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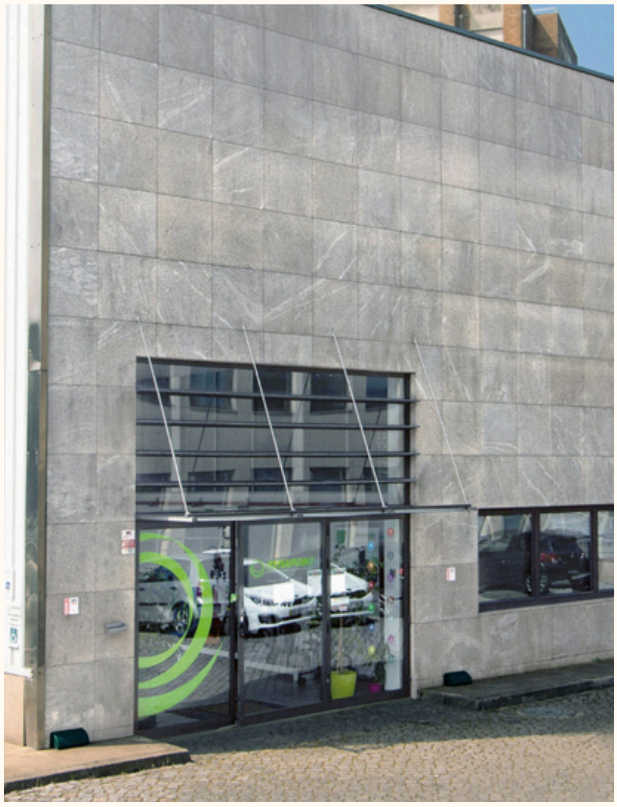

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30 Years of ENOTHE:

Critically Shaping the Future Toward 2050

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Over the past 30 years, the European Network of Occupational Therapy in Higher Education (ENOTHE) has significantly shaped occupational therapy education, research, and practice in Europe. As we look toward 2050, it is imperative to critically assess its trajectory and confront emerging societal challenges, technological advancements and global health trends. While ENOTHE has advanced curriculum development and professional recognition, the field remains vulnerable to neoliberal influences, the commercialization of higher education, and risks of de-politicization and homogenizing curricula that overlook local and global inequalities.

The future demands a shift from passive adaptation to active resistance—one that not only integrates evolving digital and AI-driven learning tools and interdisciplinary collaboration but also challenges existing power structures that marginalize communities. By prioritizing critical pedagogy, occupational justice, and sustainable practices, and by resisting market-driven pressures, ENOTHE can (re)define its role. This proactive, future-oriented vision is essential to ensure that occupational therapy remains relevant, responsive, impactful and a transformative force in addressing the complex social, economic, and environmental crises of the coming decades in Europe.

References:

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Poster presentations - session 1

Community garden for refugees in Switzerland: Benefits and challenges

Thursday, 23rd October - 09:00: - Poster

Mrs. Julie Luzi [1], ***Mrs. Vanessa Pereira*** [1]

1. *Bachelor student at the University of Applied Sciences and Arts Western Switzerland (HETSL | HES-SO)*

Introduction: The living environments of various communities are significantly impacted by wars and climate change. These populations need to relocate to another country. This can result in trauma, occupation disruption, a sense of uprootedness or social isolation. Occupational therapists have a role to support participation in occupations of refugees (WFOT, 2019).

Aim : the study aims to describe the benefits and challenges of a community garden for immigrants, developed by occupational therapists in Western Switzerland.

Methodology : Interviews with the occupational therapists in charge of the community garden were conducted in order to understand their project and interventions, their benefits and challenges. Conversations with refugees about their experiences in the garden completed the data.

Conclusion: These discussions revealed environmental and political barriers to full participation. Ultimately, the study questions whether and how the community garden can make a difference in this human centred challenge.

How to develop students' interpersonal skills through simulation-based learning?

Thursday, 23rd October - 09:00: - Poster

Mrs. Heli Arokki [1], ***Ms. Sanni-Sisko Koistinen*** [1], ***Mrs. Anu Kuikkaniemi*** [1]

1. *Turku University of Applied Sciences*

This poster summarizes what you need to know how to develop your student's interpersonal skills in a therapeutic interaction. Simulation is often used to practice clinical skills, but it can also support the development of a student's therapeutic interaction.

A client-centered approach is central to occupational therapy, making interpersonal skills crucial in rehabilitation work. Cultural differences, family communication styles, and previous education influence how students communicate. Professional interpersonal skills are not innate; they must be learned and developed. In health and social care education, mastering interpersonal skills is now considered a core competence, as effective communication increases client and staff satisfaction, commitment to care, and understanding of client health problems.

The Simba project is conducted among five partner countries. On the project developed a framework of occupational therapy competencies for simulation-based learning, providing a theoretical basis for necessary knowledge and learning objectives. According to the framework, graduating occupational therapists must be proficient in active listening, emotional intelligence, empathy, situational awareness, and effective, appropriate, and inclusive communication skills.

How can students master interpersonal skills through simulation? Quality simulation training is key to improving students' self-management, professional behavior and interpersonal skills.

Enhancing Student Collaboration: Cross-Phase Learning in Occupational Therapy Education

Thursday, 23rd October - 09:00: - Poster

Ms. Elke Dekkers-Rambags [1], ***Mrs. Magelien Arts-Tieleman*** [2], ***Mr. Hill Jonker*** [1]

1. *HAN,* ***2.*** *Hogeschool van Arnhem en Nijmegen*

At HAN University of Applied Sciences in Nijmegen, we recognize the value of cooperative learning in occupational therapy education. This approach reflects real-world practice, where occupational therapists frequently collaborate with colleagues from various disciplines. In line with this, we launched a pilot project in the 2023/2024 academic year to integrate cross-phase learning - bringing together students from different academic years to learn from each other. By 2024/2025, this initiative was expanded to include daily cross-phase learning sessions across the entire program.

This presentation will explore the impact of this teaching approach, focusing on the experiences of both students and lectures. We will share key insights, evaluation results, and lessons learned from this ongoing project, highlighting how it enriches the educational process and enhances collaborative skills essential for future occupational therapists.

Systematic review on barriers and facilitators of people with psychosocial disabilities

Thursday, 23rd October - 09:00: - Poster

Ms. Tamara Sierra [1], ***Dr. Estibaliz Jimenez-Arberas*** [2]

1. *University of Salamanca,* ***2.*** *faculty padre osso*

People diagnosed with a mental health disorder may experience limitations in their daily activities and restricted participation, leading to disability. These situations are recognized in relation to impairments and barriers in the social environment, especially in the case of psychosocial disability.

This systematic review aims to identify articles that explore environmental factors influencing the participation of people with psychosocial disabilities, determine the occupations in which these factors have been identified, explore the research methodologies used, and examine the populations studied.

A title search has been conducted using a pre-established canonical formula in databases: EBSCO, ProQuest Central, Web of Science, Scopus, Cochrane Library, PubMed, and Lilacs Plus. 608 results were initially obtained, and after the elimination of duplicates, 344 documents remained. These will be screened using inclusion criteria covering peer-reviewed articles and preprints in English or Spanish, focusing on barriers or facilitators affecting the participation of people with psychosocial disabilities. The review will follow PRISMA 2020 guidelines and is registered in PROSPERO with ID CRD42025633904.

This review is expected to identify studies and methodologies used in the field of psychosocial disability, aiming to understand human diversity and develop interventions in the field of occupational therapy to reduce barriers to participation.

Occupational participation of children with Rett syndrome and their primary caregiver.

Thursday, 23rd October - 09:00: - Poster

Mr. Pavel Zhbankova [1], ***Mr. Rodrigo Goycolea*** [1], ***Ms. Julie Vasques*** [1]

1. *Escuela de terapia ocupacional, facultad de odontología y ciencias de la rehabilitación, Universidad San Sebastián*

Introduction
Occupational therapy research on Rett syndrome is crucial because of its multisystemic impact, skill limitations, and challenges in occupational participation for girls and families.
Objective
To analyze the occupational participation of children with Rett syndrome and their primary caregiver.
Methodology
The methodology is a mixed one in which 5 instruments are applied to collect quantitative and qualitative data. Approved by the Ethics Committee N°103-23..
Results
Of the 9 participants, 100% are female, ages range from 3 to 16 years, and 100% of their primary caregivers are female and their mothers.
The occupational participation of the girls is mostly co-occupations with the exception of play and recreation. For the most part, the main caregivers have dual roles involving being a caregiving mother, being a woman, and being a worker. The great majority of caregivers present an intense overload, however, they present positive feelings related to caregiving.
Conlusion
The vast majority of occupational participation among girls and mothers involves co-occupations.
Girls engage in independent play and leisure.

Joy Squad: Mindfulness in the Workplace

Thursday, 23rd October - 09:00: - Poster

Dr. Christine Urish [1], ***Mr. Cole Brockman*** [1], ***Ms. Lauren Osborn*** [1], ***Ms. Emma Beirlein*** [1], ***Ms. Ashley Tupy*** [1]

1. *Drake University*

This study investigates the development of workplace mindfulness among occupational therapy students and practitioners via interactive book club using the text “Mindfulness at Work”. To assess participants completed the Workplace Mindfulness Scale prior to the start of the study and at study conclusion after 2 months of intervention/book club. The research examines mindfulness practices and their integration into occupational therapy education and clinical practice. Participants, including OT students and practicing clinicians across various specialties (children and youth, rehabilitation, productive aging, mental health, health and wellness, and work/industry), completed a demographic questionnaire and the 18-item Workplace Mindfulness Scale. The scale assesses three key dimensions: awareness of feelings and thoughts during work tasks, attention and focus in the workplace, and acceptance of work-related experiences. Results will inform the development of targeted mindfulness interventions to enhance professional development and clinical effectiveness in occupational therapy education and practice settings.

The role of occupational therapy in stigma related to work participation

Thursday, 23rd October - 09:00: - Poster

Mrs. Minjou Lemette [1], ***Dr. Stefanie Van Opstal*** [2]

1. *University of Applied Sciences Rotterdam,* ***2.*** *Rotterdam University of Applied Sciences*

Introduction:
Stigma can play a role in everyone's life, especially when there is a physical or mental disability. Stigma can reveal itself as ignorance from the environment, reduced self-confidence, and discrimination. Stigma can create a barrier to work participation. Despite the fact that stigma can play a major role in participation problems at work, little is known about what an occupational therapist can do in this area.
Objectives

- Advocating for the role of OT in participation problems at work due to stigma

Methods

- Qualitative interviews with occupational therapists regarding their role in participation problems at work due to stigma
- Literature research on the role of occupational therapists in participation problems at work due to stigma

Results
Targeted interventions at both individual and societal levels can effectively enhance workforce participation;

- Individual: Self-management and empowerment strategies.
- Environmental : Awareness and education for employers and colleagues.
- Structural: Policy advice and workplace adjustments.

Occupational therapists play a key role in strengthening clients' work skills and self-confidence while also engaging employers and policymakers in fostering an inclusive work environment.
Conclusion
Stigma can form a complex barrier to work participation. OT's should be aware they can play a crucial role in reducing stigma and promoting inclusion.

Third year BSc students' inclusion in research projects: Beneficial vs. Barrier

Thursday, 23rd October - 09:00: - Poster

Dr. Dianna Ullrich [1], ***Ms. Hyrisha Mustafa*** [1]

1. *Heimerer College*

Background: A focus on reaching research development competencies are integral in most master degree level competencies in the healthcare fields. Bachelor-level healthcare programs usually do not put as high an emphasis on research as master-level programs. In Heimerer College in Prishtina, Kosovo, third-year Bachelor level healthcare students, are required to work in cross-disciplinary groups in order to produce a completed research project, which will meet their reseach learning competences. The speech and language pathology students work together with the occupational therapy students in writing research.
Purpose: To explore if requiring BSc level students, is beneficial for their third-year academic education or a barrier to being successful in achieving their other academic and practice competencies.
To gain an understanding of the lived experiences of cross-discipline collaboration on the research projects, by the students.
Hypothesis: 1) The time required for BSc 3rd-year healthcare students to complete a scientific research project, causes a greater stress on the quality of student performance in other academic and clinical practice competences.
2) Cross-disciplinary collaboration on research projects for Bsc students was difficult, due to communication barriers.
'Key words: BSc education, research, cross-disciplinary collaboration, Kosovo

Development and Utilization of the Natural Home Environment Screening Tool (NEST)

Thursday, 23rd October - 09:00: - Poster

Dr. Marlene Morgan [1], ***Ms. Jordan Smith*** [1]

1. *The University of Scranton*

The goal of many older adults is to “age in place”. Older adults report spending most of their time at home. Many spend significant time in a specific location (i.e. favorite chair) and surround themselves with items that are essential or important to them (i.e. phone, photos of family). Place literature describes this location as a “nest”. Where an older adult spends time and experiences the aging process may impact their ability to remain safe and independent. Following referral, occupational therapy personnel complete an Occupational Profile. The Natural Home Environment Screening Tool (NEST) was developed to provide a quick and easy way to develop a summary of a client’s occupational history and experience, patterns of daily living, interests, values, needs, and relevant contexts.

Development of the NEST followed the steps listed in *Scale Development: Theory and Applications.*

Completing the NEST requires identifying the location of and recording items in the “nest”. Items are then categorized into components of the Occupational Profile (Successful occupations and barriers impacting success/Occupational history/Personal interests and values/Environment/Personal/Performance patterns/Values, Beliefs, Spirituality/Body functions/ Body structures).

The NEST can assist in constructing a meaningful Occupational Profile. It is easily integrated into current OT practice and curricula.

Menstruation and Occupational Performance in Women with Spinal Cord Injury

Thursday, 23rd October - 09:00: - Poster

Ms. Stepanka Pilarova [1], ***Ms. Iva Hradilova*** [2], ***Dr. Karla Kotkova*** [1], ***Dr. Yvona Angerova*** [1]

1. *Department of Rehabilitation Medicine, First Faculty of Medicine, Charles University and General University Hospital in Prague,* ***2.*** *1) Department of Rehabilitation Medicine, First Faculty of Medicine, Charles University and General University Hospital in Prague 2) Centrum Paraple, Czech Republic*

Introduction: Women with spinal cord injury (SCI) face unique menstruation-related challenges that impact their ability to perform daily activities. Despite these difficulties, menstruation remains an overlooked topic in occupational therapy education and practice. This pilot study explores the effects of menstruation on occupational performance and highlights the need for targeted interventions and educational improvements.
Methods: An online questionnaire assessed menstruation-related challenges in ADLs, personal hygiene, and assistance needs among Czech women of reproductive age with SCI. Responses (n=34) were analyzed using descriptive statistics.
Results: Menstruation significantly impacts occupational performance, particularly in mobility, personal hygiene, and participation. Women with paraplegia reported greater restrictions in study/work, hygiene, medical visits, while those with tetraplegia faced more challenges in dressing, eating, and transfers. Assistance barriers were prevalent - 91 % of respondents had never received guidance on discussing intimate topics, and no one had access to educational materials. Only 4 % had ever consulted an occupational therapist about menstruation management.
Conclusion: The lack of occupational therapy interventions addressing menstruation highlights the need for practice changes and professional training. Integrating menstrual health into therapy guidelines, increasing awareness, and leveraging peer mentoring and assistive technology could improve support for women with SCI.

Our Strengthness- Supervised Practice Placement

Thursday, 23rd October - 09:00: - Poster

Mrs. Nadine Scholz-Schwärzler [1], ***Mrs. Julia Schirmer*** [1]

1. *Deutscher Verband Ergotherapie*

The OT Education landscape in Germany is complex and often challenging to navigate.
Although often very complex, not everything is confusing at the more than 200 OT Educational centers run by different providers. What is perceived as positive by those involved in the training landscape is the legally regulated number of hours at the learning location (1700 hours) and the associated supervised visits from the educators at the external learning Locations.
This poster presents relevant information and framework conditions for practice Placement and points out resources oft the practice-based learning that the German OT Education“market“ has to offer.

Inclusive Sports Technologies: Promoting Awareness and Accessibility for People with Visual Impairment

Thursday, 23rd October - 09:00: - Poster

Mrs. Julia Crescenti [1], ***Ms. Elisa Schnyder*** [2]

1. *Julia Crescenti, Bachelor student at the University of Applied Sciences and Arts Western Switzerland (HETSL | HES-SO),* ***2.*** *Elisa Schnyder, Bachelor student at the University of Applied Sciences and Arts Western Switzerland (HETSL | HES-SO)*

Introduction: Sports participation promotes inclusion, well-being, and health, although individuals with visual impairments encounter various barriers. Technologies, defined as products, environmental modifications, services, and processes that enable the occupational participation of people with disabilities by the World Federation of Occupational Therapists (2019), can improve accessibility, autonomy, and performance in sports for people with visual impairments.

Aims: This project explores the role of technologies to facilitate the participation in sport of visually impaired people. By analyzing existing assistive technologies, it aims to understand their impact on sport's participation and promote awareness of adaptive sports technologies.

Methodology: A literature review will identify existing technologies. An interview with an occupational therapist specialized in adapted sports will gather insights into these technologies. Finally, a questionnaire will be administered to Swiss sports associations for visually impaired individuals to examine the technologies used, user satisfaction, challenges encountered and needs.

Conclusion: Aligned with the congress themes, this project focuses on knowledge sharing to encourage actions in favor of occupational justice. Additionally, highlighting the accessibility needs of visually impaired individuals in sports promotes human diversity and the inclusion of this population.

Embracing Virtual Reality, Simulation, and Community-Engaged Learning to Prepare for Study Abroad Experience

Thursday, 23rd October - 09:00: - Poster

Dr. Rachel Allen McHugh [1]

1. *Drake University*

The profession of Occupational Therapy seeks to support Occupational Therapy Practitioner ability to increase cultural competency. This project sought to bridge the cultural humility gap many times experienced by students who study abroad through use of technology and active learning. Strategies included use of virtual reality, simulation, and community-engaged learning activities.

In preparation for a January term study abroad course based in India, an inter professional group of students engaged in a range of activities to support health literacy and cultural humility. Students completed a pre and post test to measure competence and confidence in relation to the study abroad experience. Students met for 4 sessions prior to departure and engaged in Virtual Reality videos, Simulation activities (role play, case study), Community-Engagement (visits to a temple, participation in a meal) and Guest Speaker lecture.

Students completed the the Intercultural Sensitivity Scale (ISS-15) which collected pre/post quantitative data using a 5-point Likert-like scale ranging from 1 = *completely disagree* to 5 = *completely agree*. Qualitative data was also collected exploring themes of professional behavior, competence, and confidence. Active learning, virtual reality, and other technology should be further explored and included in OT education to prepare OTPs for inclusive clinical practice.

Group-based, virtual pain management program: Perceived benefits from lived experiences

Thursday, 23rd October - 09:00: - Poster

Mrs. Rosanna Wegner [1]

1. *University Of Alberta*

Chronic pain is a significant global health challenge, and access to specialized care remains limited due to long waitlists and difficulties in navigating services. Group-based, virtual pain management programs (G-VPMPs) offer a potential solution by improving accessibility and addressing service gaps. While research has examined facilitators and barriers to participation, little is known about what constitutes a beneficial G-VPMP from the perspective of lived experience. This study explores the experiences of individuals living with chronic pain who attended a G-VPMP. A qualitative program evaluation was conducted using semi-structured interviews with 15 participants enrolled in 10-week G-VPMPs that apply gentle movement, energy maximization, and nervous system regulation practices. Weekly session observations and facilitator interviews provided additional context. Reflexive thematic analysis was employed, including member check-ins to verify findings. Preliminary themes suggest that participants experienced: (1) group support and a safe environment, fostering connection and emotional validation; (2) novel learning with consistent practice, equipping participants to develop healthy pain management habits; (3) evolution of personal goals and expectations, with shifting perspectives on self-management; and (4) self-monitoring and regulation, increasing awareness of physical and emotional well-being. Understanding the perceived benefits informs the design of G-VPMPs to better meet participant physical and psychosocial needs.

The Role of Upper Limb Robotic Devices in the Neurorehabilitation of Patients with Stroke: A Scoping Review

Thursday, 23rd October - 09:00: - Poster

Mr. George Kalogirou [1], ***Mrs. Aikaterini Pipinti*** [1], ***Dr. Konstantinos Georgiou*** [2], ***Dr. Ioannis Ventoulis*** [1]

1. *Occupational Therapy Department, University of Western Macedonia, Greece,* ***2.*** *University of Western Macedonia Greece*

Background: Robotic therapy (RT) is a modern intervention that is gaining ground in the clinical field of occupational therapy rehabilitation programmes. Stroke is a major cause of disability, causes several motor impairments especially in the upper limb. Repetitive, high-intensity exercise is the most promising way to increase neuroplasticity and may be able to restore motor skills after stroke.

Objective: To analyze the effectiveness of robotic devices in the rehabilitation of stroke patients for upper limb mobility and activities of daily living (ADL).

Methods & Materials: The data source & selection included Systematic Reviews (SR) and Meta analyses (MA) from PubMed library published from 2006 to 2024. Published studies in English were searched**.** The inclusion criteria types of participants were adult stroke patients (>18 years).

Results: The results of the trials showed a positive bias towards the use of RT in relation to different aspects of the rehabilitation process. Reliable evidence demonstrated the equivalence of RT to conventional therapy (CT) and its superiority.

Conclusion: RT was much effective when applied with its superiority being demonstrated in improving upper limb mobility, enhancing participation in ADLs, and increasing muscle strength with direct effects on motor control and function of the hemiplegic upper limb.

Specific situations in the Box and Block Test in Czech healthy population

Thursday, 23rd October - 09:00: - Poster

Mrs. Kateřina Vondrová [1], Mr. Adam Lorenz [2], Ms. Eliška Rotbartová [1], Mrs. Olga Nováková [1], Dr. Yvona Angerova [2]

1. *First Faculty of Medicine, Charles University,* ***2.*** *Department of Rehabilitation Medicine, First Faculty of Medicine, Charles University and General University Hospital in Prague*

Introduction: The Box and Block Test (BBT) objectively assesses manual dexterity. The Czech revised BBT manual (r-BBT) contains rules that unify how to respond to and evaluate specific situations that arise during testing.

The aim of the project was to analyse the occurrence of specific situations in BBT in a healthy Czech population.

Methods: The study was approved by the ethics committee and registered (ID: NCT05010993). Czech healthy volunteers aged 20–64 years with Czech as their mother tongue were tested using the r-BBT (four attempts including one practice attempt per hand) from 2021-2025. Data were analysed using descriptive statistics in IBM SPSS Statistics.

Results: A total of 556 volunteers (198 men, 358 women) were tested. Specific situations in r-BBT occurred in 15% of the 4448 analysed attempts. Their highest incidence was in the first and second attempts of the dominant hand. The most frequent situations were: fingertips were insufficiently behind the partition when moving the blocks (38%), blocks bounced off the other side of the box and fell outside (19%), manipulation of multiple blocks simultaneously (14%).

Conclusion: The occurrence of specific situations during BBT can be an innovative issue for objective comparing patient outcomes with healthy population.

30 years of Occupational Therapy study at Charles University

Thursday, 23rd October - 09:00: - Poster

Mrs. Zuzana Rodová [1], ***Ms. Eliška Rotbartová*** [1], ***Mrs. Kateřina Vondrová*** [2], ***Mrs. Olga Nováková*** [1], ***Dr. Yvona Angerova*** [3]

1. *First Faculty of Medicine, Charles University,* ***2.*** *First Faculty of Medicine, Charles University, Second Faculty of Medicine, Charles University,* ***3.*** *Department of Rehabilitation Medicine, First Faculty of Medicine, Charles University and General University Hospital in Prague*

Charles University celebrated the 30th anniversary of the founding of the Occupational Therapy (OT) study program. It was opened in 1994 and it has been the only university in the country to provide Master's program in OT since 2014.

Many things have changed, such as the content of the study program (shift from biomechanical approach to the therapeutic use of activity as a means), teaching staff (more OTs among teachers, previously dominated by doctors), teaching spaces (from a hospital environment more to the community), teaching materials. OT students and their teachers now have a number of options for traveling abroad for a study placement or practical internship. It has been the only school accredited by the World Federation of Occupational Therapists in the Czech Republic since 2002.

We organized a conference, which included contributions from Czech and foreign OTs and discussions on the topic: "How to further improve studies that have been running for 30 years?"

The poster aims to present the current form of the Bachelor's program and the opportunities it offers to students in theoretical and practical education. Another goal is to show the conclusions from the discussions, which can also be an inspiration for other study programs.

Poster with a pitch presentations - session 1

Contributions of the InTeO Research Group to the university training process.

Thursday, 23rd October - 10:15: - Poster with a pitch

Dr. Iris Juárez-Leal [1], ***Dr. MIRIAM HURTADO-POMARES*** [1], ***Dr. Eva María Navarrete-Muñoz*** [1], ***Prof. Encarnación Serrano-Reina*** [1], ***Dr. Desirée Valera-Gran*** [1]

1. *Miguel Hernández University*

The Occupational Therapy Research Group – InTeO at Miguel Hernández University (UMH - Spain) aims to advance and strengthen Occupational Therapy (OT) research by developing innovative studies and methodologies. The objectives of the group are:

1. To identify, create, adapt, and validate assessment instruments in OT.
2. To describe and explore factors associated with occupational well-being.
3. To promote and train research skills and competencies for evidence-based practice in OT.

Current research projects:

- **InProS Project.** Childhood and sensory processing.
- **HaCTO Project.** Scientific Skills in Occupational Therapists.
- **InstrumenTO.** Measuring instruments for occupational therapy.
- **EQo-Mental Projec**t. Occupational balance and mental health in parents of children in early childhood centres.

Through its research lines and projects, InTeO supports learning and training in scientific competences for both professionals and students at the undergraduate and postgraduate levels. Currently, InTeO integrates research seminars into the four-year OT curriculum at UMH. Additionally, four PhD students, four Master's students and three undergraduate students are conducting their thesis and final projects within InTeO's research framework. By fostering evidence-based research, InTeO plays a key role in the advancement of OT as a science and profession.

Innovative supervision in occupational therapy community-based practice fieldwork

Thursday, 23rd October - 10:20: - Poster with a pitch

Prof. Nancy Baril [1], ***Prof. Marie-Josée St-Pierre*** [1], ***Mrs. Marie-Ève Lacombe*** [1]

1. *Université du Québec à Trois-Rivières*

Background: Clinical training is a fundamental component of occupational therapy education, bridging the gap between theoretical knowledge and real-world practice. Fieldwork supervision, whether individual or group-based, can take many forms. Within a university occupational therapy clinic, community-based practice fieldwork offers an ideal environment for trainees to develop essential professional skills. Given that occupational therapists supervise fieldwork for only a few hours each week, it is crucial to implement diverse pedagogical strategies to support both trainees in skill development and supervisors in providing effective guidance, feedback, and support.

Objective: This presentation explores the innovative supervisory strategies developed by our team over the years.

Methods: The study employs a repertoire of practices approach, which involves compiling a detailed, annotated list of educational practices. This methodology provides a wide range of examples of supervisory methods and their application.

