and needs-led programmes to this vulnerable client group.

Application to Practice:

The current study has illuminated areas for consideration relating to the personal, occupational and social needs of this client group. Implications for research and practice are outlined.

CLIENT'S VIEW ON INTERDISCIPLINARY INPATIENT MENTAL HEALTH SERVICE

Saturday, 18th June - 16:30 - OS - 10L.02 - Participation and Mental Health - O' hEocha Theatre -
Abstract ID: 798 - Oral

Mrs. Solrun Oladottir¹, Mrs. Gudrun Palmadottir²

¹University, ²Faculty of Occupational therapy school of Health Sciences, University of Akureyri

Background:

A client centred approach is increasingly regarded as fundamental for good quality healthcare embracing respect and partnership with clients. In occupational therapy the concept has become one of the basic premises of the profession. It has been criticized that most of the literature about client centeredness represents professional understandings with limited reference to client's point of view.

Method:

Four men and two women who had received interdisciplinary service for at least 10 days at an inpatient mental health ward were interviewed. Template analysis was used to examine the data.

Results:

Analysis of the data revealed a two level template that presented that client centeredness consisted of two main categories, i.e. interactional factors and contextual factors. Interactional factors showed that majority of participants found the interdisciplinary team to be respectful and showed warmth. Some participants described the need of their significant others to be more involved in the service. On the other hand contextual factors showed that clients had limited opportunities to influence on the program that the staff had previously planned. Males and younger participants found the personnel working on the ward to be homogenous.

Conclusion:

Despite good intentions of professionals the service context of mental health wards seems to be more tailored toward the needs of staff than clients.

Application to Practice:

The rules and culture of inpatient mental health has to change in the way that clients are taken from the role of being a passive acceptor of service to active participants in planning and developing service.

TESTING AN OCCUPATIONAL THERAPY INTERVENTION FOR PEOPLE WITH A PERSONALITY OR MOOD DISORDER

Saturday, 18th June - 16:50 - OS - 10L.03 - Participation and Mental Health - O' hEocha Theatre -
Abstract ID: 815 - Oral

Dr. Mary Birken¹, Dr. Mary Morley²

¹Plymouth University, ²South West London & ST George's Mental Health NHS Trust

Background:

Evaluation of clinical effectiveness of occupational therapy interventions for people with mental health problems has been identified as a priority for the profession by commissioners, clinicians and managers (Smyth, 2014; COT, 2006; Morley & Smyth, 2013). Little evidence exists regarding the effectiveness of occupational therapy interventions for people with a diagnosed personality or mood disorder following discharge from hospital. An evidence-based occupational therapy intervention called "Graduating Living skills Outside the Ward" was developed for people with psychosis and was tested with people with a diagnosed personality or mood disorder following discharge from hospital. The intervention aims to increase occupational performance of self-care and leisure and has potential to reduce reliance on mental health services and reduce crisis service use.

Method:

A pre-test post-test design was used to evaluate the effects of the intervention. Change in use of time, social functioning, quality of life and use of crisis services and their associated costs were measured before and after the intervention and four months following the intervention.

Results:

Twenty two participants took part in the study and the results showed a statistically significant increase in time use and social functioning at the end of the intervention for the participants. The participants used less crisis services at the end of the intervention and at follow up. Cost analysis showed that savings were made following use of GLOW.

Conclusion:

GLOW shows promise of being clinically and cost effective.

Application to practice:

Occupational therapists in the study found GLOW suitable for clinical practice.

SOCIAL PARTICIPATION AND DEMENTIA: A DESCRIPTIVE QUALITATIVE STUDY FROM THE PERSPECTIVE OF PERSONS WITH COGNITIVE IMPAIRMENTS AND THEIR CAREGIVERS

Saturday, 18th June - 17:10 - OS - 10L.04 - Participation and Mental Health - O' hEocha Theatre -
Abstract ID: 930 - Oral

Dr. Maud Graff¹, Mrs. Hanneke Donkers², Ms. Dinja Van Veen², Prof. Ria Nijhuis Van Der Sanden², Prof. Myrra Vernooij Dassen²

¹Radboud University Medical Centre, Donders Centre for Neuroscience, Department of Rehabilitation, Nijmegen, ²Radboud University Medical Centre, IQ Healthcare

Background:

Social participation is of great importance as part of successful and healthy aging since it is associated with physical and mental health and well-being. Community-dwelling older people with cognitive impairments and their caregivers are at risk for social isolation. We intended to develop a tailor-made multidisciplinary intervention to maintain or improve their social participation. The aim was to first explore how people with cognitive impairments and caregivers perceive social participation and which factors are perceived as influencing.

Methods:

A qualitative study consisting of thirteen semi-structured, in depth interviews with older people with cognitive impairments and caregivers (dyads). Interviews were thematically analysed through content analysis.

Results:

All participants indicated a decrease in social participation. Caregivers tended to be unsatisfied with the social participation level of the persons they cared for. Dyads displayed a variation of influencing factors which acted either as barrier or as facilitator for their own social participation. Analysis of the interviews resulted in five themes of influencing factors: behavioural; physical; social environmental ; physical environmental ; and activity related factors.

Conclusion:

Social participation is influenced by both personal resources (willingness and capacity) and contextual resources (social capital, access and opportunity).

Application to Practice:

Older people with cognitive impairments cope with reduced participation by trying to improve their level of social functioning, or by lowering expectations and expressing feelings of acceptance and satisfaction. The discrepancy between levels of satisfaction with social participation among caregivers and the people they care for introduces difficulties in the decision to intervene.

INTEGRATING THEORY AND PRACTICE: AN OCCUPATION-FOCUSED APPROACH WITH UNDERGRADUATE OCCUPATIONAL THERAPY STUDENTS ON CLINICAL PLACEMENT

Saturday, 18th June - 16:10 - OS - 10M.01 - Developments in Education - Fottrell Theatre -
Abstract ID: 830 - Oral

Ms. Mary Hurley¹, Dr. Tina Mc Grath²

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Background

A working understanding of occupational therapy theory is considered essential to guide both clinical practice and to establish a strong professional identity (Ikiugu & Smallfield, 2015; Boniface, 2012). It is widely acknowledged that learning to think with occupational therapy theory is developmental and complex, requiring the student to blend curriculum-based learning with the practical learning in practice education. Use of theory is frequently invisible to students while on clinical placement, creating a disconnect between the academic and practical aspects of undergraduate training.

Educational Philosophy or theory

An occupation focus is used to build professional identity, while Bloom's taxonomy is used to structure the progression from knowledge of theory to application and evaluation of outcomes.

Pedagogy / educational approaches used

A developmental and incremental approach is taken and includes:

- Pre-placement workshops for all undergraduate cohorts.
- Reflexivity
- Case study narratives.
- Student support to develop personal learning plans.
- Practice Educator workshops.

Evaluation:

Based on current best practice, this approach shows strong potential for further development and research

Application to Education and /or practice:

The learning experience is enhanced for stakeholders as the links between theory and practice are made visible to all involved.

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APPLYING MULTIPLE STRATEGIES OF BLENDED - LEARNING TOOLS IN A NEWLY DEVELOPED CURRICULUM FOR OCCUPATIONAL THERAPISTS

Saturday, 18th June - 16:30 - OS - 10M.02 - Developments in Education - Fottrell Theatre -
Abstract ID: 851 - Oral

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¹Institute of Occupational Therapy, School of Health Professions, Zurich University of Applied Sciences, 8401 Winterthur, Technikumsstrasse 71, ²Zurich University of Applied Sciences

Background:

Following a Swiss national accreditation procedure in 2012, demands for more independent self study, more freedom of choice and reduced presences time lead to the development of 10 different e-based blended learning tools in the bachelor program for occupational therapists at the Zurich University for Applied Sciences.

Educational Philosophy or theory:

Theoretically, blended learning reflects a paradigm shift from teaching to learning in changing worlds (Garrison & Knuka 2004). It provides multi-sensorial, time-and-space-flexible learning opportunities and contributes to self-studying capacities, competence in media use and tele-based interactions. It channels teaching resources and provides individualized learning environments during formalized education.

Pedagogy / educational approach(es) used:

Practically, it is needed to manage the right level of knowledge, to ensure student involvement and to adapt to available e-learning platforms. Ten different blended learning tools, encompassing topics like “occupational development of children”, “developmental psychology of adult life” or “functional anatomy”, were developed for the three years of bachelor program. Opportunities and challenges were found, in relation to user and teacher involvement, available resources, assignments, and the balance between structure and freedom.

Evaluation:

Different stakeholders like students, lecturers, resource persons and computer specialists continually evaluated the learning process and specifically motivational and de-motivational aspects of these ten blended learning tools.

Application to Education and /or practice:

The tools are constantly reshaped and during this presentation, some of these aspects are provided as example of this constantly changing process.

DIGITAL STUDENT-CREATED LEARNING MATERIALS

Saturday, 18th June - 16:50 - OS - 10M.03 - Developments in Education - Fottrell Theatre -
Abstract ID: 927 - Oral

Dr. Michele Verdonck¹

¹Discipline of Occupational Therapy, School of Health and Sports Sciences, University of the
Sunshine Coast

Background:

According to the SAMR model, technology has impacted learning and teaching including the redefinition of learning tasks (Schrock, 2013). Such redefinition has been possible through the use of technology in a 2nd year occupational therapy course. Students are responsible for the creation of their own learning materials in situ, in contrast to learning materials being provided by a lecturer prior to workshops.

Educational Philosophy or theory:

A social constructivist philosophical stance considers both students and academics to contribute to community of inquiry (Anderson, 2008). Learning and teaching is a dynamic interactive process where the teacher and students construct knowledge together (Garrison & Kanuka, 2004).

Educational approach used:

A blended learning approach requires small groups to create digital learning materials, to then share and merge between groups and to finally create a single collaborative artefact for the entire class. This process occurs in a technology enabled classroom and involves the use of a learning management system and wiki pages.

Evaluation:

Reflection and student feedback identified: a high degree of preparation was required by the academic; student-created learning materials exceeded expectations and although students were challenged by this approach, outcomes surpassed the intended learning objectives.

Application to Education and /or practice:

Occupational therapy education is suited to collaborative learning which can be enabled through the use of technology. Redefinition of learning tasks (creation of digital learning materials) requires higher order cognitive skills (evaluating and creating) supporting Schrock's (2013) proposed link between the SAMR model and Blooms taxonomy.

UNIVERSAL DESIGN AND LEARNING TOGETHER - AN INTER- PROFESSIONAL TEACHING PLAN WITH ENGINEER AND OCCUPATIONAL THERAPIST STUDENTS

Saturday, 18th June - 17:10 - OS - 10M.04 - Developments in Education - Fottrell Theatre -
Abstract ID: 759 - Oral

Prof. Dorte Lybye Norenberg¹

¹Oslo and Akershus University, Faculty of Health Sciences, Departm of Occ.Therapy Prosthetics
and Orthot,

Background: Environments are a critical factor in enabling participation. Universal Design is an interdisciplinary topic. Many stakeholders are involved in Universal Design with their different knowledge, skills, competences, views and roles. What responsibility does and how can educational institutions qualify and prepare the students to work in this field?

Aim: Students will acquire deeper knowledge, could justify and critically reflect on universal design in collaboration with another professional.

Method: A one-week specialization in universal design curriculum was developed and carried through over the past three years with third year students from occupational therapist program (70x3) and engineering program (35x3) students. By analyzing specific areas, students should argue and critically reflect on universal design. Questionnaires and focus group were used in the evaluation.

