

ENOTHE
European Network of Occupational Therapy in Higher Education

Hotel Vila Galé
Coimbra, Portugal

23rd October 2025

Petipa room

10:15am

Supporting Occupational Therapy programmes: "Educators matchmaking event"

Name: First	Name: Last	Institution	Your programme and your ideas	What are looking for (considering your previous answer)?
Samita	Kirve	Royal Holloway University of London, United Kingdom	Last year, we launched an innovative Occupational Therapy (OT) course at Royal Holloway University of London, focused on the role of OT in global health, disaster management, and sustainability. The course integrates core OT principles and theories, considering not only bio-psychosocial factors but also environmental and economic aspects. It is focused on contemporary practices in OT and encourages our students to think outside the box. Our curriculum is designed using a spiral pedagogy and co-produced in collaboration with stakeholders such as students, clients, caregivers, and OT practitioners. Education for sustainable development, an interdisciplinary approach, leadership, and advocacy are aligned with both national and global perspectives. Our national professional body, the Royal College of OT, praised us as trailblazers during the course's accreditation event.	We are seeking partnerships with like-minded institutions that share similar curriculum elements and collaborative goals worldwide. We are currently collaborating with Pfeiffer University in North Carolina, USA, for knowledge exchange. Recently, our Course Lead, Samita, co-led virtual intra-professional international workshops for Occupational Therapy (OT) students at Royal Holloway and Pfeiffer University alongside an assistant professor from Pfeiffer University. We are eager to develop similar virtual intra-professional opportunities and also to facilitate staff and student visits. Royal Holloway University of London is recognised for its international alliances and research initiatives. We are interested in joint research projects focused on Occupational Therapy and planetary health, and research collaborations with the Intercontinental Alliance for Integrated Care. Furthermore, we are keen to collaborate on clinical and research placements or fieldwork opportunities.
Adele	Breen-Franklin	Alliant University, United States	This study seeks to understand autoethnography's place in occupational therapy education and research. This project is designed by occupational therapy educators in Portugal and the United States.	Autoethnography is a qualitative research method that combines autobiographical writing with ethnographic analysis. We would like to understand autoethnography's place in occupational therapy education and research through an anonymous survey.
Lisa	Mendez	University of Manitoba, Canada	We have a collaboration between or our faculty of health sciences and the Amupakin Collective—a group of Kichwa health practitioners who work to keep alive the knowledge of their land, culture and traditions. Students travel to the Ecuadorian Amazon to participate in an immersive interprofessional learning opportunity within the Amupakin collective. The primary goals of this learning opportunity are to: Recognize the impact of the history of colonization and current policies on the health of Indigenous peoples Recognize the importance of cultural safety in providing health care within Indigenous communities. Affirm students' ethical obligation to band together with interprofessional colleagues to provide culturally safe care for marginalized populations. Appreciate how Indigenous ways of knowing and being can and should be integrated into our health and education systems.	I am open to collaborating with other universities who share the same philosophy of community engagement to support them to also build a relationship with Amupakin.
Aliki	Thomas	McGill University, Canada	Hello everyone, my name is Aliki Thomas from McGill University in Montréal, Canada. I lead the Knowledge Exchange and Education in the Health Professions Lab, where our mission is to strengthen rehabilitation education and practice through evidence, collaboration, and policy engagement. I'm delighted to share how we can work together to advance global citizenship in occupational therapy education. The challenge: Across contexts, OT education has traditionally focused on preparing students for clinical practice. But in today's world, practice is inseparable from the broader policy and system forces that shape it. If we want our graduates to become true global citizens, we must train them to navigate not only diverse client populations but also the systems and structures that influence access to care, equity, and professional legitimacy. This requires educators to connect with practitioners and policymakers, so that what we teach reflects lived realities and prepares students to participate in system transformation. Approach: At McGill, we have been building bridges between education, practice, and policy. For example, through national and international projects we: Engage with practitioners to co-develop curricula that reflect everyday clinical and community challenges; Work with policy makers to translate research into practical, system-level reforms; Create opportunities for students and faculty to participate in projects that cross boundaries — such as policy consultations and community partnerships. Our research also focuses on epistemic justice, asking whose knowledge counts in healthcare, and on evidence-based healthcare. These strands come together in our education initiatives, ensuring that students are prepared to value diverse knowledges and advocate for inclusive, equitable systems. In sum, the future of occupational therapy education lies in preparing students not only as clinicians, but as partners in shaping equitable health systems. By connecting educators, practitioners, and policy makers, we can amplify our collective impact and cultivate true global citizenship. I warmly invite you to join us in building this collaborative network, and I look forward to exploring possibilities with you during these sessions. Thank you.	I see three concrete opportunities for collaboration through Erasmus+ and beyond: 1) Joint Curriculum Innovation: co-design modules that integrate practice- and policy-linked content, such as global health policy, rehabilitation system design, or equity in care delivery. 2) Mobility with a Twist: move beyond traditional clinical placements to create exchange opportunities where students and faculty can spend time in policy agencies, NGOs, or advocacy organizations, alongside practice settings. Research & Co-Supervision: support student theses or faculty projects that tackle real-world practice/policy challenges, with joint supervision across institutions, and create virtual exchanges to share findings and shape curricula. These are not just ideas for short-term exchange; they are building blocks for sustainable partnerships that foster innovation in education and responsiveness in practice.