Results: Through the collection and observation of pedagogical strategies used at the university clinic, we identified key supervision models. The analysis reveals a typology of supervision models, highlighting their respective advantages and challenges.

Conclusion: This study emphasizes the innovative aspects of fieldwork supervision, aiming to improve community-based project supervision and enhance the overall educational experience for both trainees and supervisors.

The challenges of Syrian refugee children in participating in education in Turkey

Thursday, 23rd October - 10:25: - Poster with a pitch

Mr. marios konstantourakis [1]

1. *Queen Margaret University*

The refugee population is constantly growing due to ongoing war and violence in their countries. Syria is one of the countries with the largest number of refugees, with Turkey hosting a large proportion of them, of which more than 50% are children. Around 7 million refugee children are deprived of education and are being moved to new schools with no educational background. Studies reveal many challenges to the participation of these children, including language deficiency due to lack of language comprehension, psychological burden, lack of family support, lack of educational and technological resources, as well as stigma and discrimination. Many of these children experience learning difficulties, such as problems with syntax, grammar, dialogue, oral and written comprehension and expression. At the same time, they show reduced motivation to participate, isolation and feelings of sadness due to the trauma they have experienced in the war. The family, doesnt care about their kids academic performance and communication with teachers. There is also a lack of technological and educational support, and children are often discriminated against because of their origin. Occupational therapy can help to alleviate these difficulties by implementing targeted interventions and informing school units of their needs, promoting their social integration

OT in the Digital Age: A forward-looking curriculum in Switzerland

Thursday, 23rd October - 10:30: - Poster with a pitch

Ms. Julia Mischner [1]

1. *Eastern Switzerland University of Applied Sciences*

Introduction
In the Digital Age, occupational therapists face evolving occupational needs and new (technical) therapy options. To prepare students, the Eastern Switzerland University of Applied Sciences offers the specializations “Health Technologies” and “Digitally Supported Training” within its new Bachelor’s program in Occupational Therapy.
Methodology and expected results
Each semester, the curriculum creates interfaces with technology-based courses such as mechatronics, digital design or mechanical engineering. In workshops and excursions, students learn how to design, construct, use and critical reflect health technologies and digitally supported training. For example, they use design thinking methods to produce innovative aids utilizing 3D printers or learn what aspects matter the most when it comes to design robotic-assisted walking aids with other professions. The content is not just about cost-intensive high-tech solutions, but also about using simple technical means sensibly and tailored to the client’s individual situation by applying the human centered design.
Discussion

The curriculum of the new degree program at the Eastern Switzerland University of Applied Sciences enables occupational therapy students to carry out pioneering work in the field of health technologies with other professions. In doing so, they contribute to the efficient organization of the healthcare system and thus ensure improved care for clients.

Fixing the gap with social media

Thursday, 23rd October - 10:35: - Poster with a pitch

Mrs. Eline van der Scheer [1], ***Mrs. Eline van den Bos*** [1]

1. *University of Applied Sciences Rotterdam*

The Occupational Therapy program at Rotterdam University of Applied Sciences has observed challenges in engaging the professional field and attracting new students.
To address this, we have experimented with utilizing social media to support these efforts. The new students primarily fall within the age group of 16-20 years, who use social media platforms such as TikTok, Snapchat, and Instagram. In contrast, the professional field (internship placements, collaborative partners, practical assignment providers) falls within the age group of 25-65 years and is mainly active on LinkedIn and Instagram.
To meet the needs of these diverse target groups, we have trained ourselves in the use of social media and created content tailored to the various platforms.
Our experience with attracting new students indicates that the use of social media is visibly effective, as evidenced by enrollment figures. However, it is crucial to allocate structured time for faculty members to maintain social media presence.
During the Meet Up, we would like to share how we utilize and maintain social media, and most importantly, inspire each other to recognize and justify the importance of social media.

Supporting Occupational Therapy programmes: ”Educators matchmaking event”

Oral presentations - session 2

Moving Resources into the Hands of Rehab Clinicians using the TeleRehab SPOT

Thursday, 23rd October - 10:15: - Oral Presentation

Prof. Caroline Storr [1], ***Mrs. Monica Slanik*** [1], ***Mrs. Erin Douglas*** [1]

1. *McGill University*

Introduction / Rationale: In March 2020, the COVID-19 pandemic impacted health and social services care delivery globally. Rapid pivots to implementing other channels of service delivery and education of health professionals provided opportunities for tele-medicine, tele-rehabilitation, tele-supervision, and virtual care.
Objectives: This presentation will share the open access TeleRehab SPOT data-based website which contains current online healthcare tools, resources, and networking opportunities to empower and improve the virtual practice of rehabilitation clinicians.
Methods / Approach: The knowledge mobilization tool was conceptualized in response to clinicians' expressed needs to easily obtain evidence-informed resources to support their telerehab practice post pandemic and McGill University School of Physical and Occupational therapy's (SPOT) urgency to continue graduating new clinicians. Health Canada funds were successfully obtained.
Results / Implications: Ongoing dedicated human resources continue to permit the addition of new tools, assessments, and research. The explosion of AI tools (ChatGPT, Gemini, CoPilot) raises new possibilities for search strategies to populate this website. Moreover, are we at a junction for how clinicians will search for data and modify their practices?
Significance to the occupational therapy profession: The integration of Tele-Rehabilitation into practice provides clinicians and managers new opportunities to provide better care with finite resources.

A Room with a View… and Touchscreens: Immersive Learning for Inclusive Education

Thursday, 23rd October - 10:30: - Oral Presentation

Mr. Peter Lin [1], ***Ms. Tai Frater*** [1], ***Ms. Zeynep Celik Turan*** [1]

1. *Brunel University of London*

The RCOT Workforce Strategy (RCOT, n.d.) highlights the need to diversify and expand the UK occupational therapy workforce. Ensuring accessible and inclusive learning in higher education is essential (RCOT, 2022). This abstract explores the use of an Immersive Learning Room (ILR) at a UK university to support neurodivergent learners.

Equipped with touchscreen walls and sensory elements, the ILR provides a multi-sensory environment tailored to diverse learning needs. It facilitates student-centred activities, including simulations, gamification, and self-directed learning, helping neurodivergent students engage with complex concepts and develop clinical skills.

Academics and technologists collaborated to design immersive learning experiences that promote inclusivity. Lifelike hospital simulations and audio enhance comprehension and engagement. Gamified activities, such as escape rooms, build confidence and provide instant feedback. While the ILR fosters safe practice for peer collaboration, measures were taken to minimise sensory overload and ensure psychological safety.

The session will explore learning design considerations, balancing high-fidelity scenarios with psychological safety for neurodivergent learners. Student feedback and its role in shaping future learning approaches will also be discussed.

The ILR's adaptability across healthcare disciplines fosters inclusivity and enhances participation in Occupational Therapy and Interprofessional Learning, ensuring all students, including neurodivergent learners, receive the support needed for success.

Oral presentations - session 3

Inclusion and diversity within VIVES University of Applied Sciences

Thursday, 23rd October - 10:15: - Oral Presentation

Ms. Lotte Deleu [1], ***Ms. Chelsey Demol*** [1], ***Mr. Brent Prinzie*** [1], ***Ms. Amandine Callier*** [1], ***Mrs. Nele Castelein*** [1]

1. *VIVES University of Applied Sciences*

Students from minority groups encounter a lot of challenges to participate in higher education. We wanted to explore human variation and diversity at our campus of Vives University of Applied Sciences in Bruges. We expected that our campus wasn't a reflection of society and are convinced that diveristy enriches our education program. In this research, we want to understand how students from diverse backgrounds experience their time at VIVES and how we can make the campus even more attractive and inclusive for even more diversity.
As participation in higher education is necessary to make participation in other areas possible, we performed a small qualitative research project in a higher education institution. We did a literature research on this topic and interviewed student counselors and students from minority groups within our campus. We investigated what attracts or scares students from diverse backgrounds to choose VIVES. The goal is to ensure that VIVES is a university of applied sciences where all students feel respected and valued.
We would like to formulate the results and give advice to other bachelor programs to make them more 'diversity-friendly'.

Applying dynamic systems thinking in occupational therapy education to teach complex reasoning

Thursday, 23rd October - 10:30: - Oral Presentation

Prof. Jane Davis [1], ***Ms. Jenna Dimou*** [1], ***Ms. Rebecca Goldszmidt*** [1], ***Ms. Krystalia Hatzinakos*** [1], ***Mx. David Kong*** [1], ***Ms. Sydney Peters*** [1], ***Ms. Kayla Sabloff*** [1], ***Ms. Natalie Weisbrod*** [1], ***Ms. Linda Zhang*** [1]

1. *University of Toronto*

Critical thinking is an essential competency that student occupational therapists must learn to navigate complex, diverse, and novel practice situations. Dynamic systems thinking (DST) is a form of critical thinking that aligns with occupational therapy, recognizing that occupational problems are often multidimensional without one linear, correct solution. DST encourages consideration of a range of elements—personal, environmental, and occupational—and how they interact over time to understand human variation. To learn DST, first-year occupational therapy students completed a three-step assignment: (a) occupational narrative to identify an occupational challenge; (b) cognitive map to generate plausible explanations for the challenge and queries for information discovery; (c) final cognitive map to reveal possible solutions for achieving a client-chosen occupation-based goal related to the challenge. This presentation will briefly describe the assignment and highlight a summative course assessment of student learning using an group arts-based approach. Students expressed that engaging in DST opened their minds to the interconnections among the multiple, complex, and shifting elements that shape clients' lives. By applying an arts-based approach with DST, students discovered the value of clients' diverse perspectives and the need for a collaborative relationship-focused approach to support clients in navigating the web of interconnected elements shaping their occupational lives.

Oral presentations - session 4

Curriculum revision of an occupational therapy program in Sweden

Thursday, 23rd October - 10:15: - Oral Presentation

Mrs. Maria Wingren [1], ***Mrs. Maria Yilmaz*** [1]

1. *Örebro University*

Background:
Since the start of the Occupational Therapy program in 1959 in Örebro, Sweden, the curriculum has undergone numerous changes. The most recent update was in 2011. Changes in society, such as digitalization, an increased number of older adults, and a heightened focus on health promotion in both traditional and new arenas, require sustainable interventions and new competencies among occupational therapists. Consequently, the occupational therapy program needs to develop to meet these requirements.
Objectives:
The objective of the project is to develop and implement a curriculum that meets the requirements of the future.
Methods:
Different methods were used to collect information: internal evaluation of the current program and qualitative focus groups interviews with teachers representing different courses at the program. External evaluation such as qualitative focus groups interviews with occupational therapists working in different fields; consider other occupational therapy curricula and inclusion of the national descriptions of competencies of occupational therapist in Sweden. The next step is to include an international perspective and for example minimum standards for the education of occupational therapist of WFOT, and the Tuning CALOHEE framework.
Results:
The process and preliminary results will be presented at the conference.

Death Cafes: safe spaces to address death and dying in OT Curriculum

Thursday, 23rd October - 10:30: - Oral Presentation

Dr. Ann Marie Potter [1], ***Dr. Kerri Hample*** [2]

1. *Moravian University,* ***2.*** *Elizabethtown College*

Death and dying are sensitive topics and are essential in OT curricular designs for social action and planetary health. OT position papers present the role of OT in palliative care and hospice. However, OT curriculums generally do not prepare students well for dealing with death and dying. OT practitioners may encounter death and dying in any setting. Death Cafes provide a safe space for students to explore attitudes and experiences surrounding death, dying, loss, and grieving from a personal and professional perspective. Death Cafes are utilized widely in social work and nursing curricula. This presentation will provide an overview of how two OT programs in the USA developed a session to meet the following objectives: (1) Understand and reflect on humanizing end-of-life care, (2) Develop personal coping strategies to manage emotional responses and maintain professional effectiveness, and (3) Engage in reflective discussions about personal attitudes and their influence on professional practice. Participant reflections indicate that this event helped to normalize and destigmatize feelings associated with loss, learn about different perspectives on life and mortality, and recognize the need to develop coping mechanisms for death and loss. Students described the experience as comforting, humanizing, beneficial, eye-opening, and authentic.

Oral presentations - session 5

Learning Together: OT Students and Diverse Learners Exploring Workplace Inclusion

Thursday, 23rd October - 10:15: - Oral Presentation

Dr. Yonat Ivzori [1], ***Dr. Kareem Nasser*** [1], ***Dr. Dalia Sachs*** [1]

1. *Department of Occupational Therapy , Zefat Academic College*

Introduction: Rehabilitation increasingly focuses on including people with disabilities (PWD) in employment. Occupational therapists (OT) need positive attitudes toward PWD competence and understanding of challenges to enable inclusion.

This study examines a novel program where PWD and OT students jointly attend an academic course on workplace inclusion, presenting initial results from a pilot with 18 students and 4 adults with intellectual disability.

Objectives: To evaluate the program's effect on OT students' attitudes (emotional, behavioral, cognitive), knowledge, and perceived competence regarding PWD employment and inclusion challenges.

Methods: A mixed-methods approach combining quantitative and qualitative methodologies was employed. 18 OT students (M=24.8 years, SD=8.5) completed the Multidimensional Attitudes Scale (MAS) and Clinical Competence and Self-Efficacy of Occupational Therapists Working with Adolescents (CCSOT-A) before and after the program. Additionally, interviews were conducted with 10 participants from both learning groups.

Results: The program significantly improved students' knowledge, perceived competence, and emotional attitudes ($p<0.001$). No significant changes occurred in behavioral and cognitive attitude aspects.

Conclusion: This study highlights the importance of knowledge acquisition based not only on theory but also on direct learning experiences with and from clients themselves.

Fostering diversity competence in the occupational status of children

Thursday, 23rd October - 10:30: - Oral Presentation

Prof. Elke Kraus [1]

1. *ASH Berlin*

How do we capture the occupational status of increasingly diverse children in a standardised, evidence-based manner whilst also being occupation-centred and discovering their unique needs and aspirations? The validated German *Pediatric Occupational Therapy Assessment and Process Instrument* (**PEAP 2.5,** Kraus & Romein 2015) is a well-established and validated tool in for children aged 3 to 8 years that combines multiple perspectives of the child, parents, educators and occupational therapists. The results of the *PEAP Assessment* are summarised in a graph (the child's **occupational status**), and subsequent changes are shown in the re-evaluation graph. Whilst the occupations are age-typical to the age groups, additional individualised and unique occupations can be added to the existing occupational fields. The *PEAP Process Instrument* supports the entire occupational therapy process in a relationship-focused collaborative way, ranging from defining occupational concerns, formulating goals, and developing intervention measures to re-evaluation. Since children and their occupations are becoming increasingly diverse, the PEAP 2.5 is subsequently being adapted with greater cultural sensitivity to diversity in the **PEAP 3.0** version. In this presentation, the PEAP 3.0 is introduced, and the new developments regarding diversity compentence will be highlighted in relation to the current occupational therapy paradigm.

Symposium session 1

“Doing what we preach”: Developing habits that underlie practice competency

Thursday, 23rd October - 11:30: - Meet-up / Symposium

Dr. Angela Benfield [1], ***Prof. Jane Davis*** [2], ***Dr. Daniel Cezar da Cruz*** [3], ***Dr. Sara Israel*** [4]

1. *University of Texas at San Antonio,* ***2.*** *University of Toronto,* ***3.*** *Leeds Beckett University,* ***4.*** *University of Central Arkansas*

Occupational therapy curricula are designed to develop students’ knowledge, skills, and attitudes that will support future practice. Although educational programs often assume that learning the curricular content will lead to doing, replicated evidence suggests that increasing knowledge, skills, and attitudes alone does not lead to their application in real-world situations (Benfield & Jeffery, 2022; Jones et al., 2022). Accordingly, habits of doing must be developed. Evidence supports the use of occupational therapy theory and evidence-based practice in habit development and modification with clients, and researchers have demonstrated that teaching habits of doing can be effective with occupational therapy students (Cohn et al., 2014; Dutra et al., 2018; Hilton, et al., 2010). This symposium will describe essential learning activities (e.g., evidence-based practice, curiosity, critical reflection, self-regulated learning) that have been targeted for developing habits of doing by students. Participants will be asked to analyse the educational activities that they use to develop habits of doing and identify practical strategies for their own curriculum. Participants will be encouraged to share learning activities and instructional strategies used to foster student engagement and identify feasible actions that can be incorporated into their current educational activities to ensure habits of doing that support diversity competence.

Oral presentations and Q&A - session 6

Fostering Clinical Reasoning through Artificial Intelligence: An Educational Innovation

Thursday, 23rd October - 11:30: - Oral Presentation

Prof. Marc-André Pellerin [1]

1. *University of Applied Sciences and Arts Western Switzerland*

The rapid development of generative artificial intelligence (AI) tools offers new opportunities in occupational therapy (OT) education. A pedagogical innovation has been tested, aimed at enhancing clinical reasoning skills among OT students through the use of AI as an interactive simulation tool.

A custom GPT (Generative Pre-trained Transformer) was developed to simulate a client (“Mrs B”) based on a clinical vignette. Students interacted directly with Mrs B through the AI interface, asking questions, evaluating the client, and gathering relevant data to build an intervention plan. This activity replicated the full OT reasoning process in a safe, controlled, and flexible environment. Students then completed a questionnaire evaluating their perceptions of the activity, their experience using AI, and their general acceptance of AI technologies using the UTAUT-2 framework (Unified Theory of Acceptance and Use of Technology).

Findings suggest high levels of engagement, as well as strong perceived usefulness and realism of the tool for developing clinical reasoning. However, students expressed frustration about the limited number of interactions allowed with the free version of ChatGPT and reported occasional inconsistencies in the responses generated. Overall, the use of a simulated client via AI helped bridge the gap between theoretical knowledge and practical application.

Development of a Virtual-Reality Case Simulation for Intercultural and Interprofessional Learning in Healthcare

Thursday, 23rd October - 11:45: - Oral Presentation

Prof. Mandana Fallahpour [1]

1. *Karolinska Institutet, Stockholm, Sweden*

Background:
Interprofessional intercultural competencies are essential in healthcare education. The Global Health Education Competency toolkit highlights team-based learning to develop cultural awareness and collaboration. Research supports virtual reality (VR) case simulations in interprofessional education (IPE) as effective tools for enhancing communication, teamwork, and internationalization at home (IaH).
Aim:
This project aims to develop and evaluate an international and interprofessional learning (IPL) activity using VR case simulations. The focus is on fostering students' intercultural and interprofessional communication, cultural awareness, and understanding of global health issues.
Methods:
An interprofessional activity will be integrated into three undergraduate programs at Karolinska Institutet, nursing, occupational therapy, and physiotherapy, co-designed with a partner university. The activity includes 1) VR case simulations, 2) interprofessional group work, and 3) digital seminars with student-led presentations.
Results:
The project is in progress, involving local and international stakeholders, including a European partner university. The VR case simulation is being co-developed with KI core facility support. The pilot study will assess feasibility with 30-40 students from KI and the partner university.
Conclusion:
Findings will contribute to innovative use of technology in future education as a potential to enhance interprofessional and intercultural competencies in healthcare training while promoting students' active engagement.

XR as a tool for climate competence: bridging the gap between health, technology and sustainability in occupational therapy education

Thursday, 23rd October - 12:00: - Oral Presentation

Mrs. Barbara Prinz-Buchberger [1], ***Mrs. Christine Spevak-Grossi*** [2], ***Mrs. Rita Weber- Stallecker*** [1]

1. *IMC University of Applied Sciences Krems,* ***2.*** *IMC Krems University of Applied Sciences*

Climate change poses challenges for the healthcare sector, including occupational therapy. The FFG (Austrian Research Promotion Agency) funded interdisciplinary project “GreenTouch” explores the use of Extended Reality (XR) technologies for teaching climate skills with and for occupational therapists and clients. The aim is to create XR scenarios for occupational therapists, students and clients that contribute to the principles of planetary health and the interdependence of human health and the health of the planet.

In a co-creative process, immersive XR scenarios are developed following a systematic literature review and requirements analysis. Occupational therapists, clients, educators, technicians and ethics experts are involved in an iterative development process to create realistic and user-centered learning opportunities. The scenarios are designed to promote health-related action and climate literacy.

Preliminary results from literature review and expert interviews show that XR technologies can vividly communicate complex relationships between climate change, health and sustainability. Studies also show that immersive scenarios can appeal to the emotional and cognitive levels, which increases the willingness to integrate climate- and health-friendly measures These findings form the basis for the next development phase of co-creation, which aims to develop XR scenarios. First results of the co-creation process will be presented.

A Study of Artificial Intelligence (AI) Utilization Among Entry-Level Occupational Therapy Doctoral Students

Thursday, 23rd October - 12:15: - Oral Presentation

Dr. Gustavo Reinoso [1], ***Dr. Christine Urish*** [1], ***Dr. Rachel Allen McHugh*** [1]

1. *Drake University*

Artificial intelligence (AI) is increasingly integrated into higher education, yet little research explores its utilization among entry-level occupational therapy doctoral (OTD) students. This study developed a scale to assess AI usage and perceptions, examining differences across academic years. Eighty OTD students from a mid-sized urban university completed a 44-item survey refined using a Delphi method with nine faculty experts. Exploratory factor analysis identified three subscales—Efficiency and Adaptability, Academic Integrity Concerns, and the Student-Professor Divide—accounting for 46.04% of the variance (Cronbach's α = .72–.93). Multivariate analysis of variance revealed significant effects of academic year on subscale scores (Wilks' Λ = .822, F (6, 150) = 2.582, p = .021, partial η^2 = .094). Second-year students scored highest on Efficiency and Adaptability, while first- and third-year students reported a greater Student-Professor Divide. Academic Integrity Concerns remained consistently low across groups. Students perceived professors as lacking knowledge about AI, which may not fully align with reality. These findings highlight the need for increased faculty-student dialogue to bridge perceived gaps, enhance collaboration, and support ethical AI integration in occupational therapy education. Tailored curriculum adjustments could ensure students critically engage with AI while balancing innovation and professional judgment.

The ECHOES Project: A Digital Platform for Bridging Gaps in Health Education and Research

Thursday, 23rd October - 12:30: - Oral Presentation

Dr. Marjorie Bonello [1]

1. *University of Malta*

Studies have shown that healthcare expertise is unevenly distributed across Europe, leading to disparities in access to healthcare education. The ECHOES project (ExCHange Of ExpertiSe in healthcare professionals' education), funded by an Erasmus+ grant, aims to address this challenge by developing a free digital platform to facilitate the exchange of healthcare expertise among European higher education institutes. The project involves five full and twelve associate partners, with occupational therapy represented by ENOTHE and COTEC.

The project began with surveys and focus groups to identify gaps in expertise within European healthcare education. Occupational therapists were notably well-represented in these discussions, ensuring their perspectives were strongly integrated. Findings from these phases guide the platform's development, which will feature searchable expert profiles, AI-driven matchmaking, and video-conferencing tools.

Preliminary results have highlighted significant gaps in digital, green, and transversal skills among healthcare educators, with notable regional disparities. These findings will continue to shape the platform's functionalities. Dissemination efforts will target European healthcare experts and universities through digital campaigns and collaborative events.

The anticipated outcomes include increased collaboration, knowledge sharing, and capacity building among higher education institutions. This holds significant potential for occupational therapy education, fostering stronger connections between practice, education, and research.

Oral presentations - session 7

“From Hope to Action”: Whole school approaches for health, wellbeing and participation.

Thursday, 23rd October - 11:30: - Oral Presentation

Mr. Elvin Williams [1], ***Ms. Janine Hackett*** [1]

1. *Queen Margaret University*

The overarching goal for children and young people (CYP) is to be raised in environments that are safe and nurturing, conducive to health and well-being, and foster belonging and active participation in communities and societal roles (Scottish Government, 2022).
UNESCO, UNICEF and WFP (2023) and The Academy of Medical Sciences (2024) affirm the critical nature of childhood and adolescence for healthy physical and socio-emotional development, underscoring a unique window of opportunity to promote engagement in lifelong healthy occupations, health, and well-being.
Whilst the importance of public health approaches in addressing the social determinants of health and the vital role of Allied Health Professionals (AHPs) is recognised, the full potential of occupational therapy (OT) has not yet been fully realised (Allied Health Professions Federation, 2019).

Whole school approaches aim to promote the health and well-being of all learners through early intervention and prevention, promoting more equitable service delivery and reduction of stigma (Scottish Government, 2021).
Drawing on key learning from a transnational knowledge exchange project between Queen Margaret University in Scotland and the University of the Western Cape, South Africa, this presentation discusses how OT can address public health challenges for CYP, to enhance curriculum development and professional practice.

Preparing occupational therapy students to become change agents

Thursday, 23rd October - 11:45: - Oral Presentation

Ms. Victoria Hartmann [1], ***Mrs. Katharina Christe*** [1], ***Mrs. Esther Leach*** [1], ***Mr. Matthias Möller*** [1]

1. *Furtwangen University of Applied Sciences & Ergotherapie Akademie Südwest gGmbH*

A volatile, complex and amigous world calls for occupational therapists to be change agents. The evolving profession is corresponding to such calls by shifting from rather traditional professional practice focusing on the occupational needs of individuals to a broader picture of the societal role and related competences. However, what does this mean for occupational therapy education? How can an innovative occupational therapy program be developed within a 26-year-old professional law?

This presentation offers insight into how a new Occupational therapy Bachelor program located in Germany faced some typical challenges in creating an education program, with topics like planetary health, diversity competence, or health literacy. A competency-oriented education approach was implemented to accompany students in learning to assume the role as active partner in academization and evolution of health professionals on societal as well as political level.

The biggest challenge in this process is the german professional law and a possible emerging gap between an academic and non-academic education. Positive and challenging situations during curriculum construction and how theory and practice found pragmatic matches, are presented.

An outlook to possible future evolutions beyond the specific context and possibilities to empowers graduates to take an active role in social action are discussed.

Assessing Cultural Experiences and Humility in First-Year Occupational Therapy Education: An Irish–Swedish comparison

Thursday, 23rd October - 12:00: - Oral Presentation

Dr. Manigandan Chockalingam [1], ***Dr. Susanne Assander*** [2], ***Mrs. Jackie Fox*** [1], ***Dr. Maria Borgestig*** [3]

1. *Occupational Therapy Discipline School of Health Sciences, University of Galway,* ***2.*** *Division of Occupational Therapy Department of Women's and Children's Health,* ***3.*** *Division of Occupational Therapy Department of Women's and Children's Health, Uppsala University*

Background

The WHO promotes culturally competent healthcare to reduce global health disparities, urging professionals to adapt care to patients' cultural needs. The WFOT supports this by highlighting cultural competence in client-centred care. However, cultural humility is also essential, emphasising ongoing self-reflection, openness, and addressing power imbalances in practice. This mindset is viewed as more effective in today's diverse healthcare landscape. Despite growing awareness, integrating cultural humility into curricula remains challenging. The University of Galway (Ireland) and Uppsala University (Sweden) collaborate to embed cultural humility into first-year occupational therapy education. To better understand first-year students' current standpoint regarding cultural experiences and humility, they will be invited to complete a survey.

Objective

To assess first-year students' levels of cultural competence and humility.