Results and conclusion: Experiences from this interdepartmental and interprofessional cooperation has led to a constantly discussing how to proceed. We have worked our way forward to some common learning objectives and discussed whether the wording should be the same for the relevant subjects. The evaluations are very good. Both professions benefits from opportunities to meaningfully collaboration during professional education. The hardest barriers are the differences that study schemes entails and anchoring at the institutional level.

COGNITION IN SPINA BIFIDA AND ITS CONSEQUENCES FOR EVERYDAY LIFE IN A LIFE-SPAN PERSPECTIVE -A SYSTEMATIC REVIEW

Saturday, 18th June - 16:10 - OS- 100.01 - Culture and Community-Based Research - Tyndall
Theatre - Abstract ID: 593 - Oral

Dr. Marie Peny Dahlstrand¹, Ms. Helén Jacobsson Jacobsson², Ms. Margareta Strinnholm³, Dr.
Barbro Lindquist Lindquist⁴

¹Department of Health and Rehabilitation /Occupational Therapy, at the Institute of Neuroscience
and Physiology, the Sahlgrenska Academy at the University of Gothenburg, ²Habiliteringen,
Borlänge, ³Akademiska sjukhuset Uppsala, ⁴Habiliteringen, Halmstad

Introduction Persons with Spina Bifida (SB) has been described as having low independence and participation restriction in society regardless of inclusion policies. Traditional efforts for this group has mainly focused on the physical disability despite the emerging knowledge that SB also is associated with cognitive dysfunctions.

Aim To describe knowledge, as expressed in scientific publications, on cognitive characteristics in children, youths and adults with spina bifida and its consequences for everyday functioning, development and learning in a life time perspective.

Method Systematic data-base search and quality assessment of articles on cognition and everyday functioning produced from 2000 and forward. 67 were relevant according to the McMaster Rating of Evidence.

Results: Cognitive dysfunction was found to be hindering in all domains of everyday-life in the International Classification of Functioning and Health (ICF). Difficulties with planning and initiation were the most hindering factors for autonomy.

About 70% have an intellectual function above an IQ of 70. Difficulties in visual perception, attention and memory function and executive problems with planning and initiation were described as common despite IQ-level. The difficulties still remain into adulthood.

Conclusions: Knowledge about cognitive profile and its profound impact on independence and participation is crucial to provide optimal habilitation for persons with spina bifida. Throughout life they need support to overcome especially executive dysfunctions in daily life. This knowledge is fundamental and indicate that OT:s must shift focus from primarily motor based interventions to an occupation centered perspective in which cognitive based intervention's combined with motor based is possible.

COLLABORATIVE EVIDENCE PROJECTS: COMMUNITY & UNIVERSITY

Saturday, 18th June - 16:30 - OS- 100.02 - Culture and Community-Based Research - Tyndall
Theatre - Abstract ID: 887 - Oral

Dr. George Tomlin¹, Ms. Martina Kristler², Ms. Verena C. Tatzer², Prof. Sue Doyle¹

¹University of Puget Sound, School of OT, ²University of Applied Sciences Wiener Neustadt

Background:

Occupational therapy (OT) practitioners are admonished to make decisions from an “evidence base.” While barriers (Lopez, Vanner, Cowan, Samuel, & Shepherd, 2008) and supports (Lin, Murphy, & Robinson., 2010) to practitioners have been identified, little has been published about how students gathering and appraising evidence could contribute to actual practice decisions. Curriculum development in OT programs can address health care needs of communities (WHO, 2013).

Educational Philosophy or theory:

Two approaches, from a bachelors program (Austria) and a masters program (USA), used collaborative projects with practitioners, creating micro “communities of practice,” teams of 2-3 students, supervising faculty, and practicing therapists in various facilities in the northwest of the USA and around Vienna, Austria.

Pedagogy / educational approach(es) used:

Students of both programs identified current evidence needs and researched them systematically in collaboration with practitioners. Topics ranged from “effective treatments for child anxiety during sensory-motor interventions,” to “effectiveness of garden spaces in dementia care.” A culminating presentation contained the search findings, the implications for practice, and the responses of the practitioners.

Evaluation:

Quality circles were conducted, and student and practitioner surveys were analyzed by students and faculty for continual program improvement.

Application to Education and /or practice:

Collaborations with OT practitioners have been fruitful especially in health promotion (Bauer, 2014). The extent to which such community-university collaborations can increase skills with evidence in practice, will be portrayed through a discussion of the outcomes of the projects. Cross-national comparisons will be made.

CROSS CULTURAL ADAPTATION OF THE WORLD HEALTH ORGANIZATION DISABILITY ASSESSMENT SCHEDULE 2.0 (WHODAS 2.0) FOR HEBREW-SPEAKING SUBJECTS WITH AND WITHOUT HAND INJURY

Saturday, 18th June - 16:50 - OS- 100.03 - Culture and Community-Based Research - Tyndall
Theatre - Abstract ID: 1122 - Oral

Dr. Batia S. Marom¹, Prof. Rafael S. Carel², Dr. Moshe Sharabi³, Prof. Navah Ratzon⁴

¹School of Public Health, University of Haifa, Occupational Therapy Unit, Clalit Health Services, North and Haifa District, Israel., ²School of Public Health, University of Haifa, Israel., ³Sociology and Anthropology Department, The Max Stern Yezreel Valley College, Israel, ⁴Tel Aviv University

Background: The WHODAS 2.0 questionnaire is used internationally to assess a person's functioning and limitations. The objectives of this study were (1) to evaluate the validity of the translated Hebrew version of the 12-item WHODAS 2.0 questionnaire among Hebrew speakers and (2) assess the reliability and validity of the Hebrew version in a sample of workers with and without hand injuries (HI).

Methods: The translated questionnaire was administered to 155 uninjured subjects (UI) and 77 male workers with HI. Internal consistency was assessed using Cronbach's alpha. Test-retest reliability was administered to UI subjects and calculated by the intra-class correlation coefficient (ICC agreement). Validity was evaluated by correlating the 12-item WHODAS 2.0 to the short-form of health survey (SF-12) and comparing the 12-item WHODAS 2.0 scores and the Quick Disability of Arm, Shoulder and Hand (QDASH) Outcome Measure in the HI group.

Results: The Cronbach's alpha of the WHODAS 2.0 for the entire sample was $\alpha = .83$. The ICC agreement for test-retest reliability was .88. A positive significant correlation was found between the 12-item WHODAS 2.0 and the QDASH ($r_s = 0.53$, $P < .005$).

Conclusions: The results support the reliability and validity of the Hebrew translated version of the 12 item WHODAS 2.0.

Application of Practice: Using measurement tools that assess activities and participation after HI are essential part of the rehabilitation process. It is recommend considering the WHODAS 2.0 since it enlarges the domains of activities and participation that enables a better implementation of the ICF model.

INTEGRATING DELPHI CONSULTATION AND COMMUNITY-BASED PARTICIPATORY RESEARCH METHODS

Saturday, 18th June - 17:10 - OS- 100.04 - Culture and Community-Based Research - Tyndall
Theatre - Abstract ID: 1246 - Oral

Dr. Melinda Suto¹, Ms. Sara Lapsley¹, Dr. Jehannine Austin¹, Mr. Mike Scott¹, Ms. Nusha Elliott¹, Dr. Lesley Berk², Dr. Erin Michalak¹

¹University of British Columbia, ²University of Melbourne

Background:

Bipolar disorder (BD) is characterized by intense mood shifts (depression and extreme elation, expansiveness,) that can negatively affect activities of daily living. Psychosocial factors and interventions can have a powerful impact on how the condition manifests and has implications for people with BD to live well. Robust research strategies are needed to advance this knowledge.

Method:

Community-based participatory research (CBPR) provided the framework for a Delphi consensus study of self-management strategies that people with BD and BD healthcare providers deemed most effective for: Keeping balance in mood in BD, and Stopping progression in hypomania and mania in BD. Participants were recruited from 12 countries. In Round 1, 101 people with BD and 52 healthcare providers participated. Peer and academic researchers, advisory members, and student volunteers contributed to the research design, implementation, and knowledge exchange (KE).

Results:

This design enabled the research network to implement its core values. A co-learning approach built research capacity and addressed power relations within the team. Lived experience perspectives shaped decision-making and added to the credibility of the results. KE strategies such as blogging, doing a webinar and adding findings to an online BD wellness centre elicited community feedback.

Conclusion:

Credible self-management strategies for living well with BD resulted from combining the Delphi research method with CBPR and recruiting participants with BD and BD healthcare providers.

Application to Practice:

This research approach is compatible with client-centred practice and resulted in robust self-management strategies that occupational therapists can share with clients who live with BD.

OT ON COLLEGE CAMPUSES: FACILITATING STUDENT SUCCESS THROUGH OCCUPATION

Saturday, 18th June - 16:10 - Workshop.01 - 10I - AC202 - Abstract ID: 973 - Workshop

Dr. Karen Mc Carthy¹, Ms. Kristy Coen², Dr. Carlin Daley³, Ms. Aine Odea⁴,
Ms. Susan Madigan⁵, Dr. Clodagh Nolan⁶, Ms. Linda Reen⁴, Ms. Liath Sheehan¹,
Ms. Orla Sullivan⁵

¹University College Cork, ²Warwick University, ³University of Southern California, ⁴St Gabriels Centre, ⁵Dublin City University, ⁶Trinity College Dublin

Purpose: To explore how occupational therapy services fit into a supported education model on college campuses.

Rationale: College students present with many strengths and challenges in college settings. There are limited services for young adults to succeed in college and students with various diagnoses face challenges in the areas of time management, organization, academic skills, and in social areas of college (Orentlicher, & Olson, 2010; Rogers, Kash-MacDonald, Bruker, & Maru, 2010). Higher education is a role emerging area for occupational therapists, and there are some pioneering occupational therapists who have discovered multiple ways to provide services to students who are challenged by aspects of college life.

Objectives:

- 1: Describe the history and current practice of supported education and its fit within the domain of OT.
- 2: Describe a variety of OT supported education programmes
- 3: Identify aspects of the supported education programmes that participants could apply to their college or practice setting

Format:

This workshop will begin by describing the history and models of supported education. The presenters will define six examples of OT programmes on college campuses.

Finally, the presenters will encourage participants to share ideas and identify aspects of the various programs that they could apply to their college or practice setting.

Maximum number of participants:

NA

Brief description of intended participants:

This workshop would be suitable for occupational therapists, educators and students who are interested in how Occupational Therapy services are delivered in a variety of settings for college students.

SOCIAL JUSTICE: STRATEGIZING PARTICIPATION DISPARITIES EXPERIENCED BY PEOPLE WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

Saturday, 18th June - 16:10 - Workshop.01 - 10J - AC203 - Abstract ID: 557 - Workshop

Dr. Joy Hammel¹, Prof. Robin Jones², Dr. Natasha Spassiani³, Dr. Edurne Garcia Iriarte⁴

¹University of Illinois at Chicago, ²UIC/Great Lakes ADA Center, ³Trinity Centre for People with Intellectual Disabilities/Trinity College Dublin, ⁴Trinity College Dublin

Summary of the Workshop: Research has shown that people with intellectual and developmental disabilities (I/DD) experience significant participation disparities that influence emotional and physical health, particularly as they transition to long term community living, social engagement, education and employment. This workshop will summarize participatory action research on health and participation by people with I/DD, policy and systems changes to increase access to community-based services, and innovative interventions to improve participation of people with I/DD from the U.S. and Ireland. It will involve presentations, problem-based learning cases, resource and evidence sharing, and social networking to bring together a community of practice focused on participation with people with I/DD.