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24th October 2025

Romeu room

11:30am

Supporting Occupational Therapy programmes: "Educators matchmaking event"

Name: First	Name: Last	Institution	Your programme and your ideas	What are looking for (considering your previous answer)?
Isabel	Margot-Cattin	University of Applied Sciences of Western Switzerland (HES-SO)		We would like to present the COST Action that we are leading, so as to invite new members to join us and increase the voices of OT in this interdisciplinary network on community mobility.
Sebestina Anita	Dsouza	Manipal Academy of Higher Education, India	The Department of Occupational Therapy, Manipal College of Health Professions, comes under the faculty of health sciences at Manipal Academy of Higher Education. It is one of the leading programs for occupational therapy in India. It has a well established clinical section that is affiliated with the 2500 bedded university teaching hospital and several community health centers. It provides students with vast clinical exposure of various diagnosis and medical management. Students get the opportunity to think of contextually relevant low-cost occupational therapy interventions in resource constrained settings. We have been hosting international students for clinical placements from several countries since over 25 years. The undergraduate academic program commenced in 1994. The masters program commenced in 2002 and currently offers six specializations with a research focus. Both the undergraduate and post graduate programs have several full time international students from Asia, Africa and the Middle East. The PhD programs include fulltime and part-time students. In addition to government funded research projects, we also have international collaborations with USA, Canada, Australia and Sweden. The research is predominantly clinical based. Considering the rapid globalization and the need for occupational therapy practitioners' preparedness to work with diverse populations, we want to expand our ongoing collaborations with an emphasis on research in occupational therapy pedagogy and cross cultural competence of students.	We are looking to: 1. Expand clinical fieldwork placements for students both inbound and outbound 2. Improve international academic collaborations through faculty exchange, adjunct faculty appointment, joint events and writing books or chapters 3. Increase research collaborations, especially exploring scope for applications for joint calls by Indian government with European countries and other funding opportunities, PhD co-supervision, researcher mobility
Regina	Beling	Occupational School , Bremen, Germany	I would like to present the possibility für our trainees to do their internship round the World. It is possible with the German program 'Vocational Training Worldwide' (Ausbildung Weltweit)	The program is supported from the German Ministry for Research and Education. I hope the activy partner round the world for new contacts.
Kate	Lambeth	Bulleen Heights School Australia	As an OT working in special education, in Melbourne Australia. I work collaboratively with Teacher, Support Staff and often Management will ask for OT input from a sensory perspective. The model of practice I instinctively use is the PEO model. As our student cohort is varied however an underlying diagnosis of Autism is required to be eligible for enrolment. I'm often the person that is called in to support a class or an individual student if their behaviour and or presentation appears sensory based, dysregulated or self-harming. Using the Pyramid of learning table (Slide 1) has supported my clinical reasoning over the years and often given teachers a perspective they haven't considered. This in turn can quickly open discussion with staff and parents and or support the students co regulation to self-regulation continuum evolve. Before the demands of cognitive load are introduced or re-introduced. Over the years I have developed ways of working with students and been able to make a difference in individuals' lives in different ways, however I have found this a to be an interesting but often a lonely trek with times of questioning what if there are other ways? Why am I so tiered, how do other OT's work with students with complex sensory and emotional regulation challenges? What if this can be experienced in a more supportive OT collaborative way?	I'm looking for information, articles, studies and or to develop an international network that can grow and share information about specific OT assessments that can support, OT clinical reasoning, sensory processing understanding, therapeutic use of self and how to nurture your development from an OT perspective. I want to be able to connect with other OT's and hear about how they support individuals that require Co regulation to self-regulation continuum (if there is such a thing). Or I'm looking for the possibility to start an international forum, regular meeting where we discuss challenging more profound sensory behaviours and unravelling or decoding these to support our clinical reasoning and our clients or students. It would also be great to share any articles and or systems that other OT's have in place that support you to thrive as a clinician.