Method

In autumn 2025, a cross-sectional survey will be administered anonymously via Microsoft Forms to first-year occupational therapy students at both universities. It includes a demographic form and two validated instruments: the Multicultural Experiences Questionnaire and Foronda's Cultural Humility Scale.

Results

Findings will provide valuable insights into first-year students' cultural experiences and levels of cultural humility. Data will be compared between universities.

Significance to the Occupational Therapy Profession

The study will offer insights to inform programme activities and curriculum design.

Oral presentations - session 8

Enhancing student understanding of muscle function and activation through technology

Thursday, 23rd October - 11:30: - Oral Presentation

Dr. Els Knippenberg [1], ***Mrs. Goele theuwissen*** [1], ***Dr. Kirsten Quadflieg*** [1]

1. *PXL University of Applied Sciences and Arts*

Students often lack sufficient insight into muscle function and activation when learning anatomy. Traditional anatomy education primarily focuses on theoretical knowledge and palpation, which can make it challenging for students to grasp the dynamic nature of muscle activity. To bridge this gap, we have integrated Electromyography (EMG), Inertial Measurement Unit (IMU) and Kinvent technology into our first-year professional bachelor occupational therapy (OT) curriculum organized by PXL University of Applied Sciences and Arts.

By utilizing EMG, IMU, and Kinvent devices in practical courses, students gain real-time, visual, and hands-on experience with muscle activation, mobility and strength. This comprehensive approach allows them to observe and analyze muscle function during movement, enhancing their understanding beyond static anatomical models. The use of technology provides an interactive and engaging learning experience, making complex concepts more tangible.

This innovative teaching method aligns with the theme *"Technology for Bridging Gaps"*, as it transforms traditional anatomy education by leveraging modern tools to improve student comprehension. Preliminary feedback suggests that students develop a deeper and more applied understanding of muscle function and activation patterns, ultimately benefiting their clinical reasoning skills. In the future, we aim to further integrate these technologies into other courses at PXL Healthcare.

Empowering Occupational Therapy Through Assistive Technology and DIY Innovation.

Thursday, 23rd October - 11:45: - Oral Presentation

Ms. Femke Tack [1], ***Ms. Aja Van Maele*** [1], ***Ms. Ani Arzumanian*** [1]

1. *Howest University of Applied science*

The module 'Assistive Technology for (Every)One' is a unique and innovative course offered exclusively at Howest University of Applied Sciences in Flanders. As OT students, we learn how to use technology to support people in their daily activities. When standard tools sometimes fail to meet expectations, the DIY (Do It Yourself) culture offers alternative and creative solutions.

In this module, we apply DIY and co-design to develop an inclusive game, collaborating with clients and makers to adapt products and explore new materials. We also develop practical skills such as 3D printing and laser cutting. For example, in a 3D lesson, we designed a cover for a remote control to prevent unwanted operation.

We chose this module as our topic because technology is a key aspect of modern occupational therapy. We believe every school should offer such a module as it fosters innovation, broadens perspectives, and benefits diverse target groups. The combination of theory, practice and collaboration equips us with the skills to provide creative and effective support in the future.

In our presentation, we will share our experiences, discuss the module, and explain what we did during the lessons and how we were evaluated.

Family-centered care in rural India: Mixed-methods study for children with neurodevelopmental disabilities with clinicians and parents of children with neurodevelopmental disorders

Thursday, 23rd October - 12:00: - Oral Presentation

Dr. Noémi Dahan-Oliel [1], ***Ms. Kelly Brotto*** [1], ***Mr. Nathaniel Ouazana*** [1], ***Ms. Sundip Rayat*** [1], ***Ms. Aviva Wiseman*** [1], ***Ms. Shibo Yu*** [1], ***Dr. Franzina Coutinho*** [2]

1. *McGill University,* ***2.*** *Amar Seva Sangam*

Background: Neurodevelopmental disabilities (NDD) affect up to 18% of children globally, presenting challenges that benefit from a family-centered (FC) approach to rehabilitation. Family-centered services (FCS) implementation in low-middle-income countries, such as India, remains understudied, particularly in rural areas of Tamil Nadu, where access to pediatric rehabilitation services is limited. **Objectives:** To explore the provision of FCS in pediatric rehabilitation in Tamil Nadu in an organization that provided rehabilitation services to 3000 children during the last decade. FCS will be assessed from the perspectives of caregivers and clinicians. The primary aim is to assess the perceived level of FCS delivery; the secondary aim is to identify the factors hindering/supporting its implementation. **Methods:** A mixed-methods design, combining quantitative data from the Measure of Processes of Care (MPOC) and qualitative data from structured interviews/focus groups. Caregivers of children with NDD aged 0-8 years, with at least six months of rehabilitation services and clinicians (>2 years' experience) will be included. Descriptive statistics will describe MPOC scores, thematic analysis will identify factors influencing FCS delivery. **Expected Contributions:** Findings will provide insights into FCS in rural India from the perspective of caregivers and HCPs promoting a more collaborative and FC approach to care in Tamil Nadu.

KOKUKI: A Multifunctional Therapy House For Developmental Disorders

Thursday, 23rd October - 12:15: - Poster

Ms. Maria Regina Kontozamanis-Kunzenmann [1]

1. *Self-employed Occupational Therapist*

The “KOKUKI” Multifunctional Therapy House is an innovative solution designed to enhance the effectiveness of the therapeutic process for individuals with: Autism, Developmental, Behavioral, Communication, Sensory and Learning Disorders, Attention Deficit Disorder with or without Hyperactivity,

It was created by Maria Kontozamanis-Kunzenmann, an occupational therapist with over 35 years of experience. This idea emerged from her continuous observation and efforts to improve not only communication and interaction but also concentration, endurance and safety during therapy, by reducing distracting stimuli.

The “KOKUKI” is a versatile wooden construction in soothing colors with an ergonomic design that utilizes natural light. It has been carefully designed, ensuring safety, ergonomic posture and the optimal distance between therapist and patient, maximizing the effectiveness of each activity and minimizing the necessary assistance provided by the therapist.

The “KOKUKI” is easy to assemble, transport, and configure. The adjustments of seat, table and floor can be easily done tool-free, according to the patient’s age (from infant to adult) and body type, ensuring correct posture. The patient can engage in any activity that requires concentration, communication and interaction.

The “KOKUKI” is a unique tool that has been granted both European and Austrian patents. It is suitable for therapists, educators, parents.

Oral presentations - session 9

Paving the road to equitable and inclusive perinatal care

Thursday, 23rd October - 11:30: - Oral Presentation

Dr. Kuni Vergauwen [1], ***Mrs. Hanne Claessens*** [1]

1. *AP University of Applied Sciences and Arts Antwerp*

The transition to motherhood presents numerous challenges for every new mother. For women with chronic conditions who struggle with chronic pain, fatigue, and/or motor impairments that hinder daily life, additional challenges may arise. These challenges involve significant life-changing decisions, such as whether or not to pursue motherhood and specific questions related to their condition, including genetic risks, medication use during pregnancy and breastfeeding, and the impact of pregnancy and child raising on the condition and vice versa. Literature indicates that current healthcare is insufficiently tailored to the challenges faced by these women. Critical issues include a lack of condition-specific information, negative attitudes and poor communication with healthcare providers, and limited accessibility of care. From the perspective of occupational justice, equity, and inclusion, the research project “Motherhood with a chronic condition” aims to make the perinatal period a joyful experience by empowering women through shared experiences and supporting healthcare providers to integrate key points of attention for this target group into perinatal care. The project includes a literature review, expert interviews, and in-depth interviews with experts by experience. The presentation will reflect the results from these perspectives and provide an overview of the key take-home messages from our research.

Evaluation of the School-Based Occupational Therapy Pilot Project (Malta 2023-2025)

Thursday, 23rd October - 11:45: - Oral Presentation

Mrs. Francianne Bonnici [1], ***Mrs. Ruth Bondin*** [1]

1. *School Based Occupational Therapy Malta*

Background: This two-year pilot project, implemented across 26 mainstream primary schools in Malta and Gozo, marks a shift from traditional child-specific occupational therapy services to a collaborative whole-school three-tiered model.
Objectives: The study evaluates the extent of the project's reach, focusing on the number of learners and educators engaged, as well as the frequency and types of tiered interventions delivered. Additionally, it assesses perceived outcomes from key stakeholders, including administrators, educators, parents, and learners.
Methods: This mixed-methods evaluation incorporates:

- Focus groups with college principals and senior leadership teams for qualitative insights.
- Educator questionnaires to collect interim and final feedback, and assess specific interventions.
- Parent questionnaires to evaluate workshops and lectures.
- Learners' feedback to assess participation following class-based interventions.
- Document review examining statistical data and records to quantify engagements.

Data is analysed using manifest content analysis and descriptive statistics.
Results: Preliminary findings, ahead of completion in June 2025, suggest that the project is perceived as highly beneficial and inclusive. Stakeholders support the importance of embedding occupational therapy in schools to build educator capacity and enhance learner participation.
Conclusions: The study highlights the value of using the collaborative whole-school approach as a framework for occupational therapy in Maltese primary schools.

Occupational therapy students' knowledge and attitude about dementia in India

Thursday, 23rd October - 12:00: - Oral Presentation

Ms. Aardra Kumar [1], Dr. Vinita Acharya [1], Dr. Sebestina Anita Dsouza [1]

1. *Manipal Academy of Higher Education*

Background: Dementia is a complex, progressive condition with debilitating effects on the quality of life of people with dementia and caregivers requiring specialized care including occupational therapy. The aging population and increasing prevalence of dementia in India, would increase the need of occupational therapy services for this vulnerable population. As aspiring professionals, occupational therapy students are expected to acquire basic competencies of dementia care during their academic program. The present study aimed to evaluate the dementia-related knowledge and attitude of occupational therapy students in an Indian university.
Method: Using convenience sampling, this cross-sectional study recruited107 undergraduate occupational therapy students at an Indian university. The students rated their knowledge about dementia as poor, fair or good and then completed the Dementia Knowledge Assessment Scale (DKAS), and the Dementia Attitudes Scale (DAS).
Results: While 87% of students perceived that they had good knowledge about dementia, the mean DKAS score (22.2 ± 6.31) indicated otherwise. Similarly, the mean DAS score (103.1 ± 11.6) suggested poor attitudes towards dementia.
Conclusion: Occupational therapy education in India would need to explore contextually relevant strategies to improve students' competencies and preparedness in managing the burden associated with dementia, an emerging public health concern and priority.

Using Transformative Pedagogy to Promote Neurodiversity Affirming Practice

Thursday, 23rd October - 12:15: - Oral Presentation

Dr. Christie Welch [1], ***Dr. Yani Hamdani*** [1]

1. *University of Toronto*

Background: The autistic community is calling for a shift to neurodiversity affirming practice (NAP). While the shared values and competencies of our profession (ACOTRO et al., 2021) position us to be leaders in NAP, there are structural, systemic, and subconscious barriers to practicing in this way, and occupational therapists persist in unintentionally harmful practices (Dallman et al., 2022). Our team has created a learning module grounded in transformative pedagogy and designed to help OT students critically examine deficit framings of autism and consider neurodiversity affirming alternatives to practice. **Data generation:** The learning module will be presented to approximately 130 OT students as part of a first-year course. Interested students will be invited to complete a survey or participate in a focus group. Both the survey and the focus group will explore the impacts of the learning module and how the embedded transformative-pedagogy-teaching-tools contributed to these impacts. **Data analysis:** We will use quantitative (descriptive statistics) and qualitative (content and thematic) types of analysis and integrate the analyses in complementary ways to address our research objectives. **Outcome:** The findings of this study will build new knowledge on effective ways to promote practice competence related to human variation and diversity, particularly NAP.

Oral presentations - session 10

Transformative learning through a Mad studies global learning course in Ireland

Thursday, 23rd October - 11:30: - Oral Presentation

Dr. Karen McCarthy [1]

1. *Dominican University of California*

The academy and healthcare are institutions that embrace pathologizing views of emotional distress, and occupational therapy (OT) education transverses both of these institutions. OT education relies on psychocentric beliefs (Rimke, 2011) and contributes to epistemic injustice when Mad knowledge is disregarded (Leblanc & Kinsella, 2016). The challenge is how to infuse Mad Studies into an OT curriculum. This research used a case study approach (Merriam & Tisdell, 2015), the case being an OT global learning course, "The Emerald Asylum: Critical Perspectives of Mental Health in Ireland," taught in the summers of 2023 and 2024. The course utilized a variety of experiential pedagogies, including site visits to past and current asylums, hospitals, former Magdalene laundries, youth resource centers, and supported community living and community farms. Mad knowledge is centered on lived experience guest speakers, podcasts, and autobiographies. Data was collected through reflective journal entries, digital portfolios, and semi-structured interviews with the OT students. Data was analyzed using reflexive thematic analysis (Braun & Clarke, 2021), and three themes were identified: Transformative learning environment, centering lived experience, and personal and professional impact. This study contributes to Mad Studies knowledge by providing a case example of disruptive pedagogy that contributes to Maddening the academy.

Two unique minors related to mental well-being: innovation and open-minded occupational therapy.

Thursday, 23rd October - 11:45: - Oral Presentation

Mr. Yoran Vansteelandt [1], ***Ms. Ellen Albert*** [1], ***Mr. Renaat Mussly*** [1]

1. *Howest University of Applied sciences*

The *Experience & Challenge* minor offers a sustainable approach within occupational therapy, placing experiential learning in nature at its core. This minor develops skills such as self-reflection, stepping out of comfort zones, and applying techniques like barefoot trails and “challenge by choice.” This approach allows students to explore interventions beyond traditional methods.

The *Wellbeing & Coaching* minor supports individuals in their mental well-being and personal growth to enhance their quality of life. Methods such as yoga, massage, and body scans help students refine their preferences and develop their specializations.

Our goal is to demonstrate the value of these minors by sharing course content, assessment methods, and practical examples. Techniques such as self-reflection, nature-based activities, and creative approaches are essential in encouraging students to explore innovative interventions and make informed choices.

With this abstract, we aim to inspire, share insights, and contribute to the advancement of occupational therapy. Non-traditional interventions provide a broader perspective and empower students to expand their horizons.

Integrating Social Action and Planetary Health in Occupational Therapy Education: A Path to Sustainability and Justice

Thursday, 23rd October - 12:00: - Oral Presentation

Mr. Hannes Außermaier [1]

1. *IMC University of Applied Sciences Krems*

This presentation explores the integration of **social action** and **planetary health** into occupational therapy education to empower students as agents of change. By embedding these principles early in the curriculum, we aim to foster a commitment to **collaboration, social justice, and sustainable practices** in both professional and everyday contexts.

We will share insights from implementing an **Occupational Science** block in the first semester, emphasizing the role of individuals as **creative and occupational beings** with the capacity to shape their environment. Our experience over the past two years highlights the need to move beyond isolated modules, such as **Occupational Science and Ethics**, and instead weave these themes throughout the entire programme.

This requires **structural embedding** and increased **collaboration** between lecturers and universities. By making sustainability and social justice fundamental to occupational therapy education, we can equip future therapists to **initiate systemic change** in their workplaces and communities. This session will provide practical insights and discuss strategies for embedding these critical issues within teaching practices

Mapping social transformation through occupation: intersections to education

Thursday, 23rd October - 12:15: - Oral Presentation

Mrs. Inés Viana-Moldes [1], ***Dr. Monica Villaça Gonçalves*** [2], ***Mrs. Ivory Rose*** [3], ***Mr. Yousef Babish*** [4], ***Mrs. Sarah Kufner*** [5], ***Dr. Donnamarie Krause*** [6], ***Dr. Sarah Kantartzis*** [7]

1. *University of A Coruña,* ***2.*** *Federal University of Espírito Santo, Vitória, ES, Brazil,* ***3.*** *Kaiser Permanente,* ***4.*** *USC Chan Division, Los Angeles, USA,* ***5.*** *Empowerment-project.de, Germany,* ***6.*** *University of Nevada,* ***7.*** *Queen Margaret University, Edinburgh, UK*

The International Social Transformation through Occupation Network (ISTTON) has launched a project to map initiatives from around the world based on occupation to contribute to social transformation.
In June 2024, the Mapping Social Transformation through Occupation Project Group was established to create a publicly accessible resource: a digital, interactive and descriptive map hosted on the ISTTON website. The group principles are: democratizing access to resources; recognizing the equal value of diverse knowledge; emphasising the information directly from the authors; and respecting the original epistemological reasoning and positions of the initiatives, as well as their languages of communication.
In April 2025, a pilot process involving ISTTON members collected detailed information via an electronic form, including the initiative's name, location, and scope; stakeholders involved; duration; primary goals; occupational practices utilized; theories and methodologies adopted; and desired transformative outcomes. Ethical considerations include consent for data sharing and accuracy, while a participatory methodology enables initiatives to self-report and multilingual representation, alongside English translations.
As a living document, this resource will be a dynamic repository. In this presentation the authors will share the preliminary results of the ongoing project, as well as discuss their implications for Occupational Therapy Education.

Experiences in community occupational therapy in Spain: Contributions from critical reflexivity.

Thursday, 23rd October - 12:30: - Oral Presentation

Mrs. Inés Viana-Moldes [1], ***Mrs. Silvia Veiga-Seijo*** [2], ***Mrs. Sonsoles Mosteiro-Sigüenza*** [1], ***Mrs. Marta Canabal-López*** [3], ***Ms. Natalia Rivas-Quarneti*** [1]

1. *University of A Coruña,* ***2.*** *Universidade da Coruña,* ***3.*** *Igaxes*

Introduction: The expansion of community, social, or critical occupational therapy is an international reality that is gaining increasing importance in international and national contexts. The development of professional practice (research/teaching/practice/management) drawing on these epistemological approaches is a priority in addressing contemporary social challenges, characterised by health inequities and social injustices that directly impact the occupational rights of individuals/groups/communities. Therefore, identifying successful practices is essential for critically problematising challenges and opportunities in a situated manner.
Objective: To reflexively explore experiences of development and leadership in community occupational therapy in Spain.
Methodology: Descriptive qualitative research from a sociocritical paradigm. We identified six experiences of community occupational therapy in which the authors participated. These projects were selected based on their potential relevance in contributing to the expansion of this area of the profession in Spain. Data were generated through an online discussion group aimed at eliciting the opportunities and challenges of implementing community occupational therapy in the Spanish national context. A participatory thematic analysis was conducted based on processes of critical reflexivity.
Results: The research is ongoing. Preliminary findings will be presented at the conference.
Conclusions: This study will potentially reveal challenges, opportunities, and strategies related to advancing community occupational therapy in Education

Oral presentations - session 11

Exploring Effective Teaching Behaviors of Adjunct Faculty in Occupational Therapy Education: Implications for Curriculum Development

Thursday, 23rd October - 11:30: - Oral Presentation

Dr. Marian Gillard PhD, OTR, FAOTA [1], ***Dr. Kayla Collins*** [1], ***Dr. Kirsten Davin*** [1], ***Dr. Christine Davis*** [1]

1. *Baylor University*

Adjunct faculty play a vital role in occupational therapy education, particularly in hybrid and online learning environments. However, little research has explored which teaching behaviors contribute most effectively to student learning in these settings. This study examines the perceptions of students, core faculty, and adjunct instructors regarding effective teaching behaviors in OT education, utilizing the Teacher Behavior Checklist (TBC) as a guiding framework.

The mixed-methods study analyzes how adjunct faculty behaviors align with best practices in teaching effectiveness, mentorship, and engagement. Findings highlight the importance of adaptability, inclusivity, and communication, particularly in digital and hybrid formats. Implications for faculty development, mentorship models, and equitable learning experiences will be discussed.

This presentation aligns with the ENOTHE strategic aims of ensuring high-quality OT education across diverse educational contexts and promoting faculty competencies that prepare graduates for evolving professional landscapes. By understanding effective adjunct teaching behaviors, OT programs can improve faculty recruitment, training, and student learning outcomes, ensuring sustainability and excellence in European and global OT education.

Enhancing Competence in Human Diversity: Impact of 'Exploratory Occupational Therapist' Module on Well-being

Thursday, 23rd October - 11:45: - Oral Presentation

Ms. Sarah Proost [1], ***Ms. Ingrid Sanders*** [1], ***Ms. Sophie Rimaux*** [1], ***Prof. Yvonne Kuipers*** [2]

1. *AP University College Antwerp,* ***2.*** *Edinburgh Napier University*

Background: One in five students faces mental health challenges. Healthcare students, especially young women, are at higher risk. Environmental support enhances resilience, making well-being monitoring and effective interventions crucial for their professional future.

Purpose: This study evaluates a teaching module on resilient caregiving, assessing its impact on occupational therapy students' well-being, coping strategies, and experiences. The module aims to enhance students' ability to manage their well-being and professional demands by fostering self-awareness and resilience.

Method: This longitudinal study assessed first-year students using the Warwick-Edinburgh Mental Well-being Scale at three-time points (T1: pre-intervention; T2: post-intervention; T3:three months follow-up). Active and avoidant coping styles were analyzed.

Results: Low well-being initially increased (T1:16.3% to T2:22.8%) before declining (T3:18.8%). High well-being decreased (T1:8.7% to T2:5.3%) but slightly recovered (T3:5.9%). Active coping improved, while avoidant coping decreased slightly. 82.5% reported increased group solidarity, and 93% found the module useful.

Conclusion: Overall, the module temporarily decreases students' well-being but improves over time. Active coping improved Further research should assess long-term effects and refine the module.

Integrating BALANCED LIFE & WEIGHT for Sustainable Weight Management in OT Education

Thursday, 23rd October - 12:00: - Oral Presentation

Dr. Jeanette Reffstrup Christensen [1], ***Dr. Line Nørgaard Remmen*** [2]

1. *1. Research Unit for General Practice, Denmark; 2. Resaerch Unit of General Practice, University of Sourthern Denmark; 3. DRIVEN - Danish Centre for Motivational and Behaviour Science, University of Southern Denmark.,* ***2.*** *2. Research Unit for General Practice, Aarhus, Denmark. 4. University College Southern Denmark, Denmark.*

Introduction:
Overweight presents a significant public health challenge, contributing to chronic diseases and social inequalities. Traditional weight management often focus on diet and exercise, overlooking factors such as occupational balance and social participation, which are essential for lasting behavior change. Occupational therapy (OT) offers a holistic approach to integrating healthier habits into daily routines, promoting sustainable lifestyle changes.

Program Design:
The BALANCED LIFE & WEIGHT is an OT-based weight management program that integrates five essential components: diet, physical activity, habits, social support, and occupational balance. Grounded in occupational science and behavior change theories, the program aims to promote lasting health improvements by balancing work, leisure, and daily responsibilities.

Findings:
The pilot study evaluating the program's feasibility, acceptability, and effectiveness—measuring outcomes such as weight loss, BMI, and mental well-being— highlight the importance of occupation-based strategies in supporting adherence and ensuring long-term success.

Implications for OT Practice and Education:
This program offers a valuable theoretical framework for OT practitioners, enabling them to develop culturally responsive, occupation-based interventions for health promotion and weight management. It underscores the importance of addressing occupational balance, recognizing and respecting diversity, and using holistic approaches to foster long-term, sustainable behavior change.

Are We Preparing Students for diversity competence and Culturally Safe Practices? Faculty Perspectives

Thursday, 23rd October - 12:15: - Oral Presentation

Ms. Jordyne Greenspoon [1], ***Ms. Sarah Weseen*** [1], ***Mr. Jay MacDonald*** [1], ***Ms. Kaarina Valaavara*** [2], ***Prof. Tal Jarus*** [1]

1. *University of British Columbia,* ***2.*** *Dalhousie University*

Introduction: Research with Canadian occupational therapists (OTs) have revealed that they do not feel prepared to complete assessments with Indigenous Peoples in culturally safe ways. The need for diversity competence curriculum is an essential component of OT's ability to work safely with diverse population. **Objectives**: To explore the current OT curriculum across Canada, focusing on Indigenous cultural safety education and assessment administration. **Method**: 22 faculty members who are involved in Indigenous cultural safety and assessments curriculum from Canadian OT programs participated in an online survey and group interviews. Thematic data analysis was used to code the interviews and open-ended survey questions. **Findings**: Two themes describe the historical context and current landscape of OT programs: 1) Shadowed by our history, 2) Alliance building: Indigenous cultural safety through partnership, the remaining two highlight the shared onus of reconciliation 3) Playing their part, and 4) Complexity and collaboration in curriculum transformation. **Conclusion**: To foster diversity competence, changes to the current Canadian educational system must be addressed, such as recognizing occupational therapy and postsecondary institution's roots in colonialism, the need to center Indigenous voices when teaching these topics, occupational therapy student's responsibilities with respect to this learning, and the complexities of transforming curriculum.

Symposium session 2

Planetary Health and Transformative Engagement: Lessons from and beyond the CalohEx Tuning Process for Masters.

Thursday, 23rd October - 14:30: - Meet-up / Symposium

Prof. Ursula Costa [1], ***Ms. Kira Hanssmann*** [2], ***Ms. Carina Pennerstorfer*** [3], ***Ms. Barbara Bachmann*** [4], ***Ms. Chantal Berner*** [4], ***Ms. Verena Fritsch*** [4], ***Ms. Susanne Nissle*** [4], ***Ms. Linda Steier*** [4], ***Dr. Caroline Fischl*** [5], ***Prof. Sofia Vikström*** [6], ***Dr. Maria Kapanadze*** [7]

1. *fhg - Health University of Applied Sciences Tyrol (Austria), Master Programmes in Occupational Therapy and Occupational Science, Institute InnTra,* ***2.*** *ENOTHE, SPOT Europe,* ***3.*** *fhg - Health University of Applied Sciences Tyrol (Austria), Institute for Innovation, Sustainability, and Transformation in Health Care and Social Systems (InnTra),* ***4.*** *fhg - Health University of Applied Sciences Tyrol (Austria), Master Programme in Occupational Therapy and Occupational Science,* ***5.*** *Jönköping University,* ***6.*** *Karolinska Institutet, Stockholm, Sweden,* ***7.*** *EUIT, Autonomous University of Barcelona*

Relatedness is what matters in our everday doing. Occupational therapists who engage in Master education are enhancing their professional scope towards current and future skills needed on any systems level: micro, meso, macro.
The CalohEx Tuning competences for OT offer a framework for adressing 21st century related challenges and (occupational) potentials.
We aim to open a platform for discussing the relevance of selected competences as suggested in this framework for Master curricula and whom they may serve. Special emphasise will be given to sustainable, transformative engagement in everyday life, in various professional roles and contexts. Participants' experiences, reflections, and ideas are gathered, discussed in relation to the CalohEx-Tuning competences, and synthesised as part of a nourishing, encouraging ground for further development and growth.

Oral presentations and Q&A - session 12

Global learning experiences while staying at home - preparing the future occupational therapy workforce for population ageing

Thursday, 23rd October - 14:30: - Oral Presentation

Prof. Sanetta du Toit [1], ***Mr. Rohan Lai*** [2]

1. *Edith Cowan University,* ***2.*** *Workfocus NSW*

Population ageing and global migration will profoundly impact future health care. Various issues associated with the well-being, belonging and agency of older adults, especially those from minority groups such as culturally and linguistically diverse backgrounds, are highlighted. Chronic conditions in combination with diverse living conditions results in complex treatment contexts. Therefore, occupational therapy (OT) students as part of the mobile future healthcare workforce need to understand our profession's role in addressing current and future challenges relating to the health and wellbeing of older adults.