Number of participants: 50

Description of participants: This workshop is targeted toward students, OT practitioners, researchers and policy makers who seek to address participation disparities with people with I/DD.

References

Spassiani, N. Hammel, J. Parker Harris, S. (2015). Exploring How Knowledge Translation Can Improve Sustainability of Community-Based Health Initiatives for People with I/DD. *Journal of Applied Research for Intellectual Disability*. Available Online Early.

Garcia-Iriarte, E., Kramer, J.C., Kramer, J.K., & Hammel, J. (2009). "Who Did What?": A Participatory Action Research Project to Increase Group Capacity for Advocacy. *Journal of Applied Research in Intellectual Disabilities*, 22(1), 10-22.

Hammel J, Jones R, Smith J, et al. (2008). Environmental barriers and supports to the health, function, and participation of people with developmental and intellectual disabilities. *Disability & Health*, 1(3), 143-149.

Financial support by the National Institute on Disability, Independent Living and Rehabilitation Research is acknowledged.

ACTIVITY CALCULATOR; A CLIENT-CENTERED METHOD TO BALANCE ACTIVITIES WITH AVAILABLE ENERGY

Saturday, 18th June - 16:10 - Workshop.01 - 10K - AC204 - Abstract ID: 1082 - Workshop

Mrs. Greke Hulstein Van Gennep¹, Mrs. Karin Ten Hove Moerdijk¹

¹Meander Medical Centre

Summary of the Workshop:

The Activity Calculator (AC) is a client-centered method to balance activities with available energy levels. The instrument enables individual clients to score their activities with a point system, related to the total energy they have available in a day. It supports the client in choosing a method of recording that they are comfortable with. The AC is one of the three most commonly used instruments in Occupational Therapy in the Netherlands today.

In 2015, at the request of the Revmatisme Sykehuset in Lillehammer, Norway, two AC training courses were delivered. As a result, the AC manuals are now being translated into Norwegian (supported by Oslo University College of Applied Sciences). At this first Joint COTEC ENOTHE OT congress, we would like to share the AC with other international colleagues also to explore the possibility of organising training in other countries.

During the workshop, participants will familiarize themselves with the AC. They learn about weighing activities, the theory of activity levels and the different ways of planning. They will also hear about the AC App. Beside this, the use of the AC as an OT intervention will be discussed.

The workshop will be a mixture of theory and practice with exercises and guided discussion.

Maximum number of participants:

20

Brief description of intended participants:

This workshop would be of interest to OTs and OT students with clients who struggle to balance activity and energy levels.

Financial support by HAN, University of Arnhem and Nijmegen is gratefully acknowledged.

CAN WE TALK? USING HEALTH LITERACY TECHNIQUES FOR EFFECTIVE PATIENT COMMUNICATION

Saturday, 18th June - 16:10 - Workshop.01 - 10P - AC215 - Abstract ID: 1159 - Workshop

Ms. Joan Temple¹, Ms. Ann O'sullivan,^{otr/L, 'lsw, Faota}²

¹Assistant Clinical Professor, University of Wisconsin La Crosse, ²Southern Maine Agency on Aging

Health Literacy is defined as the cognitive and social skills which determine the motivation and ability of individuals to gain access to, understand, and use information in ways which promote and maintain good health. Occupational therapy (OT) practitioners must be able to communicate written and verbal health information in a manner that consumers can understand and use. Understanding is essential for participation in and follow through with treatment and self management activities. Research has confirmed patients with poor health literacy have difficulty navigating the health system, sharing accurate medical histories, keeping appointments, following medication regimes, and following home programs. However, with complex health information, less time for patient and family treatment and education, and rising costs, effective communication is a growing challenge.

Health self management requires patients to understand basic health information and use resources to manage their care. Older adults, especially, are at particular risk for leaving therapy misinformed. OT professionals must learn how to communicate health information effectively, so patients can use recommendations to promote health and wellness. This health literacy workshop will provide health literacy awareness and a toolkit to design a health literacy-friendly occupational therapy practice.

Concrete suggestions and materials will be provided in this workshop that can be easily infused into a variety of practice and educational settings. Techniques for creating action plans, handouts, and teach back methods will be provided using current and effective health literacy best practice. Teaching methods will include: lecture, video, and group discussion.

SYSTEMIC APPROACH FOR PEOPLE LIVING WITH DEMENTIA AND THEIR INFORMAL CAREGIVERS

Saturday, 18th June - 16:10 - Workshop.01 - 10Q - AC214 - Abstract ID: 1192 - Workshop

Mrs. Ine Gerrits¹, Mrs. Netta Van't'leven²

¹Occupational Therapy program, Rotterdam University of Applied Sciences, ²Occupational Therapy Program, Centre of Expertise Innovations in Care, Rotterdam University of Applied Sciences

The amount of people with dementia will increase the coming decades. People with dementia need support and care in everyday life, and they are dependent on informal care. Informal caregivers are in a transition from being a partner or child to being a caregiver. They perceive an increasing care-burden that puts them at risk of burn-out. The couple needs pro-active, dementia-oriented and person-centered support by competent professionals.

People with dementia have a need to maintain activity apart from or together with their caregivers. Maintenance of daily activities contributes to satisfying occupational engagement, better mood and social contacts. Recent health care policies focus on activating interventions, enhancing self management strategies for both person with dementia and the informal caregiver.

In working with these interventions occupational therapists have to be competent to enable mutual adjustment and to use a systemic approach.

Objectives workshop:

Participants increase knowledge and skills in working with persons with dementia and their informal caregivers using a systemic approach and activating interventions. The workshop focuses on maintenance of autonomy, support to maintain attachment in a changing relationship for the couple and a balance between doing together and time for themselves. Doing activities together may increase feelings of togetherness and attachment, where mutuality is not possible anymore.

Content workshop:

The workshop is based on the so-called 'multi-track'-communication and factors for fit of dyadic, activating interventions. Participants will practice these themes with small cases, and evaluate its merits for occupational therapy interventions for people with dementia and their informal caregivers.

RANGE OF INSTRUCTIONAL METHODS FOR TEACHING THE CONCEPT OF OCCUPATION

Saturday, 18th June - 16:10 - Workshop.01 - 10R - AC216 - Abstract ID: 1008 - Workshop

Dr. Sheama Krishnagiri¹, Dr. Barbara Hooper², Dr. Pollie Price³, Dr. Andrea Bilics⁴,
Dr. Steven Taff⁵

¹Education Consultant, Private Practice, ²Colorado State University, ³University of Utah,

⁴Worcester State University, ⁵Washington University in St. Louis

Purpose and Rationale: This workshop presents instructional methods that were identified for teaching occupational therapy students the core concept of occupation and its relationship to health and well-being. Methods were derived from a large scale study of how occupation is taught in occupational therapy programs across the US. Making the concept of occupation explicit in curricula has been identified by international scholars as a critical need for occupational therapy education. To effectively address challenges facing societies such as migration, conflict, poverty, disability, and natural disasters, it is vital that students learn how these challenges intersect with the understanding and application of occupation. Yet, as Wilcock (2005) asserted, occupation has been obscured by other issues, such as evidence-based practice, standardized assessments, ADL interventions, and equipment selection. These distractions cause students to lose the core focus, which is to help people “transcend difficulties and reach toward potential.” Therefore, examining instructional methods that can assist understanding this complex and nuanced concept is a first step in helping students translate it into efficacious occupation based practices.

Learning Objectives:

1. Understand and critique range of instructional methods identified for teaching occupation.
2. Evaluate usefulness of instructional methods for teaching practices in one's own curricula.
3. Discuss additional teaching strategies to make occupation explicit.

Format: 30 minutes presentation, 40 minutes facilitated small group work, 20 minutes discussion.

Maximum Participants: 50

Intended Participants: This workshop would be suitable for educators.

References:

Wilcock, A., 2005. Occupational science: Bridging occupation and health. *Canadian Journal of Occupational Therapy*, 72, 5-12.

COMPASSION FATIGUE, BURNOUT AND RESILIENCE: TOOLS FOR PROFESSIONAL SELF-CARE

Saturday, 18th June - 16:10 - Workshop.01 - 10S - Dunican Theatre - Abstract ID: 847 - Workshop

Dr. Donna Costa¹

¹Touro University Nevada

The occupational therapy profession is full of rewards, but it is not without stress. It is important for therapists to understand the concepts of compassion fatigue and burnout and recognize the mechanism through which they develop. As occupational therapists, we want to help our clients live life to the fullest, but this means that we need to have a plan for professional self-care. (Costa, 2005) All too often, therapists give everything to their jobs and then have little energy left over for their own personal lives and for tending to their own physical and emotional needs. (Skovholt, 2011) Compassion fatigue is a relatively new term, having first appeared in the nursing literature in 1992 (Joinson, 1992). It is a term that is closely associated with burnout, but with some important differences. Compassion fatigue is a state of tension and preoccupation with traumatized patients by re-experiencing traumatic events, avoiding reminders, and persistent arousal. (Figley, 2002). Burnout is a state of extreme dissatisfaction with one's work that is characterized by excessive irritability, impaired competence, and low energy. A plan for professional self-care will help to improve resilience. (Wicks, 2008; Kottler, 2012) This workshop will have two learning objectives: 1.) to identify the signs and symptoms of burnout and compassion fatigue, and 2.) to describe the essential components of a plan for professional self-care. The workshop will be comprised of both didactic material and experiential learning activities and participants will have the opportunity to self-assess their level of professional quality of life.

EVIDENCE BASED PRACTICE, WHAT'S IN A NAME? CLOSING THE GAP BETWEEN SCIENTIFIC RESEARCH AND CLINICAL PRACTICE

Saturday, 18th June - 16:10 - Workshop.01 - 10H - AC201 - Abstract ID: 1025 - Workshop

Ms. Leen De Coninck¹, Ms. Leen Bouckaert²

¹University college Arteveldehogeschool Ghent- KU Leuven Catholic University of Leuven - CEBAM - Professional Association Vlaams Ergotherapeutenverbond, ²University college Arteveldehogeschool-Professional Association Vlaams Ergotherapeutenverbond

Summary of the Workshop:

Facing the patient, colleagues and authorities the occupational therapist has to justify on quality work. Working evidence based improves the clinical work. EBP is about integrating individual clinical expertise, the best external evidence and patient's needs and wishes. (Sacket, 1996)

In this workshop OT's will experience the value, know the core principles and practice the steps of EBP, namely (1) define the problem (PICO); (2) look for the best available information; (3) evaluate critical; (4) apply in the right context; (5) evaluate the outcome.

The workshop leaders teach the content of EBP on an accessible way and invoke creativity of the participants to become skillful in applying EBP. For that the workshop leaders rely on years of experience in training both students and clinicians on EBP.

Maximum number of participants:

The workshop can allow up to 24 participants.

Brief description of intended participants:

This workshop would be suitable for OT's who want to underpin their clinical practice with evidence, OT's who are new to EBP or those who know already what EBP means but who want to refresh their knowledge and skills.

Having an own laptop to practice during this workshop is an added value.