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Dido	Green	Jonkoping University, Sweden	Digital Literacy and Designs for Occupational Therapists A collaboration for curriculum innovation for training in the use and development of digital technologies in Occupational Therapy practice. Digital technologies are increasingly being used across all areas of public health and rehabilitation to include screening, diagnostics/assessments, monitoring and evaluation as well as for interventions, such as serious gaming, and intervention delivery. Furthermore, digital gaming and the 'metaverse' provide new contexts for occupational participation. Occupational Therapists need to be able to understand the potential of various technologies to take advantage of existing resources and support innovations that enhance delivery and evaluation of practice. We propose a course designed for Occupational Therapists to upgrade skills for digitally enabled care. In line with recommendations to develop the Digital Literacy of health care professionals, this course aims to support OTs to be able to champion and lead on technology developments as well as on the use of data and information that make a difference in activities of daily living and occupational participation. We are interested in partnerships to develop and implement an elective MSc course, 7.5 credits, with one-week intensive workshops on site. We would like to work with our partners to generate ideas for content and modes of delivery which will provide opportunities for Occupational Therapists to update and extend knowledge and skills in Digital Health practice and gain credits for continuing professional development. This involves applying for organising a blended intensive programme in ERASMUS+	We are interested in finding partners who wish to develop modules and apply for funding through ERASMUS, which requires at least three Higher Education Institutions, coming from at least three EU member states. Additional third country partners (e.g. Iceland, Liechtenstein, North Macedonia, Norway, Serbia, Turkey). We are looking for at least two partners from the EU and one additional third country partner, with MSc programmes which include Occupational Therapists, who would like to work with us to develop this blended learning approach. We aim to promote knowledge exchange, learning mobility, cooperation, creativity and innovation in learning and teaching initiatives. We are looking for partners who are interested in developing an elective course at MSc level of 7.5 credits (40 hours per week for 5 weeks) to include one, one week on site in person period, rotating around Universities.
Caroline	Storr-Ordolis	Canada	The School of Physical and Occupational Therapy has a long standing history of international and global health fieldwork learning. We have established sustainable partnerships with host agencies. Post-pandemic, we are looking to explore new potential partnerships that are of benefit to the host agency and also offer learning opportunities for our students. Some partnerships have led to more extensive partnership development which has grown to include research collaborations.	Opportunity to meet clinicians/educators who might be interested in collaborating.