This ongoing project, delivered via a yearly online forum, aims to create a safe platform from which OT students (i) explore the potential impact of their perceived biases, ideas and cultural worldview on ageing; and (ii) investigate our profession's potential role in promoting the health and wellbeing of older adults. Students and staff from seven universities in Australia, South Africa, Sweden, the UK and South Korea collaborate prior to the forum to share insights on the lives of older adults in their country. Real-time interaction during the forum also includes discussions in smaller groups. Student engagement through these platforms support the development of international and intercultural competence in aged care approaches.

Diversity-sensitive care of older persons with migrant background and their families: development of a training programme

Thursday, 23rd October - 14:45: - Oral Presentation

Dr. Benedicte De Koker [1], ***Dr. Deborah Lambotte*** [1], ***Dr. Emina Hadziabdic*** [2]

1. *Hogeschool Gent,* ***2.*** *Linnaeus University*

Older persons with a migrant background often encounter limited access to professional health and social care services, while their informal carers are at risk of being overburdened. These disparities underscore the need for targeted interventions and enhance competences among students and professionals.

In occupational therapy practice, all aspects of diversity can impact the quality and outcome of services. Diversity-sensitivity promotes the idea that health and social care professionals should be aware of different forms diversity – be it related to gender, ethnicity, age, socioeconomic status, religion, sexual orientation or other social markers-; that difference should be integrated into the delivery of health care for patients; and that diversity itself is a positive social contribution (WHO, 2020).

The Erasmus+ project DI.S.C.O.P.M.B. developed a comprehensive training package using the 'Double Diamond' methodology. Drawing on literature, experiential knowledge, storytelling interviews, and best practices, the training equips students and professionals with the tools to deliver person-centred, diversity-sensitive care.

The training package was tested among 276 participants, including students in the programmes of nursing and occupational therapy. Results indicated a positive impact on participants' knowledge and attitudes towards person-centred, diversity-sensitive care.

Fostering diversity competence: Non-Indigenous Health Profession Students' experience with Cultural Safety Training

Thursday, 23rd October - 15:00: - Oral Presentation

Ms. Taylor Brooks [1], Ms. Shae Carlson [1], Ms. Tara Stevens [1], Mr. Jay MacDonald [1], Ms. Kaarina Valaavara [2], Prof. Tal Jarus [1]

1. *University of British Columbia,* ***2.*** *Dalhousie University*

Rationale: Indigenous Cultural Safety Training (ICST) is vital for fostering diversity competence and creating equitable healthcare experiences, yet non-Indigenous health profession students exhibit varying engagement levels. It is important to explore factors influencing ICST engagement within health professions educational programs to enable curriculum designs for social action and to address gaps in education and practice.

Objectives: To investigate factors contributing to low engagement in ICST among non-Indigenous health profession students at a Canadian university.

Methods: A mixed-methods approach combined quantitative surveys (SELCSI, Canadian Public Opinion on Aboriginal Peoples survey) (N=88) and qualitative semi-structured interviews (N=22). Surveys measured familiarity, comfort, and interest in ICST. Interviews explored student experiences. Quantitative data was analyzed using ANOVA and t-tests, while qualitative data was analyzed using thematic analysis.

Findings: This study identified barriers (e.g., discomfort, lack of reflexivity) and facilitators (e.g., faculty support, personal motivation) to ICST engagement, highlighting the importance of multiple avenues for increasing knowledge and understanding for student engagement in diversity competence education.

Conclusion: Findings informs ICST curriculum design, promoting critical reflexivity, and cultural humility. This research aligns with reconciliation efforts and strengthens health profession programs' capacity to foster diversity competence education through curriculum designs for social action, addressing systemic discrimination.

Workshop - session 1

Finding Security in Uncertainty: How can we teach resilience in challenging times?

Thursday, 23rd October - 14:30: - Workshop

Mr. Georg Gappmayer [1], ***Mrs. Jasmin Poschmaier*** [1]

1. *FH Campus Wien University of Applied Sciences*

We are living in a VUCA world—volatile, uncertain, complex, and ambiguous. Political, environmental, and social issues can feel overwhelming for many, creating a heightened need for occupational therapists to help clients navigate and thrive amidst uncertainty. This involves not only fostering individual resilience and creating resilient social and physical environments but also coping with uncertainty. Before we can support others, however, we must first learn to manage our own uncertainty.

This workshop focuses on exploring and sharing strategies for teaching OT students to embrace uncertainty. We will begin with a brief overview of the relationship between resilience and uncertainty, followed by an experiential exercise where participants reflect on their own bodily responses to uncertainty. After this, we will engage in a silent discussion with all participants to share coping, learning and teaching strategies. The main segment of the workshop will be dedicated to small group dialogues, where we will explore innovative approaches and examples of workshops designed to help students build comfort with their own uncertainty.

Workshop - session 2

How to develop Personal leadership and resilience in OT-education

Thursday, 23rd October - 14:30: - Workshop

Mrs. Minjou Lemette [1], ***Mr. Hill Jonker*** [2]

1. *University of Applied Sciences Rotterdam,* ***2.*** *HAN*

As (future) occupational therapists, you will encounter various situations where you must make immediate decisions to act differently than expected . Working in healthcare places additional demands on you as a professional, partly due to the emotional burden. It requires you to act resiliently and demonstrate personal leadership. Personal leadership means having the courage to show yourself and stand up for your opinions.
In chronic healthcare, professionals often experience high stress, excessive workload, reduced autonomy, and physically demanding conditions. Occupational therapists working in these environments are at greater risk of compassion fatigue and stress. Being resilient means taking care of yourself and recovering from situations that drain your energy.
Executive functions are closely related to self-regulation. This is the ability to direct and shape your own life and reflect on your values and choices. Specifically, the functions of response inhibition and emotion regulation influence resilience and the ability to cope with and recover from difficult situations. Executive functions are higher-order control functions in the brain that guide your actions and behavior.
However, education often places little emphasis on developing executive functions in relation resilience. This workshop provides guidelines on how resilience and personal leadership can be developed.

Workshop - session 3

Unpacking Epistemic Diversity: Strengthening OT Education Through Multiple Ways of Knowing

Thursday, 23rd October - 14:30: - Workshop

Dr. Aliki Thomas [1]

1. *McGill University*

What counts as knowledge in OT education? Who decides? While occupational therapy draws on diverse epistemologies—including empirical evidence, lived experience, Indigenous knowledge, and practice-based wisdom—dominant models of evidence-based practice often marginalize certain ways of knowing. As global health and social systems face increasing complexity, uncertainty, and calls for equity, the need for epistemic diversity in professional education has never been more urgent. Without a pluralistic approach to knowledge, OT risks reinforcing exclusionary practices that fail to meet the diverse needs of clients, communities, and emerging practitioners.

This workshop critically examines epistemic hierarchies in OT education and explores how embracing epistemic diversity can enhance professional reasoning, critical thinking, and inclusivity in curricula.

Participants will engage in interactive discussions and structured activities to:

- Identify and critique dominant and marginalized forms of knowledge in OT education.
- Analyze how epistemic hierarchies shape professional reasoning and practice.
- Co-develop strategies for integrating pluralistic knowledge approaches into OT curricula.

Through a brief plenary, case studies, group dialogue, and reflective exercises, attendees will explore practical ways to embed epistemic diversity in OT training. The session will provide concrete tools for educators to navigate and leverage epistemic diversity, fostering a more inclusive, contextually responsive approach to occupational therapy education.

Workshop - session 4

How to Incorporate Global Citizenship and Partnership Competences into Your Study Programs According to Tuning 2024?

Thursday, 23rd October - 14:30: - Workshop

Dr. Liliya Todorova [1], ***Mrs. Inés Viana-Moldes*** [2], ***Dr. Loreto González-Román*** [3], ***Dr. Joan Howarth*** [4], ***Mrs. Lisbeth Charret*** [5], ***Mrs. Evelien De wachter*** [6], ***Dr. Caroline Fischl*** [7], ***Dr. Maria Kapanadze*** [3]

1. *University of Ruse,* ***2.*** *University of A Coruña,* ***3.*** *Escola Universitària d'Infermeria i Teràpia Ocupacional de Terrassa (EUIT), Universitat Autònoma de Barcelona,* ***4.*** *University of Derby,* ***5.*** *Institut de Formation en Ergothérapie ADERE, Paris, France,* ***6.*** *Odisee University of Applied Sciences,* ***7.*** *Jönköping University*

The New Tuning Competences 2024 for the Occupational Therapy Subject Area encompasses five key topical issues that reflect the current priorities of the European Higher Education Area. The curriculum design competences of educators are crucial for ensuring the quality of study programs and the effectiveness of teaching, learning, and assessment processes. In addition to being adaptable and responsive to local and global societal needs and challenges, these competences should also facilitate comparing programs across and beyond European countries.

This workshop invites educators to engage in deep learning and reflection on how curricula can be designed to address social challenges and needs while providing a comprehensive understanding of the new Qualifications Reference Frameworks system. The workshop will employ a capacity-building approach and allow educators to share their experiences with curriculum design, particularly emphasising topical issues and fostering competences essential for global citizenship and collaboration.

Workshop - session 4

Put yourself first! - How OT students take on resilience

Thursday, 23rd October - 14:30: - Workshop

Mrs. Caroline Rijkers-de Boer [1], ***Ms. Sadaf Mohammadi*** [1], ***Ms. Laura Koning*** [1], ***Ms. Erica Blokker*** [1]

1. *Amsterdam University of Applied Sciences*

Dutch Minister Dijkgraaf: “The study period should be a time in which you discover who you are and what drives you. A period in which you develop resilience. In order to develop optimally as a student, it is of great importance that you feel mentally healthy.”

Put yourself first! With this catchy phrase, students of the occupational therapy program organized an event for fellow students that focused on resilience. The goal of the event was to provide knowledge and insight into dealing with setbacks, stress and changes in life. Both the evaluation of students and teachers has resulted in this topic being followed up and given a place in the curriculum.

In this workshop we let participants map and discuss resilience using different working methods. We also discuss the role (and task) of teachers/mentors in the process of awareness, guidance and support. We hope that participants take this experience back to their university and give resilience a place in the curriculum.

Symposium - session 3

TUNING OCCUPATONAL THERAPY COMPETENCES: A PHD PERSPECTIVE FROM EUROPE

Thursday, 23rd October - 16:30: - Meet-up / Symposium

Prof. Elke Kraus [1], ***Dr. Helen Lynch*** [2], ***Dr. Maria Kapanadze*** [3]

1. *ASH Berlin,* ***2.*** *University College Cork,* ***3.*** *EUIT, Autonomous University of Barcelona*

This symposium aims to provide a space to share insights gained from working on the ENOTHE tuning project, and implications for the design and development of PhD programmes for OSOT in Europe. Beginning with an overview of the Tuning programme as it applies to PhD level education, the workshop will aim to deliver some background to the EU mission for the development of PhDs and democratisation of research across Europe. In addition, the findings from an ENOTHE survey conducted in 2024 on current provision of PhD education for OSOT will be shared. Finally, there will be time to explore innovation, case studies and explore possibilities for networking on PhD education, supervision and capacity building.

The symposium will provide space to explore the development and provision of PhD programmes in Occupational Therapy and/or Occupational Science across Europe and will share insights and good practices for ENOTHE colleagues from Europe, who currently deliver PhD programmes or who seek to develop such programmes going forward.

LEARNING OUTCOMES-

1. To get familiarised with the 2024 Tuning Occupational Therapy Competences.
2. To get familiarised with the EU context of PhD education.
3. To explore paths to effective partnerships, supervision and support for programme development

Workshop - session 7

Experiential Learning in and with Nature: Revolutionizing the OT Curriculum with Nature-Based Approaches

Thursday, 23rd October - 16:30: - Oral Presentation

Mrs. Ellen Cruyt [1], Mr. Frank Dejonghe [1], Mrs. Lieze Mertens [1], Mrs. Ilse Meerschaert [1]

1. *Howest University of Applied science*

Experiential learning in and with nature (ELNA) is a powerful approach to use both in occupational therapy (OT) practice and OT education. Rooted in the concept of “learning by doing” ELNA is a holistic philosophy based on the idea that individuals learn through personal experience in and with nature. Immersion in nature not only enriches the learning process but also promotes overall well-being, health, and personal development. Additionally, ELNA has been linked to improved behavior and academic performance, particularly in individuals facing challenges.

This workshop provides insights into how OT educators can integrate ELNA to train students in nature-based therapy and facilitate reflection moments in the curriculum (e.g., internship reflection in nature). ELNA fosters a consciousness of ecological systems and a sense of responsibility for planetary health. By experiencing nature firsthand, OT students can develop interventions promoting individual well-being and environmental sustainability. As nature is inherently inclusive, ELNA serves as a tool for community-based approaches, empowering individuals to reconnect with themselves. Furthermore, ELNA supports planetary health and the related SDG’s by promoting low-impact therapeutic methods that align with environmental conservation and social well-being.

Workshop - session 8

Enhancing School-Based Occupational Therapy Practice: Exploring Intervention Models to Support Learner Participation

Thursday, 23rd October - 16:30: - Workshop

Mrs. Francianne Bonnici [1], ***Mrs. Ruth Bondin*** [1], ***Ms. Nikita Schembri*** [1], ***Ms. Leanne Micallef*** [2], ***Ms. Kimberly Grima*** [1], ***Ms. Dorianne Galea*** [1]

1. *School Based Occupational Therapy Malta,* ***2.*** *School Based Occupational Therapist*

This workshop, led by the Maltese school-based occupational therapy (SBOT) team, examines the application and benefits of the Collaborative Whole-School Three-Tiered Model for enhancing learner outcomes.
Focusing on two common challenges outlined during the implementation of the Maltese SBOT pilot project — self-regulation and handwriting — the workshop provides practical insights into addressing these areas by comparing main intervention models.
Participants will be presented with two scenarios each with an educationally related goal. Through three interactive stations, participants will explore how the same goal can be approached using different methods:
1) Direct Model: Hands-on, individualised pull-out interventions to remediate difficulties.
2) Indirect Consultation Model: Individualised strategies where OTs design interventions and train educators to implement them within the learning environment.
3) Collaborative Whole-School Three-Tiered Model: Universal, targeted, and individualised approaches embedded within the classroom to promote inclusivity and participation.
The workshop concludes with a group discussion to critically evaluate the benefits and challenges of these models. Moderators will facilitate the discussion with insights from research and practice, encouraging reflection and shared learning among participants. Attendees will gain practical tools and a deeper understanding of intervention strategies for enhancing participation and supporting diverse learner needs in educational settings.

Workshop - session 9

Exploring Ethical Responsibility and Future Perspectives in Occupational Therapy

Thursday, 23rd October - 16:30: - Workshop

Mrs. Larisa Baciu [1], ***Ms. Saskia Buschner*** [2]

1. *IMC University of Applied Sciences Krems,* ***2.*** *Wannseeschulen fuer Gesundheitsberufe*

WFOT and ENOTHE emphasise the importance of international collaboration in the occupational therapy community and the education of future occupational therapists in the areas of diversity, human rights and ethics. This presentation examines how occupational therapy education fosters diversity competence and ethical responsibility through experiential learning. As part of an international collaboration around 50 students from IMC University of Applied Sciences Krems and students from Alice Salomon University and Wannseeschulen Berlin engage in a three-day program that integrates historical reflection, contemporary discussion, and future-oriented exploration.

The program begins with a visit to the House of the Wannsee Conference in Berlin, prompting critical discussions on human rights, ethical responsibilities, and the role of occupational therapists in combating discrimination and injustice. On the second day, students participate in a World Café format, engaging with topics such as occupational justice, political occupational therapy, AI and competence profiles. The final day students take a visionary turn, by developing futuristic scenarios of occupational therapy in 100 years, exploring the role of technology, inclusion, and participation in a rapidly evolving world.

The aim of the presentation is to demonstrate a best practice example of a holistic learning scenario that supports diversity competence and ethical responsibility.

Workshop - session 10

Problem-Based Learning for Ethical and Responsible Social Action in OT Education

Thursday, 23rd October - 16:30: - Workshop

Dr. Debbie Kramer-Roy [1], ***Ms. Claudia Galli*** [2], ***Ms. Natalia Rivas-Quarneti*** [3], ***Mrs. Inés Viana-Moldes*** [3], ***Dr. Paul Boyle*** [4], ***Ms. Nadine Blankvoort*** [5]

1. *European MSc in Occupational Therapy,* ***2.*** *Zurich University of Applied Sciences (ZHAW),* ***3.*** *University of A Coruña,* ***4.*** *University of Brighton,* ***5.*** *Amsterdam University of Applied Sciences*

This workshop aims to share, discuss (and maybe challenge) how Problem-Based Learning (PBL) can stimulate ethical and responsible social action in occupational therapy (OT) education at the master level.
PBL underpins the European MSc in Occupational Therapy, delivered by five European universities. This pedagogical approach fosters self-directed individual and group learning, through small groupwork, seminars, and workshops, interlinked with lectures and self-study time. Faculty act as facilitators, guiding diverse international students who bring their cultural experiences, strengths and the social challenges they witness as occupational therapists and citizens. Staff ensure 'problems' are contemporary and challenge students to think critically. Students collaboratively explore real-world scenarios and/or participate in the community, identifying key issues, sharing knowledge, and developing solutions.The PBL cycle in each module concludes with a product informed by their evolving understanding, and prepares for the student for the subsequent modul assignment.
This cross-institutional and international collaboration fosters innovation and reflection for students and faculty, fostering critical thinking and deeper engagement with contemporary developments in occupational therapy, occupational science and research. PBL offers opportunities for students to become change agents, advancing occupational therapy's role in addressing local and global challenges. This approach highlights how curriculum design can support social action.

Workshop - session 11

Educators inner growth: transformational skills, engagement and outer change for community development

Thursday, 23rd October - 16:30: - Workshop

Mr. Soemitro Poerbodipoero [1], ***Ms. Jodie Witteveen*** [1]

1. *Amsterdam University of Applied Sciences*

The transition from traditional classroom education to community-based learning is essential to addressing complex societal challenges in health and well-being. This 90-minute workshop explores the role of the "Community Lecturer" as a key facilitator in bridging higher education institutions with local communities. Drawing from the Inner Development Goals (IDG) framework we will examine the competencies, challenges, and opportunities for educators engaged in experiential learning within practice settings. The session will begin with an overview of the relevance of community-engaged education and its alignment with sustainable development goals. Participants will engage in a thought exercise to critically assess how community-based learning fits within their educational team and curriculum requirements. Through interactive discussions, we will explore best practices for supporting students outside traditional classroom settings, fostering sustainable partnerships, and navigating the complexities of urban engagement. Themes include professionalization, critical reflexivity, and the pedagogy of discomfort. By reflecting on real-world experiences from interdisciplinary educators in Amsterdam, we aim to start a collaborative discussion on future directions, ensuring that interprofessional education remains a transformative force for sustainable, community-driven innovation.

Poster presentations - session 2

Presenting a new Occupation Therapy Bachelor's Degree in Eastern Finland.

Friday, 24th October - 09:00: - Poster

Mrs. Johanna Åkerlund [1], ***Mrs. Sanna Tiainen*** [1]

1. *Karelia University of Applied Science*

Background

Karelia University of Applied Science (KUAS) launched a Bachelor's Degree in Occupational Therapy in Spring 2023. First 33 students began their studies in August 2023. Degree is a response to a growing need for skilled OT professionals in the Eastern Finland area. Degree is the only occupational therapy higher education in the area, that is scarcely populated, and the population is largely aged. The need for digitalization is a growing trend in rehabilitation in Eastern Finland. Change trends in operational environment are transformation of work, digitalization, ageing population and climate change.

The programme is part of a versatile rehabilitation competence module. The education in social and health care focuses on multidisciplinary cooperation, age competence, entrepreneurship and digital competence in welfare services.

Social action in OT Curriculum, Karelia UAS

Social action in occupational therapy refers to the strategies and interventions used to help individuals engage in meaningful social activities and interactions. Social participation is a fundamental human need and a key component of overall well-being (Yinusa-Nyahkoon and Khetani 2024; AOTA 2020). OT Degree has attracted a great deal of interest. The need for occupational therapy is obvious.

Key words: OT Bachelor's degree, scarcely populated area, aged population

III CONFERENCE ON WELLBEING FOR THE ELDERLY: COMMUNITY INTERVENTION FROM OCCUPATIONAL THERAPY

Friday, 24th October - 09:00: - Poster

Dr. PAULA PERAL GOMEZ [1], ***Dr. Verónica Company Devesa*** [1], ***Dr. Mª Cristina Espinosa Sempere*** [2], ***Dr. Alicia Sánchez Pérez*** [1], ***Prof. Gema Moreno Morente*** [3]

1. *Being + Doing & Becoming Occupational Research Group (B+D&b). Department of Surgery and Pathology, Miguel Hernández University, 03550 Alicante. Alicante Institute for Health and Biomedical Research, 03010 Alicante.*, ***2.*** *Being + Doing & Becoming Occupational Research Group (B+D&b). Department of Surgery and Pathology, Miguel Hernández University, 03550 Alicante.*, ***3.*** *Department of Surgery and Pathology, Miguel Hernández University, 03550 Alicante.*

Introduction

Mutxamel Town Council and the Occupational Therapy Degree Programme at Miguel Hernández University (UMH) are organising the 'III Conference on Wellbeing for Older Adults'.

Objectives

The conference aims to promote health and active ageing among older adults, while fostering interactions between students and the elderly population.

Method

The event will take place on 11 April 2025 at the Casa de la Tercera Edad in Mutxamel. UMH students will lead activities focused on health empowerment and ageing, under the coordination of faculty members. The programme includes three workshops (on sexuality, spirituality and healthy ageing, and sensory stimulation), two informative and practical sessions (on assistive products and virtual reality) and a musical bingo. Funding is provided by ORGANIZA and CUENTA grants-UMH. The impact of the event will be assessed through qualitative (non-standardised) feedback from participants.

Results

Previous editions engaged 12-16 students and approximately 120 elderly participants. The programme also featured health professionals offering check-ups and a free podiatry service. Feedback was overwhelmingly positive, indicating high satisfaction and interest. It is expected that this year's edition will yield similar outcomes.

Conclusion

This initiative enhances the wellbeing of older adults through a community-based approach and bridges the gap between university and society.

MiniSPOT Prague: Student Association for Occupational Therapy Advancement

Friday, 24th October - 09:00: - Poster

Ms. Magdaléna Pokorná [1], ***Ms. Anna Šobrová*** [1], ***Ms. Eliška Mojteková*** [1], ***Ms. Kristýna Heřmanová*** [1], ***Mrs. Zuzana Rodová*** [1]

1. *First Faculty of Medicine, Charles University*

MiniSPOT Prague is a registered association of Occupational Therapy students from the First Faculty of Medicine, Charles University, dedicated to promoting the field of occupational therapy and organizing various activities. The organization was founded in 2019 with the goal of providing students with opportunities for personal development, community engagement, and gaining practical experience beyond their academic studies.

The association aims to enhance the quality of occupational therapy education, advocate for students' interests and needs, raise awareness about occupational therapy, facilitate collaboration between students and organizations, and support the internationalization of students. MiniSPOT Prague actively cooperates with SPOTeurope (Student Platform Occupational Therapy Europe) and other MiniSPOTs across Europe.

Among its key activities, MiniSPOT Prague participates in faculty and university events, where members promote occupational therapy to fellow students and the general public. The association also holds monthly meetings to discuss its operations and future initiatives. Additionally, it fosters collaboration with international MiniSPOTs, manages social media outreach, writes articles for the faculty magazine, and engages in volunteer projects. Through these efforts, MiniSPOT Prague contributes to the growth and visibility of occupational therapy both within and beyond the university setting.

Transforming Dementia Care in Georgia through Community Action

Friday, 24th October - 09:00: - Poster

Ms. Barbare Gakharia [1], ***Ms. Nino Maghradze*** [1], ***Ms. Tamuna Tsulukidze*** [1], ***Dr. Hanneke van Bruggen*** [1]

1. *Ivane Javakhishvili Tbilisi State University*

Students' final year projects in Georgia address challenges related to dementia awareness, caregiver support, and occupational engagement of persons with dementia.

With approximately 4,800 new dementia cases recorded annually and widespread public misconceptions, community-based projects are essential. The Dementia Friends program aims to reduce stigma and improve understanding among teachers and students in schools by implementing brief educational sessions evaluated using the Dementia Attitudes Scale and Dementia Knowledge Assessment Tool.

Parallel to this, the Memory Café initiative utilizes the World Health Organization's Support manual in participatory educational meetings to enhance caregivers' competence, reduce stress, and promote psychological well-being, measured via the Perceived Change Index.

Additionally, an occupation-based volunteer pilot program, developed by an occupational therapy student under supervision, targets improved engagement in personally meaningful activities for persons with dementia living in community settings. Through weekly volunteer visits, tailored activity-based interventions, and caregiver feedback, this program aims to foster social interaction, improve quality of life, and enhance caregiver support.

Collectively, these initiatives employ advocacy, education, and occupation-based approaches to create dementia-friendly environments and promote sustainable change within the Georgian context. These projects represent a pioneering effort in Georgia, uniting educational, clinical, and community resources to transform dementia care.

The challenges of Syrian refugee children in participating in education in Turkey

Friday, 24th October - 09:00: - Poster

Mr. marios konstantourakis [1]

1. *Queen Margaret University*

The refugee population is constantly growing due to war and violence in their countries. Syria is one of the countries with the largest number of refugees, with Turkey hosting a large proportion of them, of which more than 50% are children. Around 7 million refugee children are deprived of education and are being moved to new schools with no educational background. Studies reveal many challenges to the participation of these children, including language deficiency due to lack of language comprehension, psychological burden, lack of family support, lack of educational and technological resources, as well as stigma and discrimination. Many of these children experience learning difficulties, such as problems with syntax, grammar, dialogue, oral and written comprehension and expression. At the same time, they show reduced motivation to participate, isolation and feelings of sadness due to the trauma they have experienced in the war. The family members, show no interest to their kids academic performance and communication with teachers. There is also a lack of technological and educational support, and children are often discriminated against because of their origin. Occupational therapy can help to alleviate these difficulties by implementing targeted interventions and informing school units of theirneeds, promoting social inclusion.

Designing the Occupational Roles Self-Assessment (ORSA): A Tool for Occupational Therapy Education and Practice

Friday, 24th October - 09:00: - Poster

Dr. Andreja Bartolac [1]

1. *University of Applied Health Sciences*

Introduction

Social roles shape daily behavior, identity, and how others perceive us. Engagement in occupations provides a dynamic description of roles, influencing occupational identity. Occupational roles change due to life transitions or health conditions, and assessing them allows for tracking adaptation and participation over time. Meaningful occupational role fulfillment is linked to purpose, identity, and well-being.