References:

Sackett, D.L., Rosenberg, W.M.C., Gray, J.A.M., Haynes, R.B., Richardson W.S. (1996) 'Evidence based medicine: what it is and what it isn't.' BMJ 312:p. 71.

OCCUPATIONAL THERAPY MASTER'S EDUCATION IN EUROPE: SHARED CURRICULUM AREAS AND EXAMPLE LEARNING OUTCOMES

Saturday, 18th June - 16:10 - Workshop.01 - 10N - O' Tnúthail Theatre - Abstract ID: 814 -
Workshop

Dr. Ursula Costa¹, Dr. Daphne Kos², Dr. Alison Laver Fawcett³, Prof. Isabel Margot⁴,
Dr. Pier Paolo Pasqualoni¹, Mr. Marc Rouleau⁵, Mrs. Lise Poissant⁵, Dr. Sandra Schiller⁶,
Dr. Fenna Van Nes⁷, Dr. Debbie Kramer Roy⁸

¹University of Applied Sciences Tyrol, ²Department of Rehabilitation Sciences, MSc in
Occupational Therapy, KU Leuven & Ghent University, Belgium, ³York St John University,

⁴University of Applied Sciences and Arts of Western Switzerland, ⁵Université de Montréal,

⁶HAWK University of Applied Sciences and Arts, ⁷Amsterdam University of Applied Sciences,

⁸OT EuroMaster, HVA and Brunel University, London

Summary of the Workshop:

Rationale

The ENOTHE Masters' post-professional curriculum project has facilitated the exchange of programme documentation and comparison with TUNING competencies to produce a statement of common Masters' curriculum areas. Example learning outcomes/competencies illustrate each common curriculum area. It is envisioned that this statement will be used to: support future curriculum development; enable benchmarking and refining of current Masters' curricula; and facilitate international collaboration and exchange between programmes. This statement is a tool to allow both commonality and uniqueness that reflects the diversity of different programmes, as opposed to definitive standards.

Purpose: To engage colleagues in a discourse to obtain feedback and address challenges associated with the selection of example occupational therapy specific and generic Masters learning outcomes for each shared curriculum areas.

Objectives:

- 1) Present work from the Masters project group related to identified shared curriculum areas and example learning outcomes/competencies.
- 2) Discuss the differences between learning outcomes that focus on knowledge, skills and/or attitudes.
- 3) Explore the potential applications of the proposed statement of common masters curricula in participants' countries.
- 4) Following the workshop, a synthesis of discussion/ feedback will be produced to inform the final project report.

Format

- Presentation of the process and the product of the working group
- Facilitated small group discussion
- Feedback and summary

Maximum number of participants: 50 participants

Intended participants: Occupational Therapy practitioners, educators, curriculum developers, Masters students, graduates, and all interested in Masters education, learning outcomes and Tuning.

Financial support by ENOTHE is gratefully acknowledged.

ETHICAL TENSIONS RELATED TO SYSTEMIC STRUCTURES: IMPLICATIONS FOR THERAPISTS' ENACTMENT OF AN ETHICS OF CARE

Sunday, 19th June - 09:00 - OS - 11A.01 - Ethical Issues - O' Flaherty Theatre - Abstract ID: 883 -
Oral

Dr. Evelyne Durocher¹, Dr. Elizabeth Anne Kinsella², Dr. Shanon Phelan³, Prof. Lisa
Mccorquodale⁴

¹Western University, ²University of Western Ontario, ³University of Alberta, ⁴Fanshawe College

Background: Ethical challenges arise daily in healthcare practice. Such challenges are frequently related to aspects of practice that are shaped by the structure of healthcare system or policy-determined service attributes, yet little research focuses on these issues in occupational therapy practice.

Methods: Based on a comprehensive scoping review (Bushby et al., 2014), in this work we employed collective case study methods (Stake, 2000, 2006) to examine ethical tensions reported by occupational therapists practising in different settings in Southern Ontario, Canada. In this paper we focus on the predominant category of ethical tensions emerging in the empirical work – ethical tensions related to systemic constraints and resource issues. We applied an ethics of care (Tronto, 1993) theoretical framework to the analysis.

Results: Participants reported ethical tensions related to resource constraints and systemic issues that precluded the provision of client-centred care. Tensions arose as therapists attempted to balance client priorities with those of the healthcare service in which they practised. Following the mandate of providing client-centred care, which involved being 'attentive' to clients' needs, 'competent' and 'responsible' (Tronto, 1993), therapists were restricted by systemic constraints that did not enable them to practise in ways that addressed clients' needs, thus setting up situations of ethical tension and distress.

Conclusion: This research provides empirical evidence of ethical tensions related to systemic constraints and resource issues in practice environments.

Implications for Practice: The research sets the stage for important discussions exploring the cost of such tensions for healthcare systems, patients and healthcare professionals.

ETHICS EDUCATION IN ALLIED HEALTH: A SYSTEMATIC REVIEW OF LEARNING OUTCOMES FOR ENTRY-LEVEL STUDENTS

Sunday, 19th June - 09:20 - OS - 11A.02 - Ethical Issues - O' Flaherty Theatre - Abstract ID: 1169
- Oral

Dr. Angela Berndt¹, Dr. Louise Wiles¹, Dr. Kobie Boshoff¹, Ms. Carolyn Murray¹, Dr. Amy Baker¹

¹International Centre for Allied health Evidence University of SA

Background:

The complexities of modern healthcare pose a range of ethical issues. Education of student health professionals must go beyond exposure to ethical theory, codes and standards to include preparation for ethical tensions that reflect practice. This study aimed to determine learning outcomes reported in allied health literature following ethics training.

Method:

Systematic review of primary studies of learning outcomes following evaluation of an ethic based educational intervention, using a priori protocol, adherence to PRISMA statement, critical appraisal via the Critical Appraisal Checklist for an Article on an Educational Intervention, data extraction and narrative synthesis.

Results:

From 1237 records published between 1991 and 2015, 11 studies of variable methodological quality met inclusion criteria with focus on occupational therapy, physiotherapy, pharmacy and dietetics students (n=588). Heterogeneity precluded meta-analysis. Outcome measures were standardized, e.g. Defining Issues Test (DIT) or surveys / likert scales. Pedagogical approaches varied with transformative, constructivist, arts-based, inter-professional, problem-based or experiential learning.

Conclusion:

Findings suggest teaching of ethics should have intensive focused content, link theory with practice, and expose students to multiple views via methods such as guided reflection and discussion of ambiguous, controversial topics. While the exact recommendation of ethics training to maximise efficacy and uptake is unknown, there is some suggestion that immediate learning outcomes may follow a proportional dose-response pattern. Longitudinal studies to determine if learning outcomes continue post-graduation are warranted.

Application to Practice:

Ability to apply ethics in action provides graduate health professionals tools to navigate dilemmas while being true to professional values and expectations.

RESEARCHING IN PARTNERSHIP WITH SERVICE-USERS: A PROCESS WITH TRANSFORMATIVE OUTCOMES

Sunday, 19th June - 09:40 - OS - 11A.03 - Ethical Issues - O' Flaherty Theatre - Abstract ID: 393 - Oral

Ms. Priscilla Ennals¹, Dr. Ellie Fossey², Dr. Linsey Howie¹

¹Occupational Therapy, School of Allied Health, La Trobe University, ²Department of Occupational Therapy, Faculty of Medicine, Nursing and Health Sciences, Monash University – Peninsula Campus, Frankston, Victoria

Background: Service-user involvement, collaboration and co-construction are buzzwords in mental health research, but ensuring genuine, respectful research partnerships with service-users can be challenging. Service-users have been critical of efforts towards collaboration that are tokenistic, paternalistic, or that can do harm rather than have benefit.

Method: This paper will draw on the experiences of a three year partnership with a group of six people with lived experience of mental ill-health, who co-constructed a study into the experience of studying at university while living with mental ill-health. These participants were involved in a critical reference group that contributed to each stage of the study: study focus, interview questions, participant recruitment, data analysis, conclusions and dissemination of the findings.

Results: The study findings were genuinely grounded in lived experience perspectives as a result of the partnership, and the experience of the collaboration was transformative for me as a researcher. The process, challenges and benefits of this research approach will be discussed, along with tips for optimising collaborations in mental health research.

Conclusions: Research approaches that are genuinely inclusive of service-user or lived experience perspectives, add value to the lives of those impacted by the issue under investigation, and can be transformative for all those involved in the research process.

Application to practice: Understanding and intervening in the occupational lives of people living with mental ill-health requires research that centralises and utilises lived experience perspectives. Authentic partnerships between occupational therapists and services users can make this happen.

CHALLENGES IN USER INVOLVEMENT IN OCCUPATIONAL THERAPY PRODUCT- AND SERVICE DEVELOPMENT

Sunday, 19th June - 10:00 - OS - 11A.04 - Ethical Issues - O' Flaherty Theatre - Abstract ID: 619 - Oral

Ms. Ursula Meidert¹, Prof. Heidrun Becker¹

¹Zurich University of Applied Science

Background:

Development of products and interventions/services for client-groups is often driven by research and development and not by clients themselves. In the past, it has often been stated that users should take part in all steps of development (Crawford et al, 2002). This has many advantages: products and services are developed to meet an actual need; design is made for the target group etc. However user involvement bears challenges: reaching and recruiting the target group is difficult etc. This presentation will introduce methods of involving user groups into development and discuss advantages and challenges.

Method:

Expert-group discussion with researchers working in research and development at Zurich University of Applied Sciences.

Results:

Client-groups are hard to reach especially if they face serious health complaints. They often express difficulties to anticipate future needs and (technical) solutions. Main advantage is that pitfalls in development can be avoided and products are more likely to meet a need and user acceptance.

Conclusion:

The involvement of relatives and professionals additionally to client-groups is advisable where client-groups may be overwhelmed with project participation. The special situation of clients has to be accounted for in planning, development and testing.

Application to Practice:

User involvement is important in development of products and services in Occupational Therapy and follows the principle of client centeredness.

References:

Crawford, M. J., Rutter, D., Manley, C., Weaver, T., Bhui, K., Fulop, N., & Tyrer, P. (2002). Systematic review of involving patients in the planning and development of health care. *Bmj*, 325(7375), 1263.

PROMOTING EBP SKILL DEVELOPMENT, INTEGRATION AND APPLICATION AMONGST OCCUPATIONAL THERAPY STUDENTS: A COLLABORATIVE EDUCATION APPROACH

Sunday, 19th June - 09:00 - OS - 11B.01 - Evidence Based Practice - Anderson Theatre - Abstract
ID: 32 - Oral

Dr. Ted Brown¹, Ms. Paula Todd², Dr. Allie Ford³, Dr. Primrose Lentin¹

¹Department of Occupational Therapy, Monash University - Peninsula Campus, ²Library Services, Monash University - Peninsula Campus, ³Learning Services, Monash Library, Monash University - Peninsula Campus

Background: Despite efforts to introduce the concepts of evidence-based practice to allied health students during their entry-level education, empirical findings indicate there appears to be little carry over and application once they start practicing. For the past four years, at Monash University, Melbourne, Victoria, Australia, EBP skills have been taught to undergraduate students using a collaborative approach between an occupational therapy educator, health science librarian, and campus learning skills advisor.

Objectives: to introduce audience participants to the EBP education protocol developed by Monash University staff.