Methodology

Seventy-five first-year occupational therapy students (M(age) = 19.72) completed the Occupational Roles Self-Assessment (ORSA), designed for an *Assessment Methods in OT* course. Students listed their social roles, selected five most important ones, and identified five key occupations for each.

Results

Participants assumed numerous roles, with family roles (daughter, sister) being the most dominant, followed by roles of student, friend, and partner. Additional roles reflected personal preferences (e.g., volunteer, pet owner, colleague, athlete). The occupations linked to these roles reflected both social expectations and personal values.

Discussion

This self-assessment enhances understanding of how roles provide context for daily activities and influence well-being. Losing a role means losing its associated occupations. Restoring engagement in meaningful occupations supports role reestablishment and occupational identity. ORSA can inform targeted interventions and empower clients through self-reflection, increasing awareness of strengths, limitations, and potential changes, ultimately enhancing therapy motivation.

Empowering Communities: Occupational Therapy and Arts-Based Social Action

Friday, 24th October - 09:00: - Poster

Dr. Konstantinos Georgiou [1], ***Mr. Panagiotis Barmpagiannis*** [1]

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

This presentation explores the intersection of occupational therapy, arts-based interventions, and social inclusion through the project *"Celebration in Four Seasons – Flowing Threads."* Implemented by a community organization in Western Macedonia, Greece, the initiative fostered inclusive cultural spaces by engaging individuals with and without disabilities in artistic expression. The program, integrating textile arts, storytelling, photography, music, and film, created a participatory environment that enhanced social connection and creative engagement.

A phenomenological research approach was applied to investigate participants' lived experiences, revealing key themes of emotional empowerment, creative expression, and social inclusion. Notably, the involvement of occupational therapy students as facilitators underscored the potential of arts-based interventions in fostering diversity competence and expanding their professional understanding of community-based practice.

This study highlights how occupational therapy education can integrate artistic methodologies to promote global citizenship. The findings advocate for more accessible and inclusive cultural initiatives that bridge gaps between diverse populations, reinforcing the transformative role of occupational therapy in community development.

How do young people spend their time? – Diversity in occupational engagement

Friday, 24th October - 09:00: - Poster

Ms. Nikolina Drežnjak [1], ***Dr. Claire Sangster Jokić*** [1]

1. *University of Applied Health Sciences*

Occupational engagement refers to involvement in meaningful occupations and is an important mediator of health and well-being. (1) For young people, occupational engagement is a means for pursuing goals, establishing self-identity and attaining meaningful social connection. This study aimed to examine patterns and perceived meaning of occupational engagement among young people in Croatia as well as factors that support or hinder engagement. A total of 201 participants (18-26 years) completed an online questionnaire that included the Meaningful Activity Participation Assessment (2) and Engagement in Meaningful Activities Survey (3). Results indicated that although young people participate in numerous occupations, these are not always perceived as personally meaningful or important for well-being. Meaning was often experienced as a sense of satisfaction, enjoyment and competence, while aspects such as creative expression and achieving a sense of control were less prevalent. Furthermore, results indicate that physical and mental health and personal motivation are factors supporting occupational engagement, while contextual factors, particularly financial barriers, can limit participation. These findings highlight the inherent diversity in patterns and experienced meaning of occupational engagement. As such, occupational therapists and occupational therapy educators must possess competencies for understanding and validating this variance to support meaningful engagement among young people.

Autism Identity Perception: Insights from Autistic Adolescents and Young Adults

Friday, 24th October - 09:00: - Poster

Ms. Shani Hillel [1], ***Prof. Naomi Schreuer*** [1], ***Dr. Liron Lamash*** [1]

1. *Occupational Therapy Department, The Faculty of Welfare and Health Sciences, University of Haifa, Haifa, Israel*

This qualitative phenomenological study explores how autistic adolescents and young adults (AYA), aged 16–25, develop and perceive their autism identity, and how this identity shapes their functional autonomy and social participation. Using a community-based participatory approach, 15 autistic AYAs from diverse backgrounds completed the autism-adapted Illness Identity Questionnaire (IIQ; Oris et al., 2016), which examines four dimensions of identity: acceptance, enrichment, rejection, and engulfment. Semi-structured interviews, in person or via Zoom, allowed participants to reflect on their autism identity through experiences in daily life, relationships, and social interactions.

Preliminary analysis revealed (1) positive identity formation, either gradually over time or immediately following late diagnosis, often grounded in personal strengths, interests, and relationships with other autistic individuals; and (2) ongoing struggles with rejection and engulfment, linked to past experiences of stigma and misunderstanding. These patterns reflect the dynamic interplay between the four IIQ dimensions and participants' lived experiences. These findings offer actionable insights into how occupational therapists and educators can better support the development of a positive, self-defined autistic identity. By centering the voices of autistic AYA, the study contributes directly to ENOTHE's theme, "Human variation and diversity competence," promoting inclusive, identity-affirming occupational therapy education, clinical training, and best practices.

Promoting Inclusion and Participation: A Collaborative Whole-School Occupational Therapy Pilot in Maltese Primary Schools

Friday, 24th October - 09:00: - Poster

Mrs. Francianne Bonnici [1], ***Mrs. Ruth Bondin*** [1]

1. *School Based Occupational Therapy Malta*

Introduction: A two-year pilot project was carried out in 26 primary mainstream schools across Malta and Gozo, using a collaborative whole-school approach to make occupational therapy services accessible to all learners. The evaluation examined the project's reach by analysing the number of engaged learners and educators, the frequency and types of tiered interventions, and the perceived impact based on feedback from administrators, educators, parents, and learners.

Methodology: This mixed-methods evaluation included:

- Focus groups with principals and senior leadership teams.
- Educator questionnaires for interim and final feedback on interventions.
- Parent questionnaires to evaluate workshops and lectures.
- Document reviews of statistical data to quantify engagement.

Data was analysed using manifest content analysis and descriptive statistics.

Results: Preliminary findings, ahead of completion in June 2025, suggest that the project is highly beneficial. Stakeholders highlighted improved learner participation, enhanced educator capacity, and the creation of inclusive learning environments as key outcomes.

Discussion: The collaborative whole-school approach provides a strong framework for implementing school-based occupational therapy in Maltese primary schools. Future research should investigate the feasibility of expanding these services to middle and secondary education to ensure continuity and holistic support for all learners.

Do occupational therapists perform the Box and Block Test consistently?

Friday, 24th October - 09:00: - Poster

Mrs. Kateřina Vondrová [1], ***Mrs. Zuzana Rodová*** [1], ***Mrs. Olga Nováková*** [1], ***Ms. Eliška Rotbartová*** [1], ***Mr. Adam Lorenz*** [2], ***Dr. Yvona Angerova*** [2]

1. *First Faculty of Medicine, Charles University,* ***2.*** *Department of Rehabilitation Medicine, First Faculty of Medicine, Charles University and General University Hospital in Prague*

Introduction: Box and Block Test (BBT) is widely used by occupational therapists (OTs) for objective assessment of dexterity. The task is to transport as many blocks as possible over a partition dividing the box into two compartments within one minute.

The aim was to determine whether OTs perform BBT in the same way when selected specific situations arise during testing.

Methods: An online questionnaire was distributed to OTs around the world. It also included video-demonstrations of selected BBT testing situations. Results from 241 OTs were analysed using descriptive statistics.

Results: Most respondents had a bachelor's degree in occupational therapy (51%) and worked in Europe (70.1%) primarily in the healthcare sector (63.4%). A total of 69 OTs have ever tested at least 5 people using BBT. Significant differences were found in the way OTs responded to five situations in the BBT. They disagreed on which blocks to count and which not to count. They also differed on whether and when notify the tested person of an error, or whether and when interrupt the given attempt (e.g., moving multiple blocks at once).

Conclusion: The results suggest that the BBT manual needs to be revised to add rules for some specific test situations.

Educating for Competent Use of Digital Technologies and Tools

Friday, 24th October - 09:00: - Poster

Prof. Hanne Skov [1]

1. *University College Copenhagen*

Denmark is experiencing a significant shortage of healthcare professionals. Digitalization is regarded as an indispensable component of the solution, with digital technologies already occupying a central position in the political agenda. For occupational therapists, this shift has resulted in substantial changes to core tasks, increasingly necessitating digital literacy competencies.

There is a growing need to educate professionals who are not only able to use digital technologies but also understand them, reflect critically on their use, and contribute to their development. The Occupational Therapy Program at UCC is developing a dedicated curriculum in digital technological literacy, which will be integrated across all seven semesters.

This program will be structured around clearly defined learning outcomes in digital technology literacy, based on the SOLO taxonomy, and will be embedded in both theoretical courses and clinical education.

The goal is not to be best at developing technology, but to educate students who can assess where and how technology makes a real difference in occupational therapy practice, enabling them to make informed, professional decisions when engaging with technologies.

The poster will outline the program's competence profile, learning outcomes, progression through the curriculum, as well as the pedagogical and didactic considerations that underpin the teaching approach.

Exploring student perspectives on artificial intelligence in occupational therapy education

Friday, 24th October - 09:00: - Poster

Ms. Zorana Sicherl [1]

1. *University of Ljubljana,Faculty of Health Sciences*

Introduction: Artificial intelligence (AI) is increasingly shaping healthcare and higher education, with growing implications for occupational therapy (OT). Despite the widespread use of AI in other healthcare professions, there are few studies looking at how OT students engage with these technologies.
Objectives: To investigate AI usage patterns, perceptions, and barriers among OT students.
Methods: A structured questionnaire was administered to OT students in all 3 years. The questionnaire contained items on a Likert-scale to assess familiarity with AI, frequency of use, and attitudes towards AI in OT education and practice.
Results and Discussion: Preliminary results indicate that while students are curious about AI and recognize its potential in areas such as academic writing, learning support, and problem-solving, many are unsure how to use it wisely. Concerns include ethical implications, reliability, and fear of losing essential thinking and interpersonal skills. These considerations indicate a need for guidance and critical discussion within OT programs.
Conclusion:
To support future occupational therapists, educators should promote digital awareness while reinforcing human-centred, reflective practice as technology continues to evolve.
Keywords: occupational therapy students, digital literacy, technology use

Bridging Theory and Practice in OT Education Using Virtual Reality

Friday, 24th October - 09:00: - Poster

Mrs. Marie Bang [1], ***Mrs. Sanne Heidemann-Lehmann*** [1]

1. *Department of Occupational Therapy, University College of Northern Denmark*

At University College of Northern Denmark (UCN), study programmes are based on Reflective Practice-based Learning (RPL), a concept focused on bridging the gap between theory and practice through shared learning and teaching principles. In line with RPL, the Occupational Therapy (OT) Programme has tested Virtual Reality (VR) as a pedagogical tool, particularly for students at the beginning of the programme, who often have a vague understanding of the OT profession. VR allows students to experience realistic scenarios, such as everyday life situations or clients' health challenges, creating vivid, sensory-rich experiences that foster empathy and deeper understanding.

Four VR sessions were conducted in teaching contexts, followed by a short questionnaire evaluating both student and educator experiences. RPL was used as framework for the analysis.

Preliminary results indicate VR provides a safe, realistic environment for students to observe and experience situations relevant to clinical practice. It enhances their ability to better understand the clients' challenges, making VR a valuable tool in OT education. However, practical preparations and students' prerequisites for learning should be considered, in order to achieve VR's potential to improve reflective learning and prepare students for real-world practice.

The effectiveness of hand splinting in stroke patients: A scoping review

Friday, 24th October - 09:00: - Poster

Mr. George Kalogirou [1], ***Dr. Kiriaki Keramiotou*** [2], ***Dr. Pinelopi Vlotinou*** [2], ***Dr. Ioannis Ventoulis*** [1]

1. *Occupational Therapy Department, University of Western Macedonia, Greece,* ***2.*** *Occupational Therapy Department, University of West Attica, Greece*

Purpose: To estimate the effectiveness of hand splinting in stroke patients. It aims to study the theoretical background, the methodology of use, the application protocol and the possible effects of the specific therapeutic intervention.

Materials and methods: Articles from 2003 to 2023 were searched in databases PubMed, ScienceDirect and in the American Journal of Occupational Therapy. The main selection criteria were: English language, adults over 18 years old and wearing the subjects an upper extremity splint after a stroke.

Results: Systematic reviews and Meta-analyses were identified with a view to greater reliability and validity of results, where a total of 131 studies were found, of which 6 met the inclusion criteria. The results show that there is a lack of statistically significant evidence to support the use of a hand splint for adults after stroke and that their benefits on spasticity, swelling, mobility or self-care in activities of daily living are not clear. It may have a positive effect on reducing pain and preventing the contraction of a joint.

Conclusions: In clinical practice, several limitations reported by the researchers, but also lack of specific protocols of use, necessitates deeper analysis as well as the above-mentioned practice by health professionals.

Historical Perspectives on Occupational Therapy's Role in the Transgender Community

Friday, 24th October - 09:00: - Poster

Dr. Marlene Morgan [1], ***Ms. Erin Fowler*** [1], ***Ms. Michelle Kong*** [1]

1. *The University of Scranton*

This historical analysis is a literature review of the sociopolitical and occupational therapy literature that demonstrated changes in views, perceptions, and understandings of the transgender identity and community from the 1910s to the present day worldwide. By completing this literature review, major themes and areas of development were identified regarding the presence of transgender individuals in society and their response to their presence both medically and socially. For example, the first accounts of transgender identity were shown through cross-dressing during World War 1 for soldiers to engage in gender expression and cope with the trauma associated with wartime. Furthermore, individuals who wished to seek out medical sex changes were doing so in Europe following the first scientific report of modern transsexual surgery in 1931 by German physician Felix Abraham. By addressing the social implications of gender identity and the advancements made in social science for sex change surgery, the role of occupational therapy in providing holistic and gender-affirming care could now be introduced and developed as it pertains to occupational engagement. This developing role can be integrated into current practice and occupational therapy practitioner education.

The Concept of Creativity in Occupational Therapy Education

Friday, 24th October - 09:00: - Poster

Ms. Anna Rejtarová [1], ***Mrs. Darina Iskendri*** [2], ***Dr. Yvona Angerova*** [3]

1. *Department of Rehabilitation Medicine, 1st Faculty of Medicine, Charles University & General University Hospital in Prague; Department of Rehabilitation & Sports Medicine,2nd Faculty, Charles University & University Hospital Motol,* ***2.*** *Charles University, First Faculty of Medicine, Department of Addictology, Prague, Czech Republic Dája Dája Iskendri University of West Bohemia, Faculty of Health Care Studies, Pilsen, Czech Republic,* ***3.*** *Department of Rehabilitation Medicine, First Faculty of Medicine, Charles University and General University Hospital in Prague*

Background: Creativity has long been closely associated with occupational therapy. It is often linked to the ability to engage in craft-based activities or to find solutions where other professions have failed. However, creativity also involves abstract thinking and can be applied in various fields, including music and literature.
Objective: This presentation aims to introduce a project integrated into occupational therapy education, in which students were assigned to write an essay on a specific topic after covering the relevant subject matter in their coursework.
Methods: Students were instructed to write an essay with no restrictions on the literary style, only a minimum page requirement. The assignment was given at the beginning of the semester, allowing students to plan their work at their own pace.
Results: The absence of a prescribed genre allowed all students to complete the essay successfully. Subjective feedback indicated that, despite written assignments not being a common part of their curriculum, students appreciated the opportunity to engage in writing and found it enjoyable.
Conclusion: Writing essays enhanced students' understanding of the subject matter and encouraged deeper exploration of the topic. Additionally, it fostered engagement, creativity, and motivation to develop a more profound comprehension of occupational therapy concepts.

Ecosocial sustainability from Trauma-Informed Approach Training Model

Friday, 24th October - 09:00: - Poster

Mrs. Irina Katajisto-Korhonen [1], ***Mrs. Emilia Lahti*** [1]

1. *Turku University of Applied Sciences*

Turku UAS is participating in multidisciplinary project (2023-2026) together with Laurea University of Applied Sciences and Tampere University of Applied Sciences to create and pilot a training model for Trauma-Informed Approach to social, healthcare and rehabilitation professionals.

Understanding trauma and its systemic nature helps us engage more compassionately with those affected while also promoting our own well-being in the workplace. Research shows that Adverse Childhood Experiences (ACEs), such as exposure to violence, neglect, or household mental health challenges, can increase the likelihood of health and developmental difficulties (Webster 2022). TIA is not just a single method, but more of a paradigm shift. Organizations and systems that are trauma-informed create more safe environments both to staff and clients, which leads optimal health outcomes service delivery. (SAMHSA 2023.) Implementing TIA promotes ecosocial sustainability and fosters a culture of safety in social and healthcare services (Gultekin et al 2019).

In Finland, interest in TIA is growing, but it is not yet well established. Education about the approach is important, so it will be possible for society to understand the impact that trauma can have and to design services in a way that is safe, sustainable and empowering for all.

Poster with a pitch presentations - session 2

Use of AI from OT students' and lecturers' perspective of a HEI

Friday, 24th October - 09:45: - Poster with a pitch

Mrs. Lara Sohrada [1], ***Mrs. Alyssa Thijssen*** [1], ***Mrs. Johanna Lang*** [1]

1. *Zuyd University of applied sciences*

Artificial Intelligence (AI) is reshaping higher education by influencing both student and teacher learning processes [1]. Reference-based evidence emphasizes that AI on the one hand has the potential to improve efficiency and accuracy in research, accessibility and inclusivity. But on the other hand, raises concerns about integrity, privacy, and over-reliance, potentially reducing critical thinking and human interaction [2][3].

In order to explore teachers' and students' perspectives on the use of AI in the individual work or study process a small survey was conducted. This study performed by students collected data on the impressions and opinions of AI in higher education settings. The data was collected from both groups to ensure that lecturers and students have a voice in the discussion about AI's role in education.

This study provides valuable insights into the evolving relationship between AI and academic practices in occupational therapy education. The results will then be incorporated into the adaptation of the current curriculum in a further step. Based on the technological advances, the presence of AI systems needs to be considered as an opportunity of development rather than a threat. Increasing awareness, implementing suitable laws, and reinforcing ethical principles will enhance research and protect educational institutions [2].

Occupational therapy students in France : what artificial intelligence uses

Friday, 24th October - 09:50: - Poster with a pitch

Mrs. Marine Foulon [1], ***Mr. Pierre Debellemaniere*** [1], ***Mrs. Marine Foulon*** [1], ***Mrs. Manon Horeau*** [1], ***Mrs. Margaux Verdon*** [1]

1. *Student IFE ADERE*

During their training for the Diploma in Occupational Therapy (OT) in France, students are required to develop and use their writing skills, particularly in the production of professional and scientific writings, according to the requirements of the OT Diploma reference framework.
However, in higher education, students often have difficulty writing particularly in handling punctuation and syntax, which account for 60% of the difficulties encountered.
At the same time, artificial intelligence (AI), as it has been called since 1956, is developing rapidly. Since 2020, the use of tools such as ChatGPT and Grammarly have revolutionized writing by automating text generation, punctuation, syntax and even content optimization. A 2024 survey reveals that 86% of students use AI in their studies. This growing use demonstrates that AI is an integral part of these technological tools in academic practices.
In this context, it is relevant to look at the ways in which AI is used and its impact among occupational therapy students.
To conduct this survey, a questionnaire will be sent to all occupational therapy students in France, to identify how and how often they use AI and what it can bring them to fill the gaps.

A new measure for rare diseases: Use of artificial intelligence to automate a clinically relevant score

Friday, 24th October - 09:55: - Poster with a pitch

Dr. Noémi Dahan-Oliel [1], ***Dr. Neda Naghdi*** [2], ***Ms. Kathleen Montpetit*** [3], ***Ms. Sarah Cachecho*** [3], ***Ms. Lisa Wagner*** [3]

1. *McGill University /Shriners Hospital for Children,* ***2.*** *McGill University / Shriners Hospital for Children,* ***3.*** *Shriners Hospital for Children*

Rationale: Arthrogryposis multiplex congenita (AMC) defines multiple contractures at birth, with involvement to the upper extremity (UE) in 73% of children. Currently, clinicians utilize generic measures that do not inform which joints limit function nor the compensations used by children with AMC. **Objectives:** This project aims to develop a deep learning-based AI model to automate SHAPE-UP scoring using video-based motion analysis. The AI system will assess joint movement, range of motion, and functional performance, reducing manual effort while enhancing scoring consistency and objectivity. **Approach:** The SHAPE-UP was developed as a performance-based, video-recorded measure of the UE using a scoping review, engagement of people with lived experience and clinicians. **Results:** 101 participants completed the SHAPE-UP, 92 (54 female, mean age=10.4±5.2 years) having UE involvement. Seven tasks comprise the final SHAPE-UP scored on task completion and joint analysis of the UE joints. This version will now be administered to determine inter- and intra-reliability, validity, responsiveness and scoring will be automated by integrating AI-driven analysis using convolutional neural networks and pose estimation algorithms to detect and quantify UE movements. **Contribution:** The SHAPE-UP describes which joints limit performance to guide clinical decision-making and evaluate outcomes after UE treatment in AMC.

Fear of Falling: Impact on Occupational Performance and Participation in Low Vision.

Friday, 24th October - 10:00: - Poster with a pitch

Ms. Aleyna Kayım [1], ***Dr. Eray Kılıç*** [2], ***Prof. Esra Akı*** [1]

1. *Hacettepe University,* ***2.*** *Isparta City Hospital*

This study investigates the relationship between fear of falling, occupational performance, and participation in adults with low vision. Methods: A cross-sectional design was utilized, involving 30 adults aged 18–65 with low vision attending a special education and rehabilitation center in Türkiye. The Falls Efficacy Scale International (FES-I), Canadian Occupational Performance Measure (COPM), Participation Scale, and semi-structured interviews were employed to assess participants. Results: The study involved 30 participants and found a strong positive correlation between fear of falling and participation restriction ($r = 0.516$). There was also a highly positive correlation between various aspects of occupational performance ($r = 0.949$). However, no significant relationship was found between fear of falling and occupational performance ($p > 0.05$), nor between participation restrictions and occupational performance ($p > 0.05$). Discussion: This study emphasizes the role of fear of falling in restricting participation, particularly in mobility-related activities such as using public transportation and walking. Additionally, by examining occupational performance areas, the study provides insight into how the fear of falling impacts various aspects of daily life. The results underscore the need for targeted interventions that address participation restrictions while also promoting improved occupational performance across multiple domains.

‘Educators’ perspectives on non-suicidal self-injuries (NSSI) as experienced by secondary school students’.

Friday, 24th October - 10:05: - Poster with a pitch

Ms. Leanne Micallef [1]

1. *School Based Occupational Therapist (SBOT)*

Non-suicidal self-injury (NSSI) among youths is an increasing concern in both educational and clinical settings. This dissertation examines educators’ perspectives on NSSI as experienced by secondary school students, aiming to understand their awareness, attitudes, and perceived responsibilities regarding this issue.

Through qualitative semi-structured interviews and thematic analysis, the study reveals key insights into educators’ knowledge of NSSI behaviors, their interpretations of contributing factors, and the strategies they use to address such incidents in school environments. Additionally, it explores the emotional impact of NSSI on students as described by the educators, as well as the dynamics of their relationships with the students and the challenges they face in providing effective support.

The findings highlight significant gaps in training, the need for improved collaboration with mental health professionals, and the crucial role that schools play in fostering preventive and responsive measures. Ultimately, this research emphasizes the importance of equipping educators with the skills and resources necessary to compassionately and effectively address NSSI among adolescents

Expanding Occupational Roles: Diversity Competence and curriculum design in Occupational Therapy Education

Friday, 24th October - 10:10: - Poster with a pitch

Ms. Barbara Bachmann [1], ***Ms. Chantal Berner*** [1], ***Ms. Verena Fritsch*** [1], ***Mr. Alexander Lukavsky*** [2], ***Ms. Susanne Nissle*** [1], ***Ms. Barbara Schweiger*** [1], ***Ms. Linda Steier*** [1], ***Prof. Ursula Costa*** [3]

1. *fhg - Health University of Applied Sciences Tyrol (Austria), Master Programme in Occupational Therapy and Occupational Science,* ***2.*** *s fhg - Health University of Applied Sciences Tyrol (Austria),* ***3.*** *fhg - Health University of Applied Sciences Tyrol (Austria), Master Programmes in Occupational Therapy and Occupational Science, Institute InnTra*

Occupational therapy students pursuing master's degrees in Occupational Therapy and Occupational Science at the Health University of Applied Sciences Tyrol (Austria) experience shifts in their professional and personal occupational roles. The aim of the poster is to explore how occupational roles have expanded and transformed through shared experiences within the master's program, specifically addressing the congress theme "Human Variation and Diversity Competence." Using the Model of Human Occupation (MOHO) as a reflective framework, the international study group identified changes such as increased autonomy, enhanced advocacy for diverse populations, and greater commitment to inclusive care and occupational justice. The master's program includes occupational therapists from different German-speaking countries, age groups, and professional experiences. This diverse learning environment enables students to extend diversity competence, and to address human variation in practice. Insights presented on the poster aim to inspire educational strategies and inclusive curriculum designs, enhancing occupational therapists' capacity to respond innovatively to social diversity, health inequities and to shape occupational opportunities more justly.

Preparing Occupational Therapy students to support Inclusive Education through School-Based practice.

Friday, 24th October - 10:15: - Poster with a pitch

Dr. Debbie Kramer-Roy [1], ***Ms. Sophie Ulbrich-Ford*** [2]

1. *European MSc in Occupational Therapy,* ***2.*** *Fachhochschule Wiener Neustadt - Austria*

This poster schowcases a resource website for Teaching School-Based Occupational Therapy (https://school-basedoccupationaltherapycurriculum.weebly.com/), which was developed collaboratively by an international Community of Practice. It relates to the conference theme of "curriculum designs for social action and planetary health".

The School-Based Occupational Therapy International Network (SBOT-IN) was initiated at the WFOT-2018 Congress and has a growing membership from all continents. Members regularly meet online to present successes and challenges in working in schools and have offered workshops at conferences (Kramer-Roy et al, 2024).

ENOTHE project support was obtained to develop a curriculum website. The development process took place during the Covid-19 pandemic, through a series of online questionnaires and focus groups.

The resulting website supports Occupational Therapy programmes to design context-specific curriculum content and is structured around eleven themes, e.g. 'school context', 'tiered model of intervention', 'policy and guidelines' and 'recognising needs'. Each theme comes with clear Learning Outcomes and activity suggestions at university and in schools.

In 2022 the website was evaluated by students from Zuyd University of Applied Sciences (Bekema et al, 2022), leading to further improvements. The poster will invite readers to link to the website through a QR code and to contribute further resources from their own contexts.

Abstract: Therapeutic Climate and Occupational Therapy Education

Friday, 24th October - 10:20: - Poster with a pitch

Ms. Regina Smidt [1]

1. *OT teacher*

Thousands of older adults are admitted for geriatric rehabilitation following a Cerebrovascular Accident to promote independence and societal participation. At Zorggroep Groningen, the therapeutic climate is suboptimal by patients and healthcare staff. More task-oriented training is needed, using daily activities as therapy to enhance recovery and participation.

This participatory action research examined the therapeutic climate through interviews and questionnaires. A pilot intervention, a multidisciplinary-led lunch group, was introduced to integrate task-oriented training into daily activities. Results showed that patients gained more autonomy, guidance, and clarity in their rehabilitation. Barriers to success included an unstable work culture and insufficient knowledge of task-oriented training.

The study aligns with conference themes like 'Human variation and diversity competence' and 'Curriculum designs for social action and planetary health.' It emphasizes the need for educational innovations to prepare future occupational therapists to optimize therapeutic environments, collaborate interdisciplinarily, and promote independence for vulnerable populations. Integrating task-oriented training into occupational therapy curricula will help future therapists create inclusive rehabilitation environments.

Improving the therapeutic climate also supports occupational therapy education, particularly for individuals with acquired brain injury. Students learn to integrate the therapeutic climate and social environment, enhancing the "maximum fit" for each patient and promoting recovery and participation.

Driving Transformation in Inclusive School-Based Occupational Therapy Practice: A Workforce Development Vision

Friday, 24th October - 10:25: - Poster with a pitch

Dr. Brian Fitzgerald [1], ***Ms. Shóna O'Donnell*** [1]

1. *National Council for Special Educaiton*

The Irish Government established the **Educational Therapy Support Service (ETSS)** in 2024. The ETSS involves OTs and SLTs working with school communities through a multi-tiered model of support to build capacity for inclusive practices and improved educational outcomes for students. The establishment of ETSS is a progressive step in Irish education policy but poses challenges that require collaborative **workforce development** strategies.

Informed by the **ENOTHE School-Based Occupational Therapy (SBOT) project**, this paper presents on an initiative to establish a strategic, cross-university SBOT **practice education (PE)** working group to address this workforce challenge:

- To build consistent, context-sensitive **curriculum content** aligned with Learning Areas identified by ENOTHE SBOT Network.
- To develop structured pathways for the effective facilitation of student **SBOT placements.**

The rationale for this project is to address SBOT PE by promoting consistent approaches to the design and delivery of **SBOT curriculum** for university therapy students, promoting the shift of focus from a medical model to celebrating human variation and diversity competence through the application of Universal Design and Universal Design for Learning principles.

The outcome will be a graduate workforce with the knowledge and skills to champion **inclusion** and advocate for **occupational justice** within this emerging area of practice.

Occupational Therapy's Response to Climate Change

Friday, 24th October - 10:30: - Poster with a pitch

Ms. Chrisi Lagouvardou [1]

1. *Metropolitan College*

One of the most prevalent and critical issues that can affect human occupations is the phenomenon of climate change. This phenomenon constitutes one of the most pressing existential threats to human health and well-being in the 21st century and has serious impacts on multiple human activities. Climate change affects people's health and daily lives, as extreme weather conditions and natural disasters hinder their functionality. In the meantime, eco-anxiety impacts their mental health and habits, while the lack of resources and infrastructure limits opportunities for participation in important activities such as leisure, productivity and self-care occupations. Occupational therapy can make a positive contribution to dealing with this life-threatening issue, as it can help people build skills to better manage their engagement in their daily activities, reducing their ecological footprint. It also has the ability to play a significant role in raising awareness among professionals, students, and communities about the phenomenon. Therefore, the purpose of this project is to present how we addressed this particular issue through a course in the fourth year of our studies and to explore how occupational therapists can contribute to finding solutions concerning planetary and human health through innovative and effective interventions.

Supervising professor: Katherine Horafas khorafa@mitropolitiko.edu.gr

From classroom to community: enhancing occupational therapy education for social impact

Friday, 24th October - 10:35: - Poster with a pitch

Ms. Francesca McGregor [1], ***Ms. Cassie Sultan*** [1]

1. *Brunel University London*

This abstract will present student feedback and improvement insights for two projects on the MSc Pre-Reg OT curriculum at Brunel University London. These projects, conducted at different points during our first year, highlighted the unique contribution of OT in fostering community cohesion. After completing these projects, we have concluded that combining them into one, longer-term initiative will enhance students' practical learning in designing interventions that address the needs of marginalised groups.

The first 'Community Engagement' project involved volunteering in schools, while the second 'Co Production' project involved presenting an academic poster on interventions designed for underserved communities. These experiences underscored the practicalities of working with local communities and the importance of addressing systemic challenges. However, we believe unifying these projects would provide a more insightful experience, enabling students to address local health challenges particularly related to social action and planetary health.

Our presentation will focus on how an integrated approach can equip future OT students with an understanding of global health issues, such as equity and accessibility, which they can apply to their practice. The distinctive value of this abstract lies in its student-centred perspective, offering meaningful contributions to shaping OT curricula at Brunel and other higher education institutions.

The importance of collaborative, integrative engagement in occupational science and occupational therapy

Friday, 24th October - 10:40: - Poster with a pitch

Mr. Hannes Außermaier [1], ***Ms. Barbara Bachmann*** [2], ***Ms. Larisa Baciu*** [1], ***Ms. Linda Jungwirth-John*** [3], ***Ms. Karin Lettner*** [4], ***Ms. Malena Teufelhart*** [1], ***Mrs. Ingrid Vogl*** [5], ***Prof. Ursula Costa*** [6]

1. *IMC Krems University of Applied Sciences,* ***2.*** *fhg - Health University of Applied Sciences Tyrol (Austria), Master Programme in Occupational Therapy and Occupational Science,* ***3.*** *Fachhochschule Salzburg,* ***4.*** *FH-Gesundheitsberufe OÖ,* ***5.*** *Neurologisches Therapiezentrum Gmundnerberg,* ***6.*** *fhg - Health University of Applied Sciences Tyrol (Austria)*

Engagement and voluntary work create meaning and purpose in the sense of Doing, Being, Becoming, Belonging, strengthening the connection between academia and the extramural field.
The biographies of the current board of the Austrian Association of Occupational Science (AOS) highlight the great value of voluntary work and the sustainable collaboration between occupational therapy education and occupational science. The board consists of professors and graduates from multiple generations, bringing a valuable diversity of perspectives and experiences into the work of AOS. This collaboration not only fosters scientific exchange, but also strengthens students and staff in their opportunities to remaining engaged in societal processes and staying active in research in an according network, while integrating OS into practical work, even after graduation.

Negotiating occupational science purely theoretically would not do justice to education and profession of OT. Without practical engagement and the plurality of actors, a comprehensive exploration of occupational science in its potential for occupational therapists is not possible. AOS bridges theory with practice when offering opportunities for universities, to derive research topics and incorporate findings and resources of AOS into their teaching.
Ideally, this collaboration further enables future occupational therapists to contribute sustainably to an inclusive and just society.

Oral presentations and Q&A - session 13

Identifying Research Priorities in OT Education: supporting curriculum designs for social action

Friday, 24th October - 09:45: - Oral Presentation

Dr. Andrea Duncan [1]***, Dr. Kirsten Sarah Smith*** [2]***, Dr. Mary Roduta Roberts*** [3]***, Dr. Sandra VanderKaay*** [4]***, Prof. Tal Jarus*** [5]

1. *University of Toronto,* ***2.*** *the Centre for Addiction and Mental Health, Toronto,* ***3.*** *University Of Alberta,* ***4.*** *McMaster University,* ***5.*** *University of British Columbia*

Introduction: The pace of change in education has accelerated over the past five years. Increased availability of AI, a strengthened focus on diversity, equity, and justice in the classroom, virtual and hybrid approaches to teaching, and addressing planetary health in health professions are just a few of the many changes facing students and educators. Research in this field is essential to reinforce best practices in occupational therapy (OT) education and support educators in preparing students for their roles as future professionals. **Objective**: Therefore, this study aimed to gather perspectives from OT educators and researchers to develop a research agenda addressing key priorities for Research on Education in occupational therapy. **Method**: Canadian occupational therapy educational scholars were invited to participate in a two-round modified Delphi method designed to gather and prioritize research topics in OT education. An in-person session at the Canadian Association of Occupational Therapists (CAOT) Conference in May 2025 focused on developing action plans advancing the top research priorities identified in the Delphi phase. **Conclusions**: Findings support the development of an agenda that is responsive to, and reflective of, the needs of occupational therapy educators in support **of curriculum designs for social action**.

Advancing Occupational Science Education in the Nordic Region: Insights from the OSNord Development Project

Friday, 24th October - 10:00: - Oral Presentation

Dr. Sigrun Kristin Jonasdottir [1], Dr. Annikki Arola [2], Dr. Bjorg Sigridur Anna Thordardottir [3], Dr. Greta Häggblom Kronlöf [4], Dr. Suzanne Johanson Sturesson [4], Dr. Sonja Stelly Gustafsdottir [1]

1. *University of Akureyri,* ***2.*** *Arcada University of Applied S,* ***3.*** *Oslo Metropolitan University,* ***4.*** *University of Gothenburg*

The OSNord development project is a collaborative initiative involving universities from four Nordic countries, aimed at enhancing master's education in occupational science. This project seeks to establish a Nordic Knowledge Hub focused on occupation, health, and sustainability, promoting cross-border collaboration and knowledge co-creation through online tools.

The project engaged occupational therapy students, professional occupational therapists, and researchers in focus group discussions to gather insights on integrating societal needs into master's level occupational science courses. Key topics included perceptions of occupational justice issues, such as societal and environmental factors affecting individuals' opportunities to engage in meaningful daily occupations, and the influence of the Nordic context on these experiences.

This presentation will share preliminary analysis from the focus groups and introduce the four new courses being developed. It will highlight the unique aspects of occupation in the Nordic region and provide valuable input for shaping the future of occupational science education, aligning with the theme of curriculum designs for social action and planetary health.

Embracing sustainability pedagogy in occupational therapy education for transformative learning

Friday, 24th October - 10:15: - Oral Presentation

Prof. Jane Davis [1], ***Ms. Janet Craik*** [1]

1. *University of Toronto*

People cannot thrive in environments with disrupted natural systems. Globally, we have overshot several planetary boundaries essential for sustaining a safe and just place for humanity (Fanning, 2022; Raworth, 2017). Occupational therapy educators must consider how to teach sustainable healthcare practices that promote occupational performance and participation, while protecting the natural and social environments critical to human health and well-being (Council of Deans of Health, 2023). Accordingly, educators must change how we teach to embrace curriculum designs that incorporate sustainability pedagogy to foster transformative learning and a sustainability mindset (Burns et al., 2018). This curriculum change will ensure that future occupational therapists promote environmental integrity, social equity, and economic inclusion. Sustainability pedagogy refers to an approach that teaches sustainability concepts and practices and transforms attitudes (Spiegelaar, 2023). The goal is to encourage students to analyse and address ecological stresses affecting social and structural systems that support occupational performance and participation. This presentation will provide a structure for curriculum design using dynamic systems thinking that integrates sustainability, transformative learning, and social action. Sustainability pedagogy emphasizes global perspectives and ethical responsibilities that individuals have toward future generations and equity-deserving communities and encourages students to consider local and global impacts of their actions.

Oral presentations and Q&A - session 14

Gender transitions and occupational transitions: phenomenological study in a French context

Friday, 24th October - 09:45: - Oral Presentation

Mrs. Morgane Pajor [1], ***Mrs. Marianne Haine*** [1], ***Mrs. Morgane Mayoud*** [1], ***Mr. Sylvain Thamie*** [1], ***Dr. Cynthia Engels*** [1]

1. *UPEC*

Gender transition is known as a transformative experience coming with profound changes in one's existence. In France, identifying as a transgender person leads to discrimination due to social constructs and hinders occupational participation. Literature regarding occupational transitions intertwined with gender transition is scarce. The perspective of transgender people on the impact it has had on their lives needs to be explored from an occupational perspective. This study aims to understand how gender transitions and occupational transitions are interconnected, and to highlight the factors identified as barriers and levers throughout this process. Using a phenomenological approach, semi-structured interviews, based on the Occupational Performance History Interview-II, have been conducted with a dozen participants identifying as transgender in several major French cities. Thematic analysis, combining both inductive and deductive coding, highlighted the identity and environmental adjustments that influence occupational participation. The first results currently allow a better understanding of transgender people's experience of occupational transitions that occur and their needs through this process. Although much information is still needed on the subject , this study argues that adopting a gender-affirmative approach could enable occupational therapists to address the variety of the human experience and improve diversity competence, promoting a more equitable care environment.

Enhancing occupational therapy education: Addressing the needs of queer people

Friday, 24th October - 10:00: - Oral Presentation

Prof. Jens Schneider [1]

1. *Trier University of Applied Sciences*

Understanding the relationship between occupation and client identities is essential for providing targeted occupational therapy that aligns with the client's self-perceived identities. Nevertheless, many occupational therapists lack knowledge about the connections between the identities of queer people and their associated occupations. While guidelines do exist for occupational therapists working with queer people (e.g., AOTI, 2019), there is as yet no standard care in occupational therapy for transgender and non-binary people (Stugart et al., 2025). It is therefore crucial to enable occupational therapy students to understand the needs of queer clients and support them effectively (Schneider et al., 2024).

This presentation highlights efforts within a bachelor's degree programme to raise awareness of the occupational needs of queer people. The curriculum includes theoretical lectures on the identities and occupations of queer people as well as seminars involving case studies. A key component of the course is the participation of members from the local queer centre who share their experiences and discuss their occupations with students. This interaction provides students with first-hand insights into the challenges faced by queer people as well as their occupational needs. Student feedback indicates that the course, particularly the segments involving queer people, is highly valuable and enlightening.

Diversity Competence in OT: supporting trans* people in times of political shifts

Friday, 24th October - 10:15: - Oral Presentation

Mrs. Claudia Merklein de Freitas [1]

1. *Zuyd Hogeschool*

Given the current political landscape both within Europe and beyond, coupled with the reinforcement of discrimination against trans* persons, it is imperative to foster a critical mindset among students and members of the Occupational Therapy (OT) community. Many trans* individuals face significant barriers in participation and often require tailored assistance to navigate the complexities within the healthcare system. This requires diversity competence.

Therefore participants in this presentation will be prompted to critically reflect their contexts, perspectives, knowledge bases, and inherent privileges through the guided use of diverse reasoning questions using the Canadian Occupational Therapy Inter-Relational Practice Process Framework (COTIPP, Egan & Restall, 2022). The new Canadian model provides a versatile approach to guiding reflexive reasoning processes in OT. By incorporating indigenous perspectives, the model offers new insights into fostering global citizenship and partnership. The presentation integrates the three foundational processes and the six action domains delineated within the COTIPP. Participants will be guided through the process using carefully crafted reasoning questions, enabling them to formulate preliminary strategies for translating theory into practice with trans* persons.

Oral presentations and Q&A - session 15

TRANSLATION PROCESS OF THE OPISI ASSESSMENT FOR THE SPANISH POPULATION

Friday, 24th October - 09:45: - Oral Presentation

Dr. Estibaliz Jimenez-Arberas [1], ***Dr. Beth Ann Walker*** [2]

1. *faculty padre osso,* ***2.*** *University of Indianapolis*

Introduction:
The Occupational Performance Inventory of Sexuality and Intimacy (OPISI) is a tool designed to assess occupational performance in the areas of sexuality and intimacy. To ensure its applicability in Spanish-speaking populations, a rigorous translation and cultural adaptation process is necessary.

1. Translate and culturally adapt the OPISI battery for the Spanish population.
2. Ensure the validity and reliability of the translated version through expert review and pilot testing.

Materials and Methods:
The translation process follows international guidelines for the cultural adaptation of assessment instruments. The steps include:

- **Initial translation:** Two independent translators, fluent in both English and Spanish, translate the OPISI battery.
- **Synthesis of translations:** The two versions are compared and unified into a single preliminary Spanish version.
- **Back-translation:** A third independent translator, unaware of the original OPISI, translates the preliminary Spanish version back into English.

Results:
The translation process ensures linguistic and cultural adaptation, maintaining the instrument's validity. The pilot study identifies necessary adjustments to improve clarity and consistency.
Conclusions:
A systematic translation and cultural adaptation process guarantees that the OPISI battery remains a reliable tool for evaluating sexuality and intimacy in Spanish-speaking populations.

Cultural adaptation, validation and reference values of Chile's Adolescent/Adult Sensory Profile

Friday, 24th October - 10:00: - Oral Presentation

Mrs. Rodrigo Goycolea Martinic [1]

1. *Universidad San Sebastian*

Objectives

To culturally adapt, validate, and obtain the reference values of Chile's Adolescent/Adult Sensory Profile.

Methodology

The cultural adaptation consisted of a comprehensible interview process. Reliability was assessed using an internal consistency and Pearson correlation analysis. Discriminant validity has been elaborated between people with substance abuse and/or dependence disorder and those with typical development. The reference values were obtained from 740 persons.

Results

Cultural adaptation required some cultural and linguistic adjustments. The cognitive interview did not reveal severe comprehension difficulties; only eight items needed to be revised. Repeatability analysis yielded values above 0.9 per quadrant. Internal consistency scores ranged from 0.69 to 0.73 per quadrant. Pearson correlation detected the most substantial relationship between sensory sensitivity and sensory stimulus avoidance. Discriminant validity revealed differences between groups in the under-recording, sensory sensitivity, and sensory stimulus avoidance quadrants. Baseline values by sensory quadrants and specific by age group are presented. Mean scores range from 29.26 to 49.14.

Conclusions

The cultural adaptation has achieved conceptual and semantic equivalence with the original version and adequate metric data. The national reference values obtained in this study are of recommended use for the Chilean adult population.

Do occupational therapists really perform the Nine Hole Peg Test uniformly?

Friday, 24th October - 10:15: - Oral Presentation

Ms. Eliška Rotbartová [1], ***Mrs. Kateřina Vondrová*** [2], ***Mrs. Olga Nováková*** [1], ***Mrs. Zuzana Rodová*** [1], ***Ms. Anna Rejtarová*** [2], ***Dr. Yvona Angerova*** [3]

1. *First Faculty of Medicine, Charles University,* ***2.*** *1 First Faculty of Medicine, Charles University and General University Hospital in Prague, 2 Department of Rehabilitation and Sports Medicine, Second Medical Faculty, Charles University and University Hospital Motol,* ***3.*** *Department of Rehabilitation Medicine, First Faculty of Medicine, Charles University and General University Hospital in Prague*

Introduction: Nine Hole Peg Test (NHPT) is often used by occupational therapists (OTs) to objectively assess dexterity. The tested person is asked to place nine pegs in holes as quickly as possible and return them back to the container.

The aim was to determine whether OTs perform NHPT in the same way when selected specific situations arise during testing.

Methods: An online questionnaire was distributed to OTs around the world. It also included video demonstrations of selected NHPT testing situations. Results from 241 OTs were analysed using descriptive statistics.

Results: Responses from 89 OTs with experience in testing at least five people using the NHPT showed that OTs disagreed in their ways of responding to the particular situations. An attempt in which a peg falls to the ground is considered valid by 19.1% of OTs, while 77.5% invalidate it. However, they also differ in the timing of the interruption of such an attempt. OTs also react in many different ways to a peg falling on the table or to pegs bouncing off the container as they are returned.

Conclusion: The results suggest that the NHPT manual needs to be revised to add new rules for some specific test situations.

Convergent Validity of the new TeleWrite Handwriting Assessment Tool for Children

Friday, 24th October - 10:30: - Oral Presentation

Dr. Julia Guzman [1], ***Dr. Sophie Norris*** [2]

1. *Columbia University in the City Of New York,* ***2.*** *Special Programs in Occupational Therapy Services*

TeleWrite is a newly developed tool designed to assess children's handwriting skills, including rate, accuracy, and fluency. It can be administered both in-person and via telehealth, addressing the need for accessible handwriting assessments.

This study aimed to evaluate the convergent validity of TeleWrite by comparing it to the widely used Evaluation of Children's Handwriting (ETCH). Validation of TeleWrite supports its broader application, promoting equitable access to handwriting assessments and improving service delivery in diverse settings.

Nineteen children aged 6-7 completed both assessments, with Principal Component Analysis (PCA) used to examine correlations between the two tools for near point time, far point accuracy, and far point time.

Moderate correlations were found for near point time (r = .43), far point accuracy (r = .42), and far point time (r = .509), while a weaker correlation was observed for near point accuracy (r = .321).

These findings support the construct validity of TeleWrite, indicating that it is a reliable tool for evaluating children's handwriting. This research contributes to the broader goal of improving accessibility to handwriting assessments, particularly for children in remote or underserved areas, by promoting the use of TeleWrite in routine occupational therapy practice and enhancing service delivery.

Oral presentations and Q&A - session 16

Bridging the Gap: A Scoping Review of Artificial Intelligence in Occupational Therapy

Friday, 24th October - 09:45: (Copélia room) - Oral Presentation

Ms. Jensen Antilla [1], ***Dr. Stacy Smallfield*** [1], ***Dr. Nicole Martino*** [1], ***Ms. Danielle Westmark*** [1], ***Dr. Nancy Krusen*** [1]

1. *University of Nebraska Medical Center*

Introduction. Artificial intelligence (AI) is transforming healthcare as it collects and analyzes large amounts of data through wearable devices, clinical decision supports, and natural language processing (Rowe et al., 2022; Xie et al., 2021). Occupational therapy (OT) educational programs must include a basic understanding of AI technology, relevant ethical implications, and an ability to critically appraise AI tools (Russel et al., 2023; UNESCO, 2024).

Method. We conducted a scoping review of the literature on the current state of AI in OT. Four databases were searched using terms related to AI and OT. It yielded 473 unique citations; 99 met inclusion criteria.

Results. We found a significant increase in AI publications in the past five years; most articles originate from the United States and China. Most articles included in the review focus on OT research and development and OT practice while few articles relate to OT education or policy.

Conclusion. The use of AI is rapidly gaining attention in OT practice with several AI tools to enhance OT assessment and intervention under development. Integration of AI into OT education is imperative to prepare future practitioners to understand and use these technologies to enhance client outcomes and enhance work productivity and efficiency.

Preparing Future Occupational Therapists for AI-Driven Healthcare: Bridging Gaps in Education

Friday, 24th October - 10:00: (Copélia room) - Oral Presentation

Dr. Marian Gillard PhD, OTR, FAOTA [1], ***Dr. Kayla Collins*** [1], ***Dr. Bridget Scheidler*** [1], ***Dr. Anne Boddy*** [1]

1. *Baylor University*

As artificial intelligence (AI) continues to transform healthcare, occupational therapy education must adapt to prepare students for AI-integrated practice. Grounded in the Unified Theory of Acceptance and Use of Technology (UTAUT) model, this quasi-experimental, mixed-methods research project evaluated changes in student attitudes and competency following AI-focused training. Authors describe the development of an online Generative AI literacy training program designed to equip healthcare students with the necessary skills to use AI ethically and effectively. The implications for social responsibility in AI education will be discussed, supporting the call for occupational therapy curricula that are adaptable to emerging technologies.

This proposal is significant because it addresses a critical gap in healthcare education. As AI technologies continue to proliferate across healthcare sectors, healthcare professionals must be trained to use these tools efficiently and ethically. This project also has the potential to inform curriculum development in healthcare education, contributing to a more tech-savvy and adaptable future workforce

This presentation aligns with the ENOTHE strategic aim of fostering educational sustainability and comparability across programs. By leveraging AI literacy, OT educators can bridge digital divides, promote equitable learning experiences, and enhance students' preparedness for the future of occupational therapy practice.

Global citizenship and international partnerships in occupational therapy education via VR simulations.

Friday, 24th October - 10:15: (Copélia room) - Oral Presentation

Mrs. Vera Beuselinck [1], ***Mrs. Valerie desmet*** [1], ***Ms. Maatje Kloppers*** [2], ***Mrs. Lizelle Apollis*** [2], ***Ms. Juanita Bester*** [2]

1. *Artevelde University of Applied Sciences,* ***2.*** *Stellenbosch University*

As Occupational therapy education is evolving, global citizenship and international partnerships are very important. Technological advancements enhance the quality of education and create also opportunities for internationalization at home. For three years, students from Belgium and South Africa, have been learning together for six weeks in a Collaborative Online International Learning (COIL) project. The project utilizes Virtual Reality (VR) simulations within a blended learning environment to strengthen person-centered communication skills in an intercultural context. Students are working on their intercultural competencies using the ICOM's framework.

Objectives of this project are experiencing the benefits of using technology in courses; improving the communicative competencies of the students, facilitating peer learning, strengthening interprofessional competencies, promoting global citizenship. All these objectives are reached through various interactive experiences.

As results of the project, we notice improved intercultural communicative skills and interprofessional competencies. A sustainable model for international collaboration in occupational therapy education is established.

Conclusion: VR in blended learning effectively bridge geographical and cultural gaps, providing students with a rich, immersive learning experience. So they become world citizens ready for future challenges. The project aligns with the Sustainable Development Goals by promoting quality education and strengthening global partnership.

Decisions, decisions: Technologies for high and low-fidelity simulation in occupational therapy education

Friday, 24th October - 10:30: (Copélia room) - Oral Presentation

Ms. Zeynep Celik Turan [1], ***Ms. Samantha McCormack*** [1], ***Mr. Peter Lin*** [1], ***Ms. Tai Frater*** [1]

1. *Brunel University of London*

Introduction

Simulated learning bridges the gap between classroom teaching and practice placements, enhancing preparedness for real-world occupational therapy. Various technologies support high-fidelity, immersive simulations and simpler low-fidelity alternatives, including immersive learning rooms (ILR), manikins, simulation software, and virtual patients. Selecting the right approach is key to meeting specific learning objectives. This presentation examines the decision-making process behind choosing simulation methods and technologies.

Methodology

This session outlines the selection of simulation technologies for a 40-hour simulated occupational therapy placement at a UK university. Tools included manikins for vital sign assessment, virtual patients for practising evaluations, and ILR for simulating home environments. These methods actively engaged students and strengthened clinical reasoning.

Results

Challenges such as technical limitations, logistical barriers, and varying student responses will be discussed, along with strategies to address them. Student feedback and learning outcomes will highlight the strengths and limitations of each approach.

Conclusion

The session will conclude with a discussion on the future of simulation-based learning, emphasising the benefits of a blended approach to enhance student readiness and confidence in occupational therapy practice.

Oral presentations and Q&A - session 17

From Start to Graduation: Building the Occupational Therapy Program at SMHS

Friday, 24th October - 09:45: - Oral Presentation

Prof. Patrícia de Meireles Graça [1], ***Prof. Bruno Vieira de Melo*** [1], ***Dr. Carla Oliveira*** [2], ***Dr. Celso Teixeira*** [3], ***Prof. Sofia Saraiva*** [1]

1. *Santa Maria Health School,* ***2.*** *Entre Douro e Vouga Local Health Unit - Physical Medicine and Rehabilitation Service,* ***3.*** *ICAD - Institute of Addictive Behaviors and Dependencies*

Background: The Occupational Therapy (OT) degree at Santa Maria Health School (SMHS) was established in 2021, aiming to provide high-quality education aligned with professional and academic standards.
Objectives: This presentation examines the process of implementing the OT program, identifying key challenges, strategies applied, and future directions.
Methods: A retrospective analysis of the program's development was conducted, focusing on curriculum design, accreditation, faculty recruitment, and infrastructure adaptation. Strategies included collaboration with healthcare institutions, faculty training, and the adoption of innovative pedagogical approaches.
Results: The OT degree has successfully progressed towards its first graduation cohort in July 2025. Achievements include accreditation approval, faculty growth, and student engagement in clinical placements. However, ongoing challenges such as resource allocation and curriculum refinement remain.
Conclusion: The implementation of the OT degree at SMHS has been a dynamic process requiring continuous adaptation. Lessons learned contribute to best practices in developing new health education programs.