Method: Employing an incremental, explicit approach to data location followed by a critique of evidence using a step-by-step process, students gain hands-on practical skills, knowledge and confidence about the application of the EBP process. The Research Skills Development (RSD) framework (Willison, 2013) and an in-house developed critique proforma, the Monash Occupational Therapy Research Evidence Critique Form (MOTRECF; Brown & Lentin, 2013), are used as tools to inform and facilitate the EBP education process.

Findings: Anecdotal evidence to date has indicated that the combination of the skills and expertise of the allied health educator, health science librarian, and campus learning skills advisor provides a rich learning environment for students where the skills they learn are retained and later applied in professional practice. This leads to increased confidence when critiquing both quantitative and qualitative research evidence.

Conclusion & Implications: This EBP education approach could easily be adapted for application with already qualified allied health professionals in health care environments.

UNWITTINGLY USE OF THE BIO-PSYCHO-SOCIAL MODEL BY HEALTH CARE PROFESSIONALS: A GROUNDED THEORY STUDY

Sunday, 19th June - 09:20 - OS - 11B.02 - Evidence Based Practice - Anderson Theatre - Abstract
ID: 648 - Oral

Mrs. Ank Eijkelkamp¹, Prof. Patricia De Vriendt², Mrs. Myriam Westhovens³, Mrs. Loeka
Vanderborcht³, Dr. Annemie Spooren³, Dr. Dominique Van De Velde⁴

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University College, Hasselt, Belgium, ⁴Department of Occupational Therapy, Artevelde University
College, Ghent, Belgium; Department of Rehabilitation Sciences and Physiotherapy, Occupational
Therapy Program, Ghent University, Ghent, Belgium

Background:

A bio-psycho-social approach has become indispensable in the care for chronically ill and disabled persons. However, effective application of the bio-psycho-social model in current healthcare stagnates for unknown reasons. It was the aim of this study to explore the experiences of clients, healthcare providers, policy makers and trainers in elderly care and physical rehabilitation regarding their professional reasoning based on the bio-psycho-social model.

Method:

A Grounded Theory study with seven focus group interviews with 46 stakeholders. A constant comparative method was used for the analysis.

Results:

Working with the bio-psycho-social model was perceived as: (1) Starting from the client's perspective, (2) Relying on each other's expertise, (3) A matter of good communication, and (4) Acting pragmatically. In order to understand the medical, personal and social characteristics of a client, professional expertise should go along with a client-centred approach. Professionals experienced a greater trust on their intuition than on theoretically sound methods when it comes to difficult decisions. All participants perceived proper communication and organisational flexibility as indispensable for bio-psycho-social reasoning. Conclusion:

The experiences of different stakeholders shed light on specific features of applying the bio-psycho-social model: (1) mutual trust between client and professional, (2) inter-professional trust, (3) client participation in decision making, (4) univocal communication systems and (5) incompetence of theoretical principles and existing tools.

Application to Practice:

Health care professionals should become aware of the different conditions for better bio-psycho-social reasoning. Knowledge enhancement and skills development are recommended to improve clinical reasoning with the bio-psycho-social model.

GUIDELINE ADAPTATION: WHAT IS IT? HOW TO DO IT? WHAT IS THE ROLE OF THE OT?

Sunday, 19th June - 09:40 - OS - 11B.03 - Evidence Based Practice - Anderson Theatre - Abstract
ID: 257 - Oral

Ms. Marleen De Coninck¹, Dr. Scientific Working Committee Guideline Development In Primary Care²

¹University College Arteveldehogeschool Ghent- KU Leuven Catholic University of Leuven,

²EBMPracticenet

Introduction

Clinical guidelines are systematically developed statements that assist health professionals in delivering appropriate health care for specific clinical circumstances. Worldwide thousands of validated guidelines have been developed. Not every guideline is ready to be used in the particular health care system of a country.

Purpose

To adapt a multi-disciplinary guideline on complex chronic diseases to the local context.

Method

A multidisciplinary authorgroup with methodological knowledge of guideline adaptation was composed. An editor coordinated the process.

Step 1: Formulate clinical questions and submit them to a team of stakeholders to evaluate the questions on relevance and current needs.

Step 2: Select existing relevant clinical guidelines and evaluate them using the Agree II-instrument.

Step 3: Adapt a high quality guideline using the ADAPT-procedure.

Step 4: Present the draft of the adapted guideline to stakeholders to adjust to the local context.

Step 5: Adjust based on the feedback of the stakeholders

Results

A multi-disciplinary guideline of a complex chronic disease was successfully adapted and implemented on an electronic evidence based platform. The decision to select the occupational therapist as editor was based on the holistic vision of the profession occupational therapy.

Conclusion and discussion

To succeed in high quality guideline development, the authors must interpret the particular professional literature correctly. Therefore it is important that representatives of all relevant occupations participate at the development process.

In guideline development and adaptation of complex chronic diseases, an occupational therapist who is skilled in guideline development has the proper profile to coordinate the development procedure.

OCCUPATIONAL THERAPY INVOLVEMENT IN HEALTH REFORM IN IRELAND

Sunday, 19th June - 10:00 - OS - 11B.04 - Evidence Based Practice - Anderson Theatre - Abstract
ID: 797 - Oral

Ms. Helen Cornelissen¹

¹Health Service Executive

The Health Service Executive (HSE) is the primary funder / provider and of health and social care services in Ireland. Historically service provision has been fragmented and underfunded. Significant Health Service Reform has occurred within recent years with the establishment of 33 National Clinical Programmes to bring together clinical disciplines to improve and standardise patient care, to enable them to share innovative solutions, and to deliver greater benefits for service users.

Clinicians have identified gaps, defined models of care, implemented best practice and sought funding for improvement initiatives.

The Association of Occupational Therapists (AOTI) of Ireland has been actively involved with this reform through a partnership model with all six Therapy Professions.

Several Occupational Therapists represent the six therapy professions in several programmes; including Older People, Palliative, Critical Care, Stroke, Acute Medicine, Rehabilitation and Neurology.

To date many improvements have occurred as a result of the programmes which have had a positive impact the occupational therapy profession; such as defining a need for our inclusion in Stroke and Critical Care Units and in Frail Elderly Programmes. Therapy Led Clinics in Trauma and Orthopaedics and Neurology are also promoted.

As the Therapy Co - Lead for the Neurology Programme, the author of AOTI submissions to several programmes, one of three managers which reviewed all documents from all programmes, and the negotiator on several documents in ensuring that occupational therapy received prominent inclusion, I would welcome this opportunity to share my experience in being involved with health reform on a national scale.

GROUP OF INTEREST IN INTERNATIONAL ISSUES

Sunday, 19th June - 09:00 - OS - 11C.01 - International Issues - D'Arcy Thompson Theatre -
Abstract ID: 1185 - Oral

Prof. Elisabete Roldão¹

¹School of Health Sciences of Leiria – Polytechnic Institute of Leiria / Military Hospital in Lisbon /
Portuguese Association of Occupational Therapists

Introduction:

In 2015 was created the Group of Interest in International Issues (GIII). This group is part of the Portuguese Association of Occupational Therapists (PAOT) and intends to cooperate with it on international matters. The goals of this group are gathering information about the professional practice abroad, prepare and share international studies, translate documents of the World Federation of Occupational Therapists (WFOT), implement seminars with international key-note speakers and, above all, cooperate with the board of PAOT in all matters related to international topics.

Methodology:

The GIII is compound of full or candidate members of PAOT which, to belong to this group, are voluntary and free of charge. Works through bimonthly meetings, attended in person or by Skype. The projects, to be implemented by the group, are presented and selected from its members. Once adopted, the tasks are distributed between the members of the group. The results of the projects are discussed in the group and then presented to the board of PAOT. The board of the PAOT decides how they will be shared with the members of the association.

Conclusion:

The group is currently on its fourth working meeting. The works have been creating greater cohesion within the group, promoting the knowledge on international documents and materials, facilitating the dissemination of information to the members of PAOT and, above all, supporting the work of the board of PAOT on international issues. The group is also responsible for studying issues regarding the refugees.

DEVELOPMENT OF A COMMUNITY-BASED SERVICE FOR CHILDREN AND FAMILIES IN BULGARIA

Sunday, 19th June - 09:20 - OS - 11C.02 - International Issues - D'Arcy Thompson Theatre -
Abstract ID: 1012 - Oral

Dr. Petya Mincheva¹, Ms. Elitsa Velikova², Dr. Liliya Todorova¹

¹University of Ruse, ²Centre for Social Rehabilitation and Integration of Children and Families

Background:

Community-based social services in Bulgaria are growing in number regionally and nationally. They can be provided by public and private providers, registered with the Agency for Social Assistance. Occupational therapy was introduced in Bulgaria in 2006. The Association of Bulgarian Ergotherapists, founded in 2010, made successful steps for the official recognition of the occupational therapists in the services for people with disabilities.

Method:

In 2013 ABET opened a small service for children and families with the financial support of an international trust. The objective of the project is to provide services for children and young adults with disabilities in Ruse with focus on support for school inclusion, occupational and physical therapy for those living with families or in group homes and motivation for participation in local community. The centre provides assessment and consultancy, individual sessions; group work for children and parents, home visits, as well as school based occupational therapy for physically disabled and socially disadvantaged children.

Results:

From May 2013 to August 2015 services were provided to 146 children and 74 parents/caregivers. Support is provided in all areas of children's life – self-care, leisure and school, engaging families in the process.

Conclusion:

Occupational Therapy is the added value to all existing community-based services for children. It is highly appreciated by the parents and caregivers and needs focus on its further development.

Application to Practice:

This is the first service in Bulgaria, specialized in providing OT services and aiming to become a model of good practice for the country.

COMPETENCIES IN THE WORK WITH REFUGEES

Sunday, 19th June - 09:40 - OS - 11C.03 - International Issues - D'Arcy Thompson Theatre -
Abstract ID: 801 - Oral

Mr. Patric Duletzki¹, Ms. Hannah Pagel¹

¹Zuyd University of Applied Sciences

Introduction: Occupational therapy aims to engage individuals in valued occupations, thereby enhancing their health and wellbeing. Since refugees often experience occupational deprivation, it becomes evident that this group is of concern for occupational therapists. This study examines how occupational therapists in Germany can contribute to working with refugees, and focuses on typical competencies required in this field. Method: Qualitative content analysis was applied to interviews (transcribed verbatim) with seven participants (five women, two men) who were no occupational therapists and have a minimum work experience of three months with refugees. Results: Four categories were identified, comprising 25 competencies. These are related to refugees, colleagues and volunteers, the public sector and institutions, as well as to the interviewees themselves. Discussion: The identified competencies were compared with the European tuning-competencies, indicating that occupational therapists are able to work professionally with refugees, based on their set of competencies.

BENEFITS OF A COLLABORATIVE APPROACH IN OCCUPATIONAL THERAPY PROCESS USING MODEL OF HUMAN OCCUPATION, AYRES SENSORY INTEGRATION APPROACH & SERVICE DOGS

Sunday, 19th June - 10:00 - OS - 11C.04 - International Issues - D'Arcy Thompson Theatre -
Abstract ID: 1212 - Oral

Mrs. Sasa Radic¹, Ms. Bruna Kukec²

¹Croatian association of occupational therapists/the University of Applied Health
Sciences/Rehabilitation centre SILVER, ²Rehabilitation centre SILVER, Zagreb

Use of service dogs in occupational therapy practice is considered as emerging occupational therapy practice. Successful provision of occupational therapy intervention with service dogs as “assistive technology” needs an intensive collaboration between child and parent as center of intervention, occupational therapists and a dog handling expert.

This paper will present collaborative approach in occupational therapy intervention guided by Model of Human Occupation, using Ayres sensory integration approach and service dogs. Through single-subject, alternating treatment design an inside look in therapy process is provided. The participant was a child with multiple challenges and goals on the level of performance skills and daily occupations.

The results of 3 alternating treatments of 6 months occupational therapy process using Ayres sensory integration approach (2 times per week), following Ayres sensory integration approach with service dogs (2 times per week), and sensory integration approach in daily life with assistance dog at home showed decreased spasms and regulation challenges, development of motor for safe ambulation, increased intrinsic motivation and performance in new activities (basic daily life and play activities), and increased social participation with in family and community.

As occupational therapists we have an opportunity and obligation as daily occupation experts to offer foundational competences to a person with occupational challenges. But only collaborative approach can offer multidimensional intervention needed for overcoming daily challenges and enabling maximum functionality.

This paper presents occupational therapy process using Model of Human Occupation, Ayres sensory integration approach and service dogs with recommendation of the collaborative approach, especially in emerging areas.

OCCUPATIONAL THERAPY IN MATERNAL HEALTH: A CRITICAL REVIEW

Sunday, 19th June - 09:00 - OS - 11D.01 - Occupational Science - Kirwan Theatre - Abstract ID:
872 - Oral

Ms. Hannah Slootjes¹, Dr. Carol Mc Kinstry¹, Prof. Amanda Kenny¹

¹La Trobe University, La Trobe Rural Health School

INTRODUCTION / RATIONALE

The transition to motherhood is a significant, stressful life event, which can be supported by occupational therapists. Occupational therapists make valuable contributions throughout the perinatal period; despite limited research on the role. The potential for occupational therapists in perinatal care has been identified for more than a decade, with researchers calling for exploration of occupation in pregnancy, birth and motherhood. There are currently few known occupational therapists practicing in maternal health.

OBJECTIVES

To investigate what is known about the developing role of occupational therapists working with women during their pregnancy, childbirth and to one year postpartum.

METHOD

Using a structured framework, a critical review was completed to identify literature published between 2003-2014 on the role of occupational therapists in the perinatal period. A search of relevant databases and hand searching yielded a total of 212 articles. Following an extensive review by researchers, a total of 43 articles were deemed potentially relevant to research aims.

RESULTS

Four articles from Ireland, the United States of America and the United Kingdom were identified. Key themes were: Benefits of client-centered occupational therapy for perinatal clients (physical, psychosocial, injury prevention, work, mother-infant bonding, co-occupation), barriers to the occupational therapy role, and need for further research.

CONCLUSION

Occupational therapists are equipped to strengthen a multidisciplinary team in supporting women through the complex changes and needs experienced during the transition into motherhood. Further research is needed to support this occupational therapy practice area that promotes the health and wellbeing of women transitioning into motherhood.

IN THE SHADOW OF OCCUPATION; RACISM, SHAME AND GRIEF

Sunday, 19th June - 09:20 - OS - 11D.02 - Occupational Science - Kirwan Theatre - Abstract ID:
923 - Oral

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In Freud's seminal paper on mourning and melancholia (1917) he stated that 'the shadow of the object fell upon the ego' (p249). This poetic phrase, which refers to the difficulty a person may have in relinquishing a loved and lost object, provided the authors with a theoretical foundation to think through meaningful encounters within their occupational therapy research and practice. By drawing on their reflexive accounts from two doctoral research projects, they will describe moments of shame, loss and grief in relation to encountering aspects of race and racism within their respective studies.

The authors draw on theories of intersubjectivity (Benjamin,2004) racism, (Straker,2004, Atkar,2014) and clinical reasoning (Egan,2007) within the qualitative research tradition of reflexivity (Finlay, 2002, and Pillow, 2003). Acknowledging the loss for an 'other' (i.e. the client), for oneself (i.e. an idealised researcher-therapist) and/or the professional endeavour (OT) can allow for new relationships and learning to occur.

The repeated rhetoric within the profession of the positive outcomes that can be achieved through empowerment and enablement may cast a shadow of a disavowal on complexity and complicity, which could prevent the painful and necessary process of mourning to proceed. Educational theorists, such as hooks (1994) and Zembylas (2013), encourage us to authentically engage with students through the use of their and our troubling knowledge.

Our experience suggests that clinical and research discussions which include stories of shame, grief and failure can assist in developing ethically reflexive practitioners who can learn from misunderstanding and their (inevitable) mistakes

COLLABORATION OF OTS AND PRM PHYSICIANS, CZECH AND EUROPEAN EXPERIENCE

Sunday, 19th June - 09:40 - OS - 11D.03 - Occupational Science - Kirwan Theatre - Abstract ID:
832 - Oral

Dr. Jiri Votava¹

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Introduction:

Czech physicians participated on the development of OT study in Prague in nineties (together with West European OTs). Till now they support OT development in several ways: through collaboration with Czech OT Association, in Czech Society of Rehabilitation and Physical Medicine , as Czech delegates in European Section of Physical and Rehabilitation Medicine (PRM) of UEMS (European Union of Medical Specialists), also by lecturing for OTs in universities. All these activities allow them to follow situation of OT both on national and on European level and to suggest improvement for the future.

Description of the policy:

Delegates of PRM section represent practically all countries of EU and also several non-EU. They meet twice a year and they prepare basic documents. In 2014 they finished a survey about use of International Classification of Functioning (ICF) in Europe. The White Book (WB) on Physical and Rehabilitation Medicine in Europe is under actualization at present. Survey on OT situation in different European countries (as seen by PRM doctors) was realized and its conclusions will be included in WB. Respondents of 30 European countries filled questionnaire. Results show different situation in individual European countries, as seen also in this congress. In the Czech Republic, positive development of OT continues, but no OT course exists now e.g. in Slovakia.

Application of the policy to practice:

Mutual collaboration between OTs and PRM physicians is useful. OT survey shows knowledge of PRM physicians about OT in their countries and their willingness to support its future development.

SATISFACTION IS ASSOCIATED WITH PARTICIPATION IN EVERYDAY OCCUPATIONS MEASURED WITH THE OCCUPATIONAL GAPS QUESTIONNAIRE

Sunday, 19th June - 09:00 - OS - 11H.01 - Expanding Practice - AC201 - Abstract ID: 921 - Oral

Dr. Aileen Bergström¹, Dr. Susanne Guidetti², Prof. Kerstin Tham², Dr. Gunilla Eriksson²

¹Department of Neurobiology, Care Science and Society, Division of Occupational Therapy, Karolinska Institutet, ²Department of Neurobiology, Care Science and Society, Division of Occupational Therapy, Karolinska Institutet, Huddinge, Sweden

Background:

An inadequately researched assumption within occupational therapy is that a person is satisfied when they do what they want to do. This study aims to describe participation in everyday occupations and the relation to satisfaction, using the Occupational Gaps Questionnaire (OGQ). The OGQ measures restrictions in participation, or gaps, which are considered to be the discrepancy between what a person wants to do and actually does. Fewer gaps indicate a better outcome.

Method:

The OGQ was answered by 69 persons (mean age 67), five years after having a stroke. Relationships between the numbers of occupational gaps and the satisfaction levels per activity in the OGQ were analyzed.

Results:

Seventy percent ($n = 48$) of the persons had participation restrictions. Participants were satisfied or very satisfied when participating in occupations they wanted to do. There were significant differences in the satisfaction level between participating in an occupation (no gap) compared to not participating in a wanted occupation (a gap), in all 30 items in the OGQ. Levels of satisfaction decreased somewhat when persons did not do an activity that they did not want to do (no gap).

Conclusion:

These findings support the basic assumption that individuals are satisfied when participating in the occupations in everyday life that they want to do.

Application to Practice:

Understanding the satisfaction an individual attributes to participation is necessary in client-centered interventions. The OGQ unites performance, desire and satisfaction, emphasizing the importance of the idiosyncratic combinations of these three concepts in understanding client outcomes.

TRANSLATING THE CANADIAN OCCUPATIONAL PERFORMANCE MEASURE 5TH VERSION INTO DANISH

Sunday, 19th June - 09:20 - OS - 11H.02 - Expanding Practice - AC201 - Abstract ID: 579 - Oral

Mrs. Anette Enemark Larsen¹, Dr. Tina Hansen²

¹Department of Occupational Therapy, Metropolitan University College, Copenhagen, Denmark.,

²Division of Physical and Occupational Therapy, Faculty of Health and Technology, Metropolitan University College, Copenhagen

Background:

The Canadian Occupational Performance Measure (COPM), focusing on the clients' occupational performance as an expression of satisfactory and independent living, is an important outcome measure and widely used in Danish occupational therapy. However a rigorous translation methodology has never been used to translate the COPM into Danish, thus the aim of the present study.

Method:

The translation and cross-cultural adaptation process was carried out in 2015 and applied the "Dual panel" translation and adaptation approach, which included translation, pilot-testing and cognitive debriefing using a content validity questionnaire. The pilot-testing included twelve occupational therapists (OT) and three OT students, who performed a COPM-interview with a total of 37 clients. Hereafter, all participants answered the content validity questionnaire, and the result was analysed using the content validity index (CVI).

Results:

All participants found the language of the COPM appropriate, acceptable, understandable and comprehensive. The Danish version showed Semantic, Conceptual and Normative equivalence with the Canadian version. The analysis CVI on 93-100% in all aspects with the exception of the Score system (CVI = 73%).

Conclusion:

The low CVI could be related to difficulties using the COPM when based only on the content of the manual, warranting additions to the Danish version, thereby providing a culturally responsive and linguistically accurate Danish version of the COPM.

Application to Practice:

An equivalent edition of the COPM is available for use in Danish occupational therapy practice and research.

Financial support by the Metropolitan University College and the Danish Association of Occupational Therapy is gratefully acknowledged.

‘PROJECT P ’ EVIDENCE BASED INTERDISCIPLINARY GROUP APPROACH FOR PEOPLE WITH PARKINSON DISEASE

Sunday, 19th June - 09:40 - OS - 11H.03 - Expanding Practice - AC201 - Abstract ID: 640 - Oral

Mrs. Sofie Huysmans¹, Mrs. Christa Christiaens¹

¹AZ St. Dimpna Revalidatiecentrum Kempen

‘Project P ’ Evidence based interdisciplinary group approach for people with Parkinson Disease

Objective: When symptoms of Parkinson Disease are under control by medication, a patient is rarely referred to rehabilitation. This often results in lack of information on how to sustain mobility and functionality, which can give a patient a sense of helplessness. The purpose of our project is to stimulate and improve movement and functionality together with partners or caregivers.

Methods: Offering early diagnosed patients evidence based, interdisciplinary group sessions in which various topics are discussed. In this client-centered approach the client takes an active part in setting therapy goals. The team consists of occupational therapists, physiotherapists, physician in rehabilitation, speech therapist, social worker and psychologist.

Results: Our concept consists of a twelve week program of 24 classes. The themes are: transfers, stretching, preventing falls, dual tasking, balance, tai chi, walking, stairs and activities in daily life. We also include test-, recapitulation – and couples-sessions. Classes are taught by a physiotherapist and an occupational therapist. The physiotherapist ensures movement and rhythm. The occupational therapist provides practical and functional movement. To work as tailored as possible, this cooperation is based on flexibility.