Intercontinental collaboration: identifying design principles of third spaces to promote constructive free time engagement for adolescents in Australia and the UK

Friday, 24th October - 10:00: - Oral Presentation

Prof. Sanetta du Toit [1], ***Ms. Sarah McGinley*** [2], ***Ms. Tanja Djordjevic*** [3], ***Ms. Eleanor Hutchison*** [4], ***Mr. Wun (Ryan) Chan*** [5], ***Ms. Rocksy Antonygnaneswaran*** [5]

1. *Edicth Cowan University,* ***2.*** *University of Portsmouth & University of Southampton,* ***3.*** *Kogarah Community Services,* ***4.*** *University of Suthampton,* ***5.*** *University of Southampton*

Adolescents often struggle to find safe, supportive spaces for socializing, with limited access potentially leading to risky behaviours such as drug use or vandalism. The availability of conducive spaces for leisure and social engagement is crucial for promoting well-being and reducing such risks.

This project aimed to explore the concept of third spaces and develop design principles to create opportunities for positive community engagement for adolescents in Australia and the UK. Second-year occupational therapy students from the University of Southampton collaborated with Edith Cowan University and industry partners to examine the relationship between third space theory and adolescent well-being. The project also highlighted the risks associated with the absence of suitable recreational spaces. By integrating occupational therapy perspectives on pleasure, productivity, and restoration with third space theory, the study emphasized the importance of designing environments that foster constructive engagement and mitigate the risks of unstructured free time.

The project's findings contribute occupational therapists advocating for, and supporting the design of, accessible third spaces. These spaces promote social interaction, well-being, and community integration, and supported partnerships on a global level to advance social action and planetary health

Occupational Punk: Science fiction narratives as an avenue for transformative thinking

Friday, 24th October - 10:15: - Oral Presentation

Dr. Sandra Schiller [1], ***Dr. Filip Maric*** [2], ***Dr. Chantal Christopher*** [3], ***Mr. Enrique Henny*** [4], ***Dr. Nick Pollard*** [5]

1. *Hochschule fuer angewandte Wissenschaft und Kunst (HAWK),* ***2.*** *UiT The Arctic University of Norway,* ***3.*** *University of KwaZulu-Natal,* ***4.*** *TEDES,* ***5.*** *Sheffield Hallam University*

When Anne Wilcock set out the forward-looking narrative of human occupation as doing, being and becoming, she referred to this as “science fiction.“ This analogy underscores the potential of speculative fiction to be thought-provoking or mark identifiable moments when key concepts are first imagined or their potential uses first defined.

The social, ecological and health crises of the 21st century suggest an urgency for transformative change in healthcare and wider society. “Healthpunk“ reimagines established conventions and envisions otherwise futures by balancing the dystopian and the utopian – acknowledging certain realities that may change unfavourably, whilst still maintaining a hopeful and aspirational focus.

“Occupational Punk: Everyday Odyssey“ invited contributions from occupational therapy students, clinicians, educators, researchers, and others worldwide. The resulting occupational speculations address the social and ecological challenges of facilitating harmonious everyday lives in diverse and multispecies communities.

They envision future responsibilities of practitioners and researchers and encourage reflection on how occupations may help us navigate rapid societal, ecological, and technological disruptions, exploring transformative ways of occupying space and time.

This presentation introduces themes and scenarios for an otherwise occupational therapy/occupational science and discusses the potential of speculative fiction to create visions for new ways of doing and living.

Promoting strategies for people with chronic diseases to adapt to heat waves

Friday, 24th October - 10:30: - Oral Presentation

Dr. Renate Ruckser-Scherb [1], ***Prof. Sabine Dielacher*** [1]

1. *University of Applied Sciences for Health Professions Upper Austria*

Background:
Heat waves can worsen symptoms and impair well-being, especially in people with chronic diseases. Healthcare professionals care for these at-risk individuals and need to strengthen their knowledge and promote health-related climate skills (Brugger, Horváth, 2023). Occupational therapists are experts for activities of daily life. In this role, they provide information but also develop strategies together with their clients to cope with problems.
Question: What evidence-based interventions should be implemented into the curriculum to meet these new requirements?
Method:
A scoping review was conducted with a systematic literature search in databases and a supplementary search (citation tracking). For analysis we organized data in a chart and performed a content analysis.
Results:
Recommendations were categorized into
a) planning of activities
b) designing the environment and
c) specific strategies for self-care, productivity, leisure activities as well as rest and sleep.
Conclusion:
Based on these findings, we adapted our curriculum, created a lecture to strengthen the health-related climate competence of occupational-therapy-students and designed a participative project to foster social action and planetary health in general. Our aim is to embed planetary health issues in the curriculum and empower students to address effects of climate change on health.

Oral presentations and Q&A - session 18

An Open-Access Journal to Promote Translational Science and Academic Program Identity

Friday, 24th October - 11:30: - Oral Presentation

Dr. Stacy Smallfield [1], ***Dr. Nancy Krusen*** [1], ***Dr. Nicole Martino*** [1], ***Ms. Heather Brown*** [1]

1. *University of Nebraska Medical Center*

Best practices for developing occupational therapy educational programs involve integration of mission and vision with the curricular design, scholarly agenda, and strategic plan (Accreditation Council for Occupational Therapy Education, 2023). These elements drive curriculum development, guide strategic initiatives, and direct program assessment, with the goal of creating a cohesive program identity. This presentation describes the launch of a scholarly journal within a new occupational therapy doctoral program in alignment with its curriculum, strategic plan, and scholarly agenda.

The program focuses on three themes: occupation for health, professional growth, and translational science. Founding faculty with expertise in evidence-based practice and knowledge translation identified the need for a journal dedicated to translational science in occupational therapy. An environmental scan revealed a gap in journals on the topic and university resources supported the initiative. A team consisting of faculty, a research librarian, and students collaborated on the journal's development.

The open-access journal strives to advance health by freely exchanging knowledge about occupation. It publishes material relevant, practice, education, research, policy, and humanities, with actionable takeaways. Launched in April 2023, it strengthens the connection between the program's scholarship agenda and curriculum design, enhances program visibility, and provides opportunity for student engagement in scholarship.

Changing mental healthcare service delivery focus through occupational therapy student fieldworks

Friday, 24th October - 11:45: - Oral Presentation

Mr. Matthias Moeller [1], ***Mrs. Vera Alippi*** [2]

1. *Karolinska Institutet, Stockholm,* ***2.*** *SUPSI*

In the Italian speaking context, mental healthcare services are predominantly influenced by the country's rich own mental healthcare history. One famous former representative, Franco Basaglia, has coined the term Ergoterapia in contexts linked to work rehabilitation of mentally ill people. However, the profession of occupational therapy is rather unknown as part of in-patient mental healthcare. If the profession strives for a sustainable foothold in this area, well-planned projects are needed to promote and implement occupational therapy in all parts of Italian mental healthcare.

This presentation provides insight into a multi-year project run by a university school and a psychiatric clinic in Southern Switzerland, aiming to create a new occupational therapy service within this facility. The outstanding feature of the project saw occupational therapy students acting as multipliers of occupational therapy expertise. A participatory action research approach integrated both the educational aims of student's fieldwork and those to introduce occupational therapy as profession in specific areas of the psychiatric facility. In giving a particular voice to the students' experiences, aspects of both achievement and failure testify to the complexity of the project and prove that between the *what* and the *how* of running a project, success becomes an interpretative term.

From Classroom to Practice: Teaching Ecopation in Occupational Therapy

Friday, 24th October - 12:00: - Oral Presentation

Mr. Hill Jonker [1]***, Mrs. Magelien Arts-Tieleman*** [1]

1. *Hogeschool van Arnhem en Nijmegen*

The concept of *ecopation* is emerging in the field of occupational therapy. Additionally, the Sustainable Development Goals (SDGs) are receiving more attention in higher education in the Netherlands. As occupational therapists, we strive to understand how we can address the impact of climate change in our work and its effects on human occupations.

With *ecopation*, we recognize the interconnectedness between people's ecological environment and their occupations. Therefore, *ecopation* is a relevant and urgent concept.

Students from HAN University of Applied Sciences in Nijmegen (NL) explore the concept of *ecopation* during a course in their second year. Through various assignments, they examine how *ecopation* plays a crucial role in working with individual clients and groups, as well as how it can contribute to the broader significance of occupational therapy in society.

We present how we developed this course within the bachelor's program, along with its outcomes and experiences.

Junior Sustainability Practitioner: Insights from Implementing Planetary Health within the Curriculum

Friday, 24th October - 12:15: - Oral Presentation

Prof. Heidi Oberhauser [1], Prof. Eva Jabinger [1], Ms. Martina Prokopetz [1], Prof. Anna Elisabeth Purtscher [1], Ms. Magdalena Schlögl [1]

1. *fhg - Health University of Applied Sciences Tyrol (Austria)*

Given the significant impacts of climate change on health and occupational performance, it is essential to address the topic of "planetary health" within the occupational therapy curriculum. Therefore, a course on climate competence and sustainability has been implemented at the Health University of Applied Science Tyrol (Austria).

The interprofessional course comprises 1 ECTS and concludes with the "Junior Sustainability Practitioner-Certificate". Students gain a holistic understanding of sustainability through a variety of didactical methods, including lectures, group-work, reflections, and self-study. Throughout the course, participants reflect the connections between planetary health and physical exercise, mental health and heat. Students critically analyse the impact of climate change on occupational opportunities, consider co-benefits and develop sustainability initiatives that could be implemented in the health sector. The course promotes critical thinking, communication, and reflection on one's potential to influence and act sustainably in everyday life. As a result, participants' awareness has increased, and their occupational patterns have evolved. Students recognized the relevance and urgency of the issue in general and for the health sector in particular. In addition to this course for students, the Health University of Applied Sciences Tyrol offers a program for employees in the health and social sector to become sustainability ambassadors.

“Think Sensory”: Building resilience and sustaining wellness of employees and students in higher education .

Friday, 24th October - 12:30: - Oral Presentation

Dr. Nathalie Buhagiar [1], ***Ms. Ramona Vella Vidal*** [2]

1. *University of Malta,* ***2.*** *University of Malta*

The University of Malta (UM), through its Department of Human Resources, organizes a three-hour workshop titled *“Think Sensory”* to promote wellness among employees and students. This initiative was developed by the first author, in collaboration with the occupational therapist working within the Access Disability Support Unit (ADSU, UM). The workshop was inspired by a whole-school tiered model previously implemented in primary schools (Buhagiar, 2021) and adapted to a university-wide approach to encourage capacity building and knowledge exchange.

Participants voluntarily joined the workshop, which focused on the practical application of concepts from occupational science and sensory processing theory to enhance personal well-being. The impact of sensory function on health, well-being, and quality of life, is well documented (Costa Lopez et al, 2021) as is the importance of occupational balance (Wagman et al., 2012). Academics explored ways to incorporate these strategies into their teaching, while students learned techniques to improve both their well-being and learning experiences. The workshop aimed to foster professional and personal development, ultimately sustaining good health among university members.

Data from participants and stakeholders were collected over a year to evaluate the effectiveness of this initiative. The results and insights gained will be presented and discussed with participants .

Workshop - session 12

Shaping Education's Future: Exploring Teachers' and Students' Roles through Simulation-Based Learning

Friday, 24th October - 11:30: - Workshop

Mrs. Anu Kuikkaniemi [1], ***Mrs. Heli Arokki*** [1], ***Ms. Sanni-Sisko Koistinen*** [1], ***Dr. Claire Sangster Jokić*** [2], ***Ms. Brigitte Loder- Fink*** [3], ***Dr. Ahmet Emir*** [4], ***Dr. Andreja Bartolac*** [5], ***Ms. Laurence Magerat*** [6], ***Ms. Ivana Klepo*** [7], ***Ms. Katrin Pechstädt*** [3], ***Ms. Greet Schrauwen*** [6], ***Dr. Annick Van Gils*** [6], ***Ms. Elisabeth Schwab*** [3], ***Ms. Stefanie Schwarzl*** [8], ***Ms. Merve Keskin*** [4], ***Dr. Kuni Vergauwen*** [6]

1. *Turku University of Applied Sciences,* ***2.*** *University of Health Sciences in Zagreb,* ***3.*** *FH Johanneum University of Applied Sciences,* ***4.*** *Medipol University Faculty of Health Sciences,* ***5.*** *University of Applied Health Sciences,* ***6.*** *AP University of Applied Sciences and Arts Antwerp,* ***7.*** *University of Health Sciences in Zagreb, Croatia,* ***8.*** *FH JOANNEUM*

Simulation is a key tool in occupational therapy education. This workshop aims to provide participants with a unique, hands-on experience that highlights the practical applications of simulation in developing essential professional competencies. During the workshop, presenters will run a mini-simulation and present good practices based on theory.

Simulation learning is an active method that bridges theory and practice. The workshop will demonstrate how simulation prepares students for complex healthcare demands through experiential learning. Grounded in experiential learning theory, our simulation approach emphasizes active participation and reflective practice. Realistic scenarios enhance critical thinking, decision-making, and problem-solving. Tailored to occupational therapy, simulations offer a targeted and relevant learning experience.

In the Simba project, Turku University of Applied Sciences is developing simulation-based learning in cooperation with four partner organizations to meet modern work environment demands. The aim of the project is to create a high-quality package that considers all the different stages of the simulation process.

The aim of this workshop is to provide ideas for structured simulation-based learning. Participants will gain knowledge and experience of the different stages of simulation and tips derived from the Simba project outputs, with special emphasis on the debriefing discussion.

Workshop - session 13

Fostering Collaborative Readiness Through Culturally Responsive IPE

Friday, 24th October - 11:30: - Workshop

Dr. Erik Perez [1], ***Ms. Laura Finkel*** [1], ***Ms. Monique Gerber*** [2], ***Dr. Angela Blackwell*** [1]

1. *University of St. Augustine for Health Sciences,* ***2.*** *University of Louisiana at Lafayette*

As healthcare becomes increasingly globalized, practitioners must be prepared to engage in culturally responsive, collaborative care. This session explores how exposure to culturally responsive interprofessional education (IPE) impacts students' readiness for collaborative practice. Speech-language pathology and occupational therapy graduate students participated in an interprofessional learning experience designed to enhance cultural humility and foster teamwork in serving diverse populations. The session shares how cultural humility activities served as the key variable impacting students' perceptions and skills. Findings indicate that structured engagement in culturally responsive IPE enhances students' confidence, adaptability, and appreciation for diverse perspectives, ultimately helping them prepare for effective collaborative practice. Attendees will gain insights into curriculum design strategies that integrate social action, global citizenship, and interprofessional learning, equipping future practitioners with the skills to navigate complex healthcare environments.

Workshop - session 14

Breaking bias in thinking and acting. Towards a more diverse sensitive environment.

Friday, 24th October - 11:30: - Workshop

Ms. Reninka De Koker [1], ***Mr. Jeroen Vos*** [1]

1. *Odisee University of applied sciences*

Our society, clients, students, and colleagues are becoming increasingly diverse. As a higher education institution, we aim to be inclusive, to teach in a diverse sensitive way. However, dealing with the difference between ourselves and the other, in a team or organization, requires specific knowledge and skills.
Research shows that people do not always act rationally. Most thinking happens unconsciously. Without noticing it, we are constantly influenced by our environment. To be able to make decisions in a complex world, our brain uses shortcuts. Sometimes these shortcuts are useful, but in other cases they lead to cognitive bias. Being aware of the bias we all have, and how our individual brain reacts to it, helps us to work together in a more promising and, above all, people-oriented way.
In this interactive workshop, we focus on situations in which bias is present and the consequences this has on our daily thinking and acting. We will work with improvisation exercises to experience. Through interaction, we gain a better understanding of our own biases, norms and values and how they influence our actions.
We hope to inspire to build up an open work culture in your team, with students and clients.

Workshop - session 15

Teaching uncertainty to leverage humility, curiosity, and innovation in occupational therapy students

Friday, 24th October - 11:30: - Workshop

Prof. Jane Davis [1], ***Dr. Angela Benfield*** [2], ***Dr. Daniel Cezar da Cruz*** [3], ***Dr. Sara Israel*** [4], ***Dr. Jessica Kitchens*** [5], ***Dr. Patricia Laverdure*** [6], ***Dr. Kate Stewart*** [7], ***Dr. A. Carol Zaricor*** [8]

1. *University of Toronto,* ***2.*** *University of Texas at San Antonio,* ***3.*** *Leeds Beckett University,* ***4.*** *University of Central Arkansas,* ***5.*** *Department of Defense Education Activity Schools,* ***6.*** *Old Dominion University,* ***7.*** *Boston University,* ***8.*** *Houston Community College*

Every day, occupational therapy practitioners, students, and educators encounter uncertainty: “the dynamic, subjective perception of not knowing what to think, feel, or do” (Lee et al., 2021, p. 1195). Practitioner uncertainty arises from clients’ complex diverse needs within unique contexts that require novel and innovative, individualized solutions. As such, the ability to manage uncertainty has been positioned as an occupational therapy competency (Galvaan et al., 2021) that must be explicitly taught in health professions education (Stephens & Lazarus, 2024). Leveraging uncertainty can lead to opportunities for self-regulated learning and creativity. This workshop will provide opportunities for critical reflection of experiences of uncertainty and dialogue about educational strategies to support learning from a pedagogy of uncertainty. A brief literature review will provide a foundation for small group dialogue of educators’ experiences in navigating uncertainty in occupational therapy. Each group will discuss strategies for teaching uncertainty and how it can be leveraged to increase competency and innovation. Humility and uncertainty tolerance can be supported by applying effective strategies for discovery of information, curiosity of learning, and creativity in identifying interventions to support clients’ goals. Educators will create an action plan for applying strategies for leveraging uncertainty to foster humility through their teaching.

Workshop - session 16

Curriculum designs for social transformation through occupation and urban exploration.

Friday, 24th October - 11:30: - Workshop

Mr. Filip Dejonckheere [1], ***Dr. Maria Kapanadze*** [2], ***Mr. Georg Gappmayer*** [3], ***Ms. Uta Jakobs*** [4], ***Ms. Marinela Rata*** [5], ***Ms. Jasu Forss*** [6], ***Mr. Marc Adriaanse*** [1], ***Ms. Unda Avota*** [7], ***Ms. Petra Paukowitsch*** [3], ***Dr. Liliya Todorova*** [8]

1. *Artevelde University of Applied Sciences,* ***2.*** *Terrassa University School of Nursing and Occupational Therapy, Autonomous University of Barcelona,* ***3.*** *FH Campus Wien,* ***4.*** *Zurich University of Applied Sciences (ZHAW),* ***5.*** *Vasile Alecsandri University of Bacău,* ***6.*** *Metropolia University of Applied Sciences,* ***7.*** *Stradins University Riga,* ***8.*** *University of Ruse*

The innovation in teaching and learning undermines creating unique experiences that foster discussions among students from diverse countries and cultural backgrounds about social challenges and planetary health. Our example shows the “Social Transformation and Occupational Therapy” module organised by Artevelde University of Applied Sciences in Ghent, Belgium as a Blended Intensive Programme (BIP), engaging with 7 European universities. The primary focus of this programme is on the changes in urban environments and their consequences for social transformation. Students analyse the complexities of these societal shifts through an occupational-based lens.

The current workshop aims to introduce educators to the methodology employed in this programme and to inspire them to consider how these perspectives and teaching methods could be integrated into their curriculum. The workshop will feature several micro-workshops designed to immerse participants in the lived experiences of the existing programme. Besides, the capacity-building approach will encourage participants to reflect on societal challenges locally and globally and explore potential curriculum design solutions collaboratively.

Workshop participants will be invited to engage in long-term dialogue and networking on social transformation through occupation and curriculum development.

Meet-up - session 2

A curricular approach: Preparing OT students for rural practice

Friday, 24th October - 14:30: - Meet-up / Symposium

Dr. Gina Benavente [1], ***Dr. Shannon Levandowski*** [1], ***Dr. Erik Johnson*** [1], ***Dr. Lindsay Warner*** [1]

1. *Tarleton State University*

Preparing entry-level occupational therapy students to effectively serve rural and under-resourced communities requires a socially responsive, faculty-led curriculum design and targeted instructional strategies. This session explores evidence-based approaches and lessons learned in addressing the unique challenges of rural occupational therapy practice. By integrating faculty-led experiential learning, strategic interprofessional collaborations, and rural-focused instructional strategies, OT educators can enhance student readiness, competency, and adaptability for rural healthcare settings.

Participants will gain insight into strategies such as experiential learning projects, care farming, equine therapy, and the integration of rural occupations such as agriculture, farming, and rodeo into the OT curriculum. This discussion will also emphasize how to utilize a curricular approach as a strategy for strengthening the workforce pipeline and ensuring the sustainability of occupational therapy services in underserved areas. By equipping students with the skills to develop innovative, community-centered solutions and engage in social action to advocate for systemic change, faculty can play a pivotal role in shaping the future of rural healthcare and advancing equitable access to OT services.

Workshop - session 17

Educating for Democracy – Ethical Foundations and Digital Literacy in Occupational Therapy Education

Friday, 24th October - 14:30: - Workshop

Ms. Saskia Buschner [1], ***Dr. Sandra Schiller*** [2]

1. *Wannseeschulen fuer Gesundheitsberufe,* ***2.*** *Hochschule fuer angewandte Wissenschaft und Kunst (HAWK)*

Democracy is the foundation for occupational therapy, ensuring human rights, inclusion, and equitable access to healthcare. Without democratic structures, core values such as autonomy, participation, and justice—central to both society and occupational therapy—are at risk. The objective of this workshop is to provide educators with the necessary strategies to foster democratic awareness in students, thereby helping them to assume the role of advocates for inclusive and just practices.
Together we will explore

- Awareness of ethical foundations of democracy,
- Privacy and data protection as essential for self-determination
- Digital literacy, enabling students to critically assess misinformation and resist populist narratives

The workshop is comprised of three constituent elements: firstly, a theoretical input, secondly, interactive discussions, and thirdly, group work. The sharing of experiences and discussion of learning outcomes, methods and media will form the core of the workshop.
By the end of the workshop, participants will be equipped with ideas on how to integrate the topic into their teaching and thus contribute to a profession that actively upholds democratic values as an essential prerequisite for human rights, equitable access to health care for all and occupational justice.

Workshop - session18

Experiences on Simulation as a Learning Activity in Occupational Therapy Bachelor's Programs

Friday, 24th October - 14:30: - Workshop

Mr. Hans Martin Kunnikoff [1], ***Mrs. Kjersti Lunde Ellingsen*** [1], ***Mrs. Liv Elisabeth Hinderaker*** [1], ***Prof. Tore Bonsaksen*** [1], ***Dr. Marianne Sund*** [1], ***Ms. Inger Hellem*** [1], ***Mrs. Kine Strømstad*** [1], ***Dr. Kristina Hoydal*** [1], ***Prof. Gry Mørk*** [1]

1. *Department of Health, Faculty of Health Sciences, VID Specialized University, Stavanger*

Background: Simulation provides students with training in realistic environments and situations, closely resembling the challenges they encounter in professional practice. This learning activity is particularly relevant for the bachelor's programs in occupational therapy, which have a tradition of active learning. This aligns with the profession's philosophy that humans are inherently active learners who learn best by engaging in meaningful activities that suit their individual capacities.

Aim: A research project on student's experiences on simulation as a learning activity has been initiated. The goal of the workshop is to share experiences and gain increased understanding of how bachelor's programs implement simulation as a learning activity.

Method: The workshop will begin with a presentation of the simulation learning activities implemented in mental health and rehabilitation courses, which underpins this research project. Then, a dialogue among participants will be facilitated, designed to encourage the sharing of experiences and insights from different bachelor's programs regarding simulation as a learning tool.

Results and conclusion: The workshop discussion offers an overview of participants' use of simulation in occupational therapy bachelor's programs, aiming to enhance program planning for relevant and realistic simulations that allow students to practice skills particularly beneficial in their professional practice.

Workshop - session 19

Provocations on the “special” nature of School Based Occupational Therapy

Friday, 24th October - 14:30: - Workshop

Dr. Michelle Bergin [1], ***Dr. Debbie Kramer Roy*** [2], ***Dr. Nathalie Buhagiar*** [3], ***Ms. Kate Lambeth*** [4]

1. *Government of Ireland Postdoctoral fellow, School of Clinical Therapies,University College Cork,* ***2.*** *Director Education of the European MSc in Occupational Therapy Faculty of Health, Sports and Physical Activity at Amsterdam University of Applied Sciences,* ***3.*** *Lecturer, Occupational therapy Department, Faculty of Health Sciences,University of Malta,* ***4.*** *Occupational Therapist, Bulleen Heights School, Victoria, Australia*

Inclusion remains a contested concept within education, with variability in policies across Europe, ranging from segregated and special provision to tiered approaches. School-based occupational therapy (SBOT) increasingly adopts an occupational rights agenda focused on participation outcomes; however, practitioners navigate complex political and systemic constraints along with deficit-focused practices.

This workshop builds on the SBOT-International Network Community of Practice’s contribution to fostering change through knowledge sharing. Introducing provocations as a pedagogical approach, the workshop critically examines SBOT and inclusive education. The session will include: 1) a space marked by a ‘generosity of engagement,’ 2) provocations promoting reflection on unexamined assumptions, dominant discourses, and divergent interpretations, and 3) group activities using creative methods (storytelling) to support dialogue, gather responses and materialise stories from different contexts. Provocations will reflect contemporary critical scholarship, such as: Do SBOT practices reinforce normativity and pathologize disability? Do OT interventions address or overlook structural barriers—migration, austerity, and intersectional inequities?

As we near the 20th anniversary of the United Nations Convention on the Rights of Persons with Disabilities, this session creates space to critically reimagine SBOT’s contributions to children’s right to equitable education—not as including ‘difference’ but creating schools that recognize human variation and diversity as fundamental.

Workshop - session 20

Strengthening Recruitment and Retention of Occupational Therapy Students: A Collaborative Approach

Friday, 24th October - 14:30: - Workshop

Ms. Julia Poli [1], ***Ms. Frouke Reitsma*** [1], ***Ms. Michelle van Vliet*** [1]

1. *Rotterdam University of Applied Sciences*

The Occupational Therapy program at Rotterdam University of Applied Sciences faces challenges in enrolling and retaining students. This has a negative influence on students, the education program and the future workforce. To meet the increasing demand of occupational therapists, caused by ageing population and increase of chronic conditions, enrolling and retaining students is important. Our research focused on identifying key factors affecting recruitment and retention. This was done by a literature review about intrinsic motivation, a survey, interviews with teachers and analysing the current recruitment strategies. Our preliminary findings show that students enter the program with an incomplete understanding of the profession, which leads to mismatched expectations and early dropout. Current PR strategies do not effectively convey program demands and career prospects.