Conclusion: Based on evaluation of patients and self-reflection, we conclude that the group sessions are successful. Group training encourages support between individuals. It trains them in how to cope with stress and chaos, which can be a real problem living with Parkinson disease. Furthermore it motivates them to stay active. Follow-up sessions are held once a week.

INTERPROFESSIONAL STUDENT TEAM - A STARTPOINT FOR OCCUPATIONAL THERAPY STUDIES

Sunday, 19th June - 09:00 - OS - 11M.01 - Developments in Education - Fottrell Theatre -
Abstract ID: 518 - Oral

Mrs. Jaana Ritsila¹, Mrs. Tiina Kuukkanen¹, Mrs. Pirjo Hynynen¹

¹JAMK University of Applied Sciences

BACKGROUND

Competencies for interprofessional teamwork will be demanded in the future in occupational therapy. The possibility to achieve interprofessional team learning experiences during education ensures the graduates to be adequately prepared to represent their profession as part of a diverse interprofessional health care team.

THEORY

Team-based learning enriched by interprofessional dialog sessions, flipped learning and projects can be used in occupational therapy education throughout the studies.

PEDAGOGY

The School of Health and Social Studies at Jyväskylä University of Applied Sciences has started a new pedagogy where interprofessional student teams are formed in the beginning of the studies. In teams of 17 freshmen and a coach (a teacher) they learn the basic competences of social and health care work, such as values, client centeredness, health promotion, organizations, legislation and working life skills. In addition, team work skills are practiced, such as communication, co-operation, creative problem solving, responsibility, decision making as well as sharing the learned knowledge. After the basic studies, the team learning will continue in professionally focused teams with occasional interprofessional team work days until graduation.

EVALUATION

Data has been gathered from the students, teachers and working life companions in order to develop the pedagogy. About 80% of the working life companions report that the students have good or excellent interprofessional team-work skills, project skills and self-direction skills.

APPLICATION

Many occupational therapy organizations are in a process of renewing their work towards interprofessional teamwork. New graduates and continuing education will be the key factors to facilitate the process.

EDUCATING NOVICE OCCUPATIONAL THERAPY DRIVER ASSESSORS TO MAKE FITNESS-TO-DRIVE RECOMMENDATIONS FOR OLDER AND/OR DISABLED CLIENTS.

Sunday, 19th June - 09:20 - OS - 11M.02 - Developments in Education - Fottrell Theatre -
Abstract ID: 1089 - Oral

Prof. Priscilla Harries¹, Prof. Carolyn Unsworth², Dr. Hulya Gokalp¹, Dr. Miranda Davies³

¹Brunel University London, ²Central Queensland University, ³Nuffield Trust

Background:

Occupational therapists need to know how to make optimal recommendations concerning fitness-to-drive of older and/or disabled drivers to ensure the safety of all road users.

Method:

Using Social Judgment Theory methodology (Cooksey 1988), a decision-training aid was developed based on the statistical model derived from experienced Occupational Therapy Driver Assessors' fitness-to-drive recommendations. Effectiveness of the training materials was tested through a randomised controlled trial, where 166 pre-registration occupational therapy students from the UK and Australia made fitness-to-drive recommendations on a set of 86 case scenarios. Their decisions were examined statistically across group and time point using ANOVA. Research ethics approval was granted by both university committees in the UK (13/10/STF/02) and Australia (HEC12-105).

Results:

The decision training aid was found to be effective: trained novices were more able to detect 'not fit-to-drive' cases, whereas the novices who did not receive training did not change their decision-making strategy. Effect size calculated at the post-training stage demonstrated a moderate effect ($d=.69$, $r=.32$). Following the training, fitness-to-drive recommendations made by novices became more like the experts' decisions.

Conclusion:

The training aid can support occupational therapists by improving their capacity for making fitness-to-drive recommendations.

Application to Practice:

Increased workforce capacity in skilled fitness-to-drive recommendations will lead to a reduction in the number of unsafe drivers and maintain quality of life for those drivers who are fit-to-drive.

References

Cooksey R.W. (1996). Judgement analysis: theory, methods and applications. London, Academic Press.

Financial support by the UK Occupational Therapy Research Foundation is gratefully acknowledged.

COMPARISON OF ON-CAMPUS & HYBRID STUDENT OUTCOMES IN DOCTORAL OCCUPATIONAL THERAPY EDUCATION

Sunday, 19th June - 09:40 - OS - 11M.03 - Developments in Education - Fottrell Theatre -
Abstract ID: 943 - Oral

Dr. Keli Mu¹, Dr. Brenda Coppard¹, Dr. Alfred Bracciano¹, Dr. Chris Bradberry², Prof. Angela
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The purpose of this presentation is to report an outcomes study that examined and compared graduate learning outcomes between on campus and hybrid entry level OTD programs. Specifically, this study compared students' Grade Point Average (GPA) at the end of each academic year, cumulative GPA upon graduation, Level II Fieldwork Performance Evaluation (FWPE), scores on the National Board for Certification in Occupational Therapy (NBCOT) Practice Exam and actual NBCOT pass rate.

Participants in the study were entry level doctoral occupational therapy students who graduated in 2011 to 2014 from both the on campus and hybrid programs. A total of 174 students from the on campus program and 34 students from the hybrid program took part in the study.

Results of the statistical analyses on the collected data were summarized in Table 2. No significant differences were found on student first year GPA, second year GPA, first and second Level II fieldwork performance, grade on the NBCOT practice exam (both multiple choice and clinical simulation sections), and overall NBCOT pass rate. A significant difference, however, was found on the end of first year and the cumulative GPA.

Overall, the finding of the study suggests the graduate outcomes of the group of occupational therapy students in the on campus and hybrid programs are comparable or same.

Such comparability and sameness exist in both the knowledge and psychomotor dimensions as measured by laboratory course grades and FWPE indicating hybrid education is an effective alternative for occupational therapy professional education and training.

BECOMING EVIDENCE BASED PRACTITIONERS: A STUDY OF FINAL YEAR HEALTH PROFESSIONAL STUDENTS AT THE UNIVERSITY OF LIMERICK

Sunday, 19th June - 10:00 - OS - 11M.04 - Developments in Education - Fottrell Theatre -
Abstract ID: 1241 - Oral

Ms. Mairead Cahill¹, Ms. Ursula O'Keefe², Ms. Fidelma Woods³

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Background:

Evidence based practice (EBP) is pivotal to health professionals and the need to ensure best outcomes for clients is increasingly important. It is therefore essential that health care professional students are able to adopt an evidence based approach to their practice. This study aimed to investigate final year occupational therapy, speech and language therapy and physiotherapy students self reported knowledge, attitudes and behaviours towards EBP.

Method:

111 final year health profession students (occupational therapy, speech and language therapy and physiotherapy) completed an amended version of the Knowledge, Attitude and Behaviour (KAB) questionnaire, (Johnston et al., 2003). Data was analyzed using the Statistical Packages for Social Science using version 21.0 (SPSS Inc, 2012).

Results:

The majority of students (94%) reported accessing evidence weekly or more often. 95.5% of students use the Internet to source and to access evidence. 98% of students believed that EBP was useful and 96% will incorporate it into their future practice. Barriers to utilization of EBP included lack of time; difficulty finding evidence and not observing practice educators using EBP while on practice education.

Conclusion:

Curricula prepared students to become evidence based practitioners. It was an integral part of routine learning and they intended to incorporate EBP into their future practice. Challenges existed in relation to how students will maintain their EBP skills in the transition from University settings to the work place.

Application to Practice: Collaboration between universities and practice settings is pivotal in devising strategies to facilitate newly graduated therapists to maintain EBP skills.

DEVELOPMENT OF A WEB-PLATFORM FOR COOPERATIVES - A NEW MODEL FOR OCCUPATIONAL THERAPY IN HEALTH CARE COLLABORATION

Sunday, 19th June - 09:00 - OS- 11O.01 - Models and Theory - Tyndall Theatre - Abstract ID: 547
- Oral

Ms. Verena Biehl¹, Dr. Andrea Glaessel¹, Mrs. Ursula Meidert¹, Mrs. Alenka Orgin², Mrs. Alenka Reisner², Mr. Johannes Burger³, Prof. Heidrun Becker⁴

¹Institute Research and Development in Occupational Therapy, Zurich University of Applied Sciences, Winterthur, Switzerland, ²Zveza društev upokojencev Slovenije (ZDUS), ³SYNYO GmbH, Vienna, Austria, ⁴Institute of Research and Development in Occupational Therapy, Zurich University of Applied Sciences, Winterthur, Switzerland

Background:

Due to the inevitable demographic development, dignified ageing and caregiving is becoming a relevant topic in the future. To provide sustainable ways in organizing care of elderly people, future health care models are needed. The cooperative movement has a unique opportunity to play a leading role in addressing this issue. Cooperatives are autonomous associations of persons who voluntarily cooperate for their mutual social, economic, and cultural benefit.

This European project aims to develop a web-platform to facilitate the foundation of cooperatives (coops) and to support workflows of existing cooperatives for elderly people. Not only from a clients' but also from an occupational therapists' perspective the collaboration as a cooperative could be an attractive organisational form to facilitate their workflows in future.

Method:

We conducted a qualitative study with 6 focus groups to identify potential stakeholders' needs for a web-platform for coops for elderly people. Data were collected from 3 different perspectives: care providers, care receivers and informal care givers in Slovenia and Switzerland 2015.

Results:

Participants identified requirements for the platform e.g. individual contact (helpline), coordination of services; app-usage is preferred to pc, explanatory video tutorials, position finder (GPS) and user-friendly accessibility.

Conclusion:

The majority of current target group is less familiar in using ICT. Nevertheless, they are open-minded regarding platform-usage.

Application to Practice:

Cooperatives offer high potential for clients' needs and OTs' could benefit from this new way of collaboration as a coop. Therefore this platform can be an essential tool for innovative health care models.

BEYOND RESEARCH LITERATURE: CLINICIANS' PERSPECTIVES OF "EVIDENCE" IN EVERYDAY PRACTICE

Sunday, 19th June - 09:20 - OS- 11O.02 - Models and Theory - Tyndall Theatre - Abstract ID: 1240 - Oral

Dr. Deborah Dougherty¹, Dr. Susan Toth Cohen², Dr. George Tomlin³

¹School of Health and Natural Sciences, Occupational Therapy Program, Mercy College,

²Department of Occupational Therapy, Jefferson School of Health Professions, Thomas Jefferson University., ³School of Occupational Therapy, University of Puget Sound

Background:

Clinical professionals are called to be increasingly "evidence-based," yet growing research suggests that "evidence" is defined differently in research and practice (Thomas & Law, 2013).

Method:

A descriptive study used focus groups with qualitative content analysis to examine the perspectives of six school-based practitioners in relation to definition, generation and use of "evidence."

Results:

Two types of evidence emerged: evidence obtained outside the intervention context and internalized by practitioners, and evidence obtained within the intervention context. All data guiding decision-making was considered evidence, with three analyses (activity, contextual, individual) identified in its gathering and use.

Conclusion:

Results reflect literature reporting: 1) clinicians' beliefs that evidence is more than research literature alone (Ibid, 2013); b) the internalization of research by clinicians for use in practice (Gabbay & le May, 2004); and, c) the presence of both research and client evidence in making clinical decisions (Copley et al., 2010).

Application to Practice:

Evidence-based practice processes are further explained, supporting a greater use of practice evidence than what is traditionally described in the literature.

References:

CLIENT-CENTRED REHABILITATION

Sunday, 19th June - 09:40 - OS- 11O.03 - Models and Theory - Tyndall Theatre - Abstract ID: 656
- Oral

Mrs. Gudrun Palmadottir¹, Mrs. Solrun Oladottir¹

¹University of Akureyri

Background:

A client-centred service is increasingly being advocated for by both service users and professionals. The approach is highly emphasized in rehabilitation where professionals are supposed to focus on their clients' problems in daily life and encourage their autonomy and participation in the rehabilitation process. The purpose of this study was to examine the degree of client-centredness as experienced by users of interdisciplinary rehabilitation.

Method:

Five hundred users, discharging from interdisciplinary rehabilitation, completed a questionnaire measuring client-centredness at the client-professional interaction level. The questionnaire had been developed in cooperation with service users and found to have acceptable psychometric properties. Descriptive and inferential statistics were applied in data analyses.

Results:

Generally, the service was experienced as being rather client-centred, but to different extent as significant differences were found between most subscales' means. The highest mean was for the subscale "Staff attitudes and support" and the lowest for "Interaction with significant others". The mean for the subscale "Education and information" was also relatively low.

Conclusion:

Results indicate that some aspects of client-centredness are more easily applied than others. Further research is needed to examine the external and internal barriers that may affect the possibilities of a true partnership and equal status of clients and professionals.

Application to Practice:

The results may be used to increase the quality of interdisciplinary rehabilitation by focusing and reflecting on those areas in less harmony with the principles of client-centred practice. Service users should be consulted for suggestion of needed changes in rehabilitation's habits and culture.

SEEING WHAT THEY SEE: COMPENSATING FOR CORTICAL VISUAL DYSFUNCTION IN ALZHEIMER'S DISEASE

Sunday, 19th June - 09:00 - Workshop.01 - 11I - AC202 - Abstract ID: 950 - Workshop

Dr. Anne Mc Intyre¹, Dr. Keir Yong², Dr. Mary Pat Sullivan³, Prof. Mary Gilhooly³, Prof. Kenneth Gilhooly³, Prof. Sebastian Crutch², Ms. Emma Harding³, Ms. Rachel Woodbridge³, Ms. Amelia Carton², Ms. Lesley Wilson¹

¹Occupational Therapy Brunel University London, ²Dementia Research Centre, National Hospital Queen Square, ³Brunel University London

Alzheimer's disease is often perceived as a disorder largely of memory. However, visual areas of the brain are also affected, leading to problems with visual perception (Crutch et al 2012).

The presenters and authors are part of an interdisciplinary research programme funded by the ESRC and NIHR in the UK, which aims to better understand the impact of dementia-related visual impairment on everyday life, and to develop home-based interventions that can facilitate the occupations and quality of life for people with dementia and their families.

This workshop presents findings from people with Alzheimer's disease and Posterior Cortical Atrophy from 2 of 3 preparatory studies within the research programme. The first study explored the relationship between impairment, task performance and environment using a simulated visual environment, neuropsychological, eye tracking and gait measures. The second parallel study gained insights of everyday coping strategies of people with dementia-related visual impairment and their families, and how professionals identified visual impairments and provided appropriate support.

The workshop will incorporate powerpoint and video presentations of the impact of dementia-related visual impairment. Participants will have the opportunity to explore and discuss how dementia-related visual impairment impacts upon individuals and their families and consider how interventions to enhance the occupations of people with dementia and their families may be informed through empirical investigation of the physical environment.

Maximum number of participants: 24

Intended Participants: This workshop will be of interest to occupational therapists involved in working with people with dementia and stroke.

CREATIVE ACTIVITIES IN OCCUPATIONAL THERAPY PRACTICE AND EDUCATION FOR THE FUTURE

Sunday, 19th June - 09:00 - Workshop.01 - 11Q - AC214 - Abstract ID: 806 - Workshop

Mrs. Astrid Kisser¹, Ms. Bodil Winther Hansen², Ms. Helle Andrea Pedersen³

¹IMC FH Krems, UNIVERSITY OF APPLIED SCIENCES / AUSTRIA, ²Occupational Therapy Programme, Metropolitan University College, ³Psychiatry South, Psychiatry Region Zealand, Centerterapien, Færgegaardsvej 15, Vordingborg,

Summary of the Workshop:

Creative activities are being used in Occupational Therapy to enhance curiosity and creativity, as pointed out by Creek (2008). A review of Perruza and Kinsella (2010) demonstrates the implications of using creative media in Occupational Therapy, despite a lack of research in the use of creative activities in OT practice and education. At the ENOTHE-meeting in 2015, Baciú and Kisser facilitated group discussions in their workshop „The Value of Creative Activities in OT“. The results of the workshop show that there are several reasons why creative activities have value for OT. They also highlight the necessity to adopt different approaches to the teaching of creative activities, as well as to validate the use of creative activities as methods in OT practice and education. These findings are the basis for further work. The aim of this workshop is to outline ways of teaching creative activities and to discuss desirable competences of practitioners' in the use of creative activities in practice in the future.

Maximum number of participants:

30

Brief description of intended participants:

Interested Occupational Therapists from practice and education as well as students are invited to participate in this workshop in order to define creative activities, to discuss the needs of OT practice as well as best practice methods for teaching creative activities.

References:

These are listed in our final paper.

FACILITATING INTERNATIONAL COOPERATION ON THE MASTER'S LEVEL

Sunday, 19th June - 09:00 - Workshop.01 - 11R - AC216 - Abstract ID: 819 - Workshop

Dr. Sandra Schiller¹, Mr. Marc Rouleau², Mrs. Lise Poissant², Dr. Pier Paolo Pasqualoni³,
Dr. Fenna Van Nes⁴, Prof. Isabel Margot⁵, Dr. Alison Laver Fawcett⁶, Dr. Daphne Kos⁷,
Dr. Ursula Costa⁸, Dr. Debbie Kramer Roy⁹

¹HAWK University of Applied Sciences and Arts, ²Université de Montréal, ³University of Applied Health Sciences Tyrol, ⁴Research Group Occupational Therapy, ACHIEVE, Centre of Applied Research, Faculty of Health, Amsterdam University of Applied Sciences, Amsterdam, the Netherlands., ⁵University of Applied Sciences and Arts of Western Switzerland, ⁶York St John University, ⁷Department of Rehabilitation Sciences - MSc in Occupational Therapy, KU Leuven & Ghent University, Belgium, ⁸Department of Occupational Therapy, University of Applied Sciences Tyrol, ⁹OT EuroMaster, HVA and Brunel University, London

Summary of the Workshop:

Rationale: Beyond being increasingly demanded by both policy-makers and institutions of higher education themselves, internationalisation carries the promise of broadening both lecturers' and students' horizons. International exchange, and other ways of international collaboration between European OT programmes, exposes students and lecturers to new learning environments, thereby initiating transfer and enhancing quality by providing opportunities for benchmarking. On the master's level it also allows for research cooperation. This is, however, not always straightforward to realise.

Purpose:

Drawing on guidelines of good practices of internationalisation in the field of higher education and previous research conducted within the network of the ENOTHE master project group, we invite participants to discuss in small groups what is specific about internationalization at the Master's level and how ENOTHE, and similar networks, can be used to facilitate this.

Objectives:

- 1) To facilitate participants to reflect on various facilitating structures and creative approaches to international collaboration and exchange.
- 2) Following the workshop, a synthesis of discussion/ feedback will be produced to inform the final project report.

Format:

- Short introduction to the topic and work of the ENOTHE Masters' working group
- Facilitated small group discussion
- Feedback and summary

Maximum number of participants:

Maximum number of participants for the workshop: 50.

Brief description of intended participants:

Lecturers, students and graduates of Master's level education and occupational therapy practitioners.
Financial support by ENOTHE is gratefully acknowledged.

A FRAMEWORK FOR EMERGING ASSISTIVE TECHNOLOGY TO IMPROVE OCCUPATIONAL PERFORMANCE FOR ADULTS WITH COGNITIVE DIFFICULTIES

Sunday, 19th June - 09:00 - Workshop.01 - 11S - Dunican Theatre - Abstract ID: 894 - Workshop

Dr. Rachael Mc Donald¹, Mrs. Jackie Casey²

¹Department of Occupational Therapy, Monash University - Peninsula Campus, ²Ulster University

Purpose; This workshop will provide a model and practical strategies around the use, provision and advocacy of emerging assistive technologies.

Rationale; The emergence of new technologies provides enormous potential to support participation in the occupations of daily life, however there is inconsistency between models of provision of assistive technology, and low quality of evidence (Elsaesser and Bauer, 2011). Furthermore, AT is so rapidly developing that the workforce is often unprepared (Lewis et al., 2012). There are mechanisms proposed to improve this situation, such as directions for clear and directed assessment and prescription information and improving workforce capacity.

Objectives:

- 1.To present a summary of literature into the effectiveness of emerging assistive technology
- 2.To propose a model for assessment and provision of assistive technology
- 3.To explore the potential for emerging assistive technology, together with proposals for outcome measurement.

Format: This is an interactive workshop where information is presented and examples are worked through by and with participants.

Maximum number of participants: The maximum number of participants is 35.

Brief description of intended participants:

This workshop would be suitable for people who work with adults with developmental and cognitive disabilities.

References

ELSAESSER, L.-J. & BAUER, S. M. 2011. Provision of assistive technology services method (ATSM) according to evidence-based information and knowledge management. *Disability & Rehabilitation: Assistive Technology*, 6, 386-401.

LEWIS, A. N., COOPER, R. A., SEELMAN, K. D., COOPER, R. & SCHEIN, R. M. 2012. Assistive Technology in Rehabilitation: Improving Impact Through Policy. *Rehabilitation Research, Policy & Education*, 26, 19-32.

CLINICAL SUPERVISION: ENHANCING OCCUPATIONAL THERAPY PRACTICE AND IDENTITY

Sunday, 19th June - 09:00 - Workshop.01 - 11T - AC215 - Abstract ID: 895 - Workshop

Ms. Marianne Bonassi¹

¹Discipline of Occupational Therapy, College of Healthcare Sciences, Division of Tropical Health & Medicine, James Cook University

Summary of the Workshop:

There are significant challenges for occupational therapy practice in mental health settings. These include the recruitment and the retention of practitioners, articulating a differentiated role for the profession and demonstrating measurable outcomes that clearly relate to occupational therapy interventions. There is very strong evidence that clinical supervision is of measurable benefit not only to the effectiveness and well-being of workers in psychiatry / mental health but to actual outcomes for users of those services. In many mental health service contexts clinical supervision is mandatory for all clinicians, including occupational therapists.

This workshop explores participants' notions and practices of supervision, with particular but not exclusive relevance to the mental health practice context. Drawing on participants' own experience and knowledge and the extensive experience of the workshop leaders we explore not only some of the major potential contradictions, paradoxes and inhibitors commonly found in supervision practice but its potential to support the development and consolidation of professional identity and scope of practice in Occupational Therapy.

This interactive and experiential workshop will provide participants with the opportunity to reflect on their current experience and practice of supervision and provide opportunities to share knowledge, experiment with and hopefully incorporate new supervision practices and to deepen their understanding of professional identity in Occupational Therapy.

Maximum number of participants:

25

Brief description of intended participants:

The workshop is particularly suitable for Occupational Therapists providing or receiving supervision in mental health practice and /or interested in enhancing supervision skills in any practice setting.

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