This workshop will offer a platform for sharing best practices and strategies to enhance student engagement, recruitment, and retention. It will explore realistic depictions of the profession, and pre-enrollment support to align student expectations with the program's demands. This session supports sustainable growth in occupational therapy education, in line with the WFOT Global Strategy for Occupational Therapy Workforce, focusing on 'Workforce Development'.

Workshop - session 21

Enhancing Critical Thinking in Occupation Based Community Development for Social Transformation

Friday, 24th October - 14:30: - Workshop

Dr. Hanneke van Bruggen [1]***, Mrs. Ana Landia*** [2]

1. *FAPADAG,* ***2.*** *Ivane Javakhishvili Tbilisi State University*

This session is designed to create an engaging and reflective environment, encouraging participants to think critically about their methods and interventions while driving forward social transformation/action through occupation-based community development (Galvaan, 2020).

Drawing on insights from Nelson et al (2023) on teaching critical reflection and the work of Hocking and Townsend (2015) on driving social change, the meet-up opens with an introduction to innovative 4th-year projects from Tbilisi, Georgia, providing real-world examples of occupation-based learning in action. Participants will share, in small group breakouts, experiences, strategies, and best practices aimed at enhancing critical thinking within community development contexts. In guided discussions, participants explore key questions such as the effectiveness of various teaching methods, strategies for promoting self-questioning of students in designing interventions, and approaches to encourage students to view failure as a learning opportunity. The session also delves into practical topics like designing assessments to measure analytical development and structuring feedback and mentoring to stimulate deeper critical thinking. By combining project presentations, small group discussions, and collaborative action planning, the session aims to inspire transformative teaching practices that drive social change (Nelson et al, 2023; Hocking & Townsend, 2015).

Symposium - session 5

Using critical pedagogies to teach occupation to support occupation-centred practice

Friday, 24th October - 16:30: - Meet-up / Symposium

Dr. Angela Benfield [1], ***Dr. Daniel Cezar da Cruz*** [2], ***Prof. Jane Davis*** [3], ***Dr. Sara Israel*** [4]

1. *University of Texas at San Antonio,* ***2.*** *Leeds Beckett University,* ***3.*** *University of Toronto,* ***4.*** *University of Central Arkansas*

Occupation-centred practice positions occupation as the primary content of intervention, the intended outcome, or both (Fisher, 2013; Polatajko & Davis, 2019). This perspective requires occupational therapy students to understand the variations and complexities of occupation to enable occupational performance and participation in future practice. Although occupation-centred practice has been the philosophically foundation of occupational therapy for over a quarter century, its uptake across practice settings and with novice practitioners has been limited (e.g., Jewell et al., 2016; Jones et al., 2022). However, workplace interventions have resulted in a shift in occupational therapists' thinking and use of occupation in practice (Bennetts et al., 2025; Colquhoun et al., 2012). In this symposium, a critical overview will be provided of empirical theories, models, and frames of reference that support occupational therapy students in developing a mental model of the complexity of occupation. Using this information, attendees will identify and map the pedagogical approaches, practice tools, and learning activities they use, or would like to use, to teach occupation in their curricula. A collective action plan will be generated to encourage the use of critical pedagogies in teaching the complexities of occupation to support diverse competencies required for occupation-centred practice uptake in occupational therapy.

Oral presentations and Q&A - session 19

Fostering global citizenship through an international Indigenous community-engaged experience

Friday, 24th October - 16:30: - Oral Presentation

Dr. Cara Brown [1], ***Ms. Lisa Mendez*** [1]

1. *University of Manitoba*

Introduction: The University of Manitoba (Canada) facilitates an immersive community- engaged experience for health professional students in an Indigenous Amazonian community of traditional healers and midwives. The interprofessional students spend a week with Kichwa women whose *cosmovisión* ancestral frames their educational approach for land-based, holistic curriculum grounded in Kichwa worldviews.
Objective: Explore the impact of this experience on student learning about interprofessional culturally safe approaches to working with Indigenous communities.
Methods: We interviewed three student cohorts and conducted field observations with the third. The Cultural Safety and Trauma and Violence-informed Care Framework for Redressing Inequities in Healthcare Access (i.e. Cultural Safety Framework) guided data collection and analysis.
Results: Students developed a strong appreciation for non-Western, holistic, and preventative practices and deepened their commitment to supporting Indigenous peoples' health sovereignty. Witnessing how the Kichwa women engage in therapeutic professional relationships broadened students' understanding of the role that trust and connection play in effective collaboration.
Conclusion: Community-directed teaching is integral to ensure Indigenous worldviews and experiences are authentically shared by those who hold this knowledge. Through this learning, students gain insights into the impact of colonial histories, global health inequities and the importance of culturally safe practices—key components of global citizenship.

Enhancing Awareness and Implementation of Occupational Justice in Mental Health Rehabilitation

Friday, 24th October - 16:45: - Oral Presentation

Prof. Naomi Schreuer [1], ***Dr. Hila Cohen*** [2], ***Prof. Dana Vashdi*** [3]

1. *Occupational Therapy Department, The Faculty of Welfare and Health Sciences, University of Haifa, Haifa, Israel,* ***2.*** *Enosh – The Israeli Mental Health Association,* ***3.*** *School of Political Sciences, The Faculty of Social Science, The University of Haifa, Haifa, Israel*

Occupational justice (OJ) is a critical yet underexplored concept in mental health rehabilitation, advocating for equitable participation in meaningful occupations as a human right. This study examines OJ implementation by exploring the roles of employee characteristics (creativity, self-efficacy) and organizational climate in shaping OJ practices. A mixed-methods approach included qualitative interviews with 14 consumers and seven rehabilitation service providers, alongside a survey of 139 professionals. These data informed the development of the **Occupational Justice Implementation Scale (OJIS)**, which identified three key dimensions: **participation, resources, and sharing** (co-management and choice).

Findings revealed that professionals' self-efficacy fosters OJ implementation, particularly in organizations with weaker service climates, underscoring the need for supportive environments. This study **operationalizes OJ within rehabilitation services**, highlighting the organizational climate's role in either facilitating or hindering its practice. The insights contribute to curriculum design in occupational therapy education, including specific skills and abilities that therapists should be trained on to be able to provide OJ. By enhancing awareness of OJ and its practical applications, this study provides **evidence-based guidance** to improve service delivery, strengthen consumer participation, and promote occupational justice in policy and practice.

Occupational Therapy for Ukrainian Healthcare Workers

Friday, 24th October - 17:00: - Oral Presentation

Mrs. Siret Piirsalu [1], ***Mrs. Hanna-Maria Põldma*** [1]

1. *Tallinn Health Care College*

Introduction. The presentation addresses the topic “Curriculum Designs for Social Action and Planetary Health”. In Ukraine, there is an increased demand for rehabilitation specialists due to the ongoing conflict (Shvets et al., 2022). Rehabilitation in Ukraine remains largely influenced by the Soviet-era mentality (Archer et al., 2020). Tallinn Care College has organised a continuing education programme in occupational therapy for healthcare workers from Ukraine.

Method. The project received funding from the Estonian Centre for International Development and included online learning and tests, practical training, study visits and a cultural program. Participants explored various topics: the principles of conducting occupational therapy for diverse occupational performance issues, andragogy, the use of assistive devices, and orthosis preparation. Internships were conducted across several hospitals in Estonia.

Results. As a result of the project, 84 healthcare professionals acquired new knowledge about occupational therapy, with 20 individuals visiting Estonia. Feedback from participants highlights that the program provided valuable insights into working with different patient groups. Comparing work environments internationally, particularly in modern facilities equipped with advanced technology, was informative. The hands-on experience gained in patient handling was deemed particularly valuable.

Conclusion. The ongoing war in Ukraine necessitates continuous training in occupational therapy.

Breaking Barriers: Addressing Occupational Deprivation in Prisons through Leisure Activities

Friday, 24th October - 17:15: - Oral Presentation

Mr. Dimosthenis Lygouras [1], ***Dr. Elena Barda*** [1], ***Ms. Eleftheria Prouzou*** [1], ***Ms. Viktoria Gkoraki*** [1], ***Ms. Elena Glyki*** [1]

1. *Metropolitan College*

Occupational deprivation defined as the prolonged restriction from engaging in meaningful activities, is a pervasive issue in prison populations. This deprivation negatively impacts mental health, social engagement, and overall well-being. This presentation shares an innovative collaboration between Metropolitan College OT program and a local prison in Larissa - Greece, where students and faculty implemented leisure-based interventions to reduce occupational deprivation among inmates. The interventions included structured activities such as creative arts, games, and team-building exercises, aimed at rekindling inmates' sense of purpose and agency. To evaluate the educational and professional impact of this initiative on OT students, a questionnaire was administered. The survey explored students' perceptions across multiple domains, including their understanding of occupational deprivation, critical thinking and their confidence in applying OT principles in non-traditional settings. Results revealed that the prison visit was a transformative learning experience, enhancing students' ability to address systemic barriers to occupational justice and fostering their commitment to working with marginalized populations. Feedback from both prisoners and students highlighted the positive impact of these activities on mental well-being, social cohesion, and self-expression. Challenges, including logistical constraints and the stigma surrounding prison-based interventions, were addressed through collaborative problem-solving and adaptability.

Workshop - session 22

The Missing Curriculum: Occupational Enablement for Social Transformation

Friday, 24th October - 16:30: - Workshop

Dr. Chantal Christopher [1], ***Dr. Hanneke van Bruggen*** [2], ***Prof. Sarah Quinn*** [3], ***Dr. Sandra Schiller*** [4], ***Prof. Susan Rappolt*** [5], ***Prof. Heidi Lauckner*** [6], ***Mrs. Miranda Cunningham*** [7]

1. *University of KwaZulu-Natal,* ***2.*** *Ivane Javakhishvili Tbilisi State University,* ***3.*** *Trinity College Dublin, the University of Dublin,* ***4.*** *Hochschule fuer angewandte Wissenschaft und Kunst (HAWK),* ***5.*** *University of Toronto,* ***6.*** *Dalhousie University,* ***7.*** *University of Plymouth*

Occupational therapy education is required to prepare students for competencies related to justice and social transformation, yet many struggle to understand, plan for and find space to enact/facilitate social transformation within teaching and practice. This experiential workshop seeks to disrupt conventional pedagogical approaches by introducing two tools that facilitate meaningful social change through occupation within complex social systems.

Within the first session, attendees will engage in a PESTLE analysis (Buye, 2021). This aims to promote the critical examination of the lived realities and systemic/structural barriers within their chosen community, identifying inequities that hinder occupational justice. In the second part, a strategic thinking and action framework (Bruggen, 2016) will be applied to develop concrete pathways for sustainable change. By integrating systems thinking, visioning, and creativity, attendees will explore how occupational therapists can position themselves as agents of transformation.

Through active participation and reflective dialogue, this workshop will challenge attendees to move beyond individualistic intervention models and embrace broader, socially responsive practices. Attendees will leave with practical strategies to integrate these tools into both their educational programmes and professional settings, ensuring that occupational therapy contributes meaningfully to social transformation rather than continuing to reinforce the status quo.

Come and fill your cup

Oral presentations and Q&A - session 20

Impact of Sensory Paths on Posture in Children with Sensory Processing Difficulties

Friday, 24th October - 16:30: - Oral Presentation

Dr. Julia Guzman [1], ***Dr. John Battle*** [1]

1. *Columbia University in the City Of New York*

This study investigates the effects of a vestibular-based sensory path on postural control in children with Sensory Processing Disorder (SPD) and other sensory processing challenges. The research emphasizes the significance of human variation in sensory processing, highlighting how individual differences in vestibular input processing can impact postural control. The aim is to explore how personalized sensory interventions can address postural issues, fostering therapeutic approaches that accommodate the diverse needs of children with SPD.

Utilizing a single-subject A-B-A design, the study included six participants, ages 5 to 13, who engaged in a 15-minute vestibular path after each Sensory Integration Therapy (SIT) session over six weeks. Pre- and post-test measurements of postural control were assessed using the COMPS2 and PBS assessments.

The findings revealed significant improvements in postural control, with paired sample t-tests showing differences in both assessments (COMPS2, $p = .028$; PBS, $p = .008$). Cohen's d values of -1.01 for COMPS2 and -1.45 for PBS reflect large effect sizes, indicating clinically significant outcomes.

This study highlights the importance of understanding the diverse sensory processing needs of children, showing that a targeted vestibular sensory path can effectively improve postural stability and address the unique challenges faced by children with SPD.

The Contribution of Autistic Soldiers in Military Service: Commanders' Perspective for Integration

Friday, 24th October - 16:45: - Oral Presentation

Dr. Efrat Selanikyo [1], ***Dr. Asnat Bar-Haim Erez*** [1]

1. *Ono Academic College*

Autism Spectrum Disorders (ASD), present challenges, particularly with respect to employment (Soeker, 2020). This study examined military commanders' perceptions of work performance among autistic soldiers from the Roim-Rachok Program (RRP). The RRP trains autistic individuals for roles in the Israel Defense Forces, to enhance these individuals' future workforce integration (Gal et al., 2015). A quantitative cross-sectional study surveyed 45 commanders regarding 70 autistic soldiers using a 12-item questionnaire assessing task performance, independence, work quality, and perseverance. Factor analysis yielded four domains: Performance at Work, Work Quality, Independence, and Perseverance. Commanders rated autistic soldiers similarly to neurotypical peers, with higher ratings for accuracy and task persistence, but lower for work pace. Senior commanders rated soldiers' perseverance and independence more positively. Results reveal that military environments can effectively accommodate neurodiversity, with autistic soldiers excelling in tasks requiring precision and routine.
This research contributes to human variation and diversity competence by demonstrating how structured environments can leverage unique strengths of autistic individuals. The findings challenge stereotypes about workplace capabilities and provide evidence-based insights for occupational therapists developing inclusive workplace strategies that recognize and utilize diverse profiles. This military model offers valuable lessons for fostering neurodiversity inclusion in civilian occupational settings worldwide.

How does the UK pre-registration OT admissions process facilitate or hinder inclusivity?

Friday, 24th October - 17:00: - Oral Presentation

Ms. Sarah McGinley [1], ***Dr. Rosa Marvell*** [2], ***Dr. Sukhbinder Hamilton*** [2]

1. *University of Portsmouth & University of Southampton,* ***2.*** *University of Portsmouth*

This research explores access into OT education as identified by institutions; implemented and perceived by admissions tutors; and experienced by students from underrepresented populations (disabled, ethnic minority, LGBTQIA+, male, non-traditional qualification entrants). A mixed-methods, cross-sectional 3-phase design was used. An exploratory model building on each phase allowed for quantitative data collection and analysis in phases 1 (*n*=40 institutional websites) and 2 (*n*=34 admissions tutor online surveys). Reflexive thematic analysis in phase 3 (*n*=12 interviews) ensured seldom heard participants' lived experiences were unpacked through a critical theory and intersectional lens. Results reveal student journeys include pathways to 1) "Discovering and Exploring" where the profession remains invisible, misunderstood and unrepresentative; 2) "Navigating and Accessing" where multiple intersecting personal, institutional and systemic barriers exist; 3) "Transitioning and Participating" where OT education and practice may be experienced as racist and ableist. Despite historical calls to diversify OT student populations, the profession continues to be dominated by white middle-class females. Figures and narratives suggest UK OT admissions processes pose significant barriers to underrepresented students, including racist, ableist and othering attitudes. For a profession philosophically underpinned by occupational justice, this is an unacceptable juxtaposition that requires urgent action to prevent ongoing perpetuation of the status quo.

Oral presentations and Q&A - session 21

Peer Support and Continuing Professional Development in Occupational Therapy: A Grounded Theory

Friday, 24th October - 16:30: - Oral Presentation

Ms. Emmanuelle Moreau [1], ***Prof. Annie Rochette*** [1], ***Dr. Aliki Thomas*** [2], ***Prof. Marie-Ève Caty*** [3], ***Prof. Brigitte Vachon*** [1]

1. *University of Montreal,* ***2.*** *McGill University,* ***3.*** *Université du Québec à Trois-Rivières*

Occupational therapists (OTs) engage in continuing professional development (CPD) through various strategies. Peer support, due to its accessibility and direct integration into clinical practice, is one of the most frequently used, yet it remains under-documented.

This study explored the role and contributions of peer support for OTs' CPD.

A constructivist grounded theory approach was used to develop an explanatory substantive theory of peer support among OTs working in clinical settings. Participants (n=15) had to have received or provided peer support within the past two years. Semi-structured interviews were conducted, and data were analyzed using a constant comparative method involving initial, focused, and theoretical coding.

Peer support appears to play an important role in both clinical reasoning and emotional well-being. OTs sought support based on the type of assistance needed, the nature of peer relationships, and the practice context. These interactions encouraged perspective transformation, motivated risk-taking, and reinforced self-efficacy. Peer discussions also strengthened team learning, fostering a supportive environment in which collective initiatives could emerge to enhance workplace practices and healthcare services.

The theory developed highlights how peer support facilitates CPD outcomes and fosters transformative learning at individual and team levels.

Experiential pedagogical strategies in the development of health education competencies

Friday, 24th October - 16:45: - Oral Presentation

Prof. Marie-Josée St-Pierre [1], ***Prof. Nancy Baril*** [1]

1. *Université du Québec à Trois-Rivières*

Rationale: Developing health education competencies for future occupational therapy professionals is crucial for promoting global, holistic, and sustainable health for diverse populations. In the context of rising health challenges, it is essential to put strategies in action to preserve student's health in a learning environment (learner) and learn to take care of oneself to offer competent occupational therapy practice (professional). However, there is limited documentation on pedagogical strategies that develop these competencies.

Objectives: This study evaluates the effectiveness of experiential pedagogical strategies, centered on reflective practice and evidence-based health education, within an Occupational Therapy Health Prevention and Promotion course for the development of health education competencies of undergraduate students.

Methods: Utilizing a Scholarship of Teaching and Learning framework, we assessed how the experiential pedagogical strategies contribute to students' acquisition of essential health education competencies and guide improvements in teaching practices.

Results: Preliminary findings suggest that experiential learning enhances students' ability to apply health education principles. Key findings emphasize the importance of combining these strategies with a supportive learning environment, role modeling by instructors, and opportunities for students to develop competencies throughout curriculum.

Conclusion: This research offers insights into optimizing health education within occupational therapy curricula to promote global health.

Mental Health First Aid (MHFA) Training in Occupational Therapy Education

Friday, 24th October - 17:00: - Oral Presentation

Ms. Sophie Domenjoud [1]

1. *Institut Régional de Formation en Ergothérapie (IRFE)*

Mental Health First Aid (MHFA) represents an innovative approach to mental health care through evidence-based, accredited training programs that empower citizens to provide initial support to those experiencing mental health problems or crises thus supporting well-being in human variation and diversity. Four French Occupational Therapy Education Institutes have pioneered the integration of MHFA into their curriculum.
A mixed-methods study examined this implementation and assessed its impact on students' perceptions, clinical experiences, professional practice, and mental health outcomes. Data was collected through questionnaires administered to both occupational therapy students and graduates who participated in MHFA training.
Results revealed positive outcomes, with over 150 students trained and projections reaching 270 by 2026. The program effectively enhances students' preparation for clinical placements and early professional practice. MHFA knowledge and skills enable students and graduates to support patients in both mental health and non-mental health settings, work colleagues, fellow students, and friends or relatives in personal contexts.
This initiative advances inclusive mental health care through prevention and direct support, strengthening occupational therapy's role in mental health promotion across all practice settings. The study recommends integrating MHFA training into the national curriculum as part of the upcoming French occupational therapy educational reform.

Embracing pluriversality in occupational therapy curriculum: Weaving Indigenous knowledge systems

Friday, 24th October - 17:15: - Oral Presentation

Dr. Leanne Leclair [1], ***Ms. Margaret Hart*** [1], ***Ms. Lisa Diamond-Burchuk*** [1], ***Ms. Leslie Johnson*** [1]

1. *Department of Occupational Therapy, University of Manitoba*

Introduction: Pluriversality supports multiple ways of knowing, being, and experiencing the world challenging dominant Western-centric or colonial perspectives by recognizing and valuing diverse epistemologies, traditions, and worldviews in occupational therapy curriculum. Pluriversality is rooted in decolonial thinking, advocating for curriculum where different knowledge systems interact respectfully rather than hierarchically. It promotes a shift from universalism to a more inclusive, relational, and context-specific understanding (Mignolo,2018).

Objective: Describe the application of pluriversality in occupational therapy curriculum.

Approach: Working in partnership with Indigenous Elders, Knowledge Keepers, and community members, an Indigenous Scholar led weaving of Indigenous knowledges into curriculum. Wahkotowin in Cree traditions emphasizes relationality or the interconnectedness of all beings, relationships, and responsibilities, and relational accountability which ensures these connections are upheld with respect and reciprocity. Integrating Wahkotowin into occupational therapy challenges traditional Western-centric paradigms of health and function, opening pathways to decolonize education and practice by integrating Indigenous knowledge systems into therapeutic relationships.

Conclusion: Embracing pluriversality in occupational therapy education supports human variation and diversity competence fostering more just, equitable and culturally responsive care. This benefits not only the communities' occupational therapists serve but also enriches occupational therapy as a profession through broadening its understanding of occupation, health, and human flourishing.

Oral presentations and Q&A - session 22

Envisioning the Future: AI as a catalyst for revolutionizing interprofessional education

Friday, 24th October - 16:30: - Oral Presentation

Dr. Erik Perez [1], ***Ms. Laura Finkel*** [1]

1. *University of St. Augustine for Health Sciences*

This presentation examines how artificial intelligence (AI) enhances interprofessional collaboration between occupational therapy (OT) and speech-language pathology (SLP) students in an asynchronous virtual learning environment. Presenters will share how a graduate university integrated AI to address logistical barriers and improve interprofessional collaboration readiness.

Attendees will explore how AI chatbots facilitated interprofessional education (IPE) by guiding students through role exploration, discussions. The session will highlight how AI-driven learning tools supported teamwork, communication, and problem-solving skills.

A case study approach will outline the program's design, including AI chatbot integration, cognitive mapping for collaborative reasoning, and methods for assessing student engagement and learning outcomes. Data collection includes student reflections and pre/post-surveys measuring changes in interprofessional readiness.

Key findings will address the effectiveness of AI-facilitated IPE, challenges encountered, and recommendations for future applications. The session will conclude with reflections on AI's role in scaling IPE initiatives and fostering sustainable interprofessional collaboration in healthcare education. Attendees will gain practical insights into leveraging AI to enhance IPE and strategies for integrating AI-driven tools into their educational settings.

Using digital storytelling to humanise healthcare: The Life Lens project

Friday, 24th October - 16:45: - Oral Presentation

Ms. Tai Frater [1], ***Ms. Beth Reed*** [2], ***Ms. Rachel Beckett*** [3], ***Mr. Robert Ferrin*** [3], ***Ms. Jessica Redway*** [3]

1. *Brunel University of London,* ***2.*** *Hampshire Hospitals NHS Foundation Trust,* ***3.*** *University of Winchester*

Introduction: Service user stories are key to person-centred healthcare education, developing empathy and understanding of people's experiences navigating healthcare systems. However, the traditional format of guest lectures can be logistically challenging, inflexible and inaccessible. This interprofessional project, a partnership between a UK hospital trust and university, sought to bridge this gap by creating a digital service user story library of 3–5-minute videos using video, audio, images, and music.

Methodology: Six storytellers, including people with learning disabilities, a mother with birth trauma and a carer describing her mother's end-of-life care, were supported to develop and record their stories on theme "humanising healthcare" with storytellers selecting music and images to complement their narratives. The filmed stories debuted at a premiere event.

Results: Feedback from 28 premiere attendees indicated that 96% of participants felt the stories enhanced awareness of patient experiences and all participants reported better understanding of patient challenges. Participants emphasised the emotional power of the stories and storytelling to effectively convey patient experiences. Participants identified a wide range of potential educational applications.

Conclusion: Digital storytelling is a promising medium for sharing a wide range of service user stories in a flexible way with broad application for occupational therapy students and practitioners.

Interdisciplinary Co-Creation for Assistive Technology: Insights from the NEST Project

Friday, 24th October - 17:00: - Oral Presentation

Prof. Lena Rettinger [1], ***Ms. Lisa-Sophie Gstöttner*** [1], ***Ms. Carina Hauser*** [1], ***Prof. Susanne Maria Javorszky*** [1], ***Ms. Meike Klinger*** [1], ***Mr. Gernot Korak*** [1], ***Ms. Erna Schoenthaler*** [1], ***Ms. Melanie Trojan*** [1], ***Dr. Susanne Hensely-Schinkinger*** [1]

1. *FH Campus Wien University of Applied Sciences*

Assistive technology plays a crucial role in promoting autonomy for individuals with disabilities. However, interdisciplinary collaboration between health and technology disciplines in higher education is challenging. The NEST (New Everyday Supportive Technology) project at the FH Campus Wien University of Applied Sciences addresses this gap by integrating occupational, physical therapy, and engineering students in a user-centered, practice-based approach to co-develop innovative assistive solutions.

A pilot course was implemented, to promote collaboration between students and end-users. Using participatory design and iterative prototyping, interdisciplinary student teams engaged with clients to identify their needs, develop functional prototypes, and evaluate usability, following a process of structured phases that included needs assessment, concept validation, iterative development, and real-world testing.

During the course three assistive prototypes were successfully developed: a modular wheelchair shopping basket, an adaptive wheelchair foot-rest locking system, and a tremor-adapted drinking aid. Student evaluations highlighted a motivational boost associated with cross-disciplinary practical work on real cases involving the people concerned. Challenges were identified in terms of time compatibility, homogeneity of task complexity and difficulties in communication and exchange across disciplinary boundaries. The findings emphasize the value of hands-on collaboration in enhancing learning and innovation. Future iterations will refine and expand the model.

Wheelchair Provision Process: worldwide everyday practices

Friday, 24th October - 17:15: - Oral Presentation

Ms. Marta Figueiredo [1], ***Dr. Isabel Maria Damas Brás Dias Ferreira*** [1], ***Dr. Ana Luiza Allegretti*** [2], ***Dr. Estibaliz Jimenez-Arberas*** [3]

1. *Escola Superior de Saúde do Alcoitão,* ***2.*** *University of Texas Health Sciences in San Antonio.,* ***3.*** *faculty padre osso*

Background. The WHO has established wheelchair provision guidelines to improve access and quality of service delivery. Many regions still struggle with implementation, making it difficult to assess the effectiveness of clinical practice. The Rehabilitation Competency Framework (RCF) outlines expected performance across professions, supporting quality care.
Methods. This three-phase study aims to analyze global wheelchair service provision and inform policy. In **Phase 1**, focuses on translating the Functional Mobility Assessment (FMA) into European Portuguese. **Phase 2,** involves translating the FMA into Spanish and implementing a questionnaire to further evaluate service provision.**Phase 3;** a 42-question online survey was developed, based on 26 related studies, to assess current practices through self-reported data

Results. Survey responses were categorized according to WHO guidelines and RCF domains. Most respondents were from Central and South America, followed by Europe. Based on World Bank income classification, 46.67% were from high-income countries, 43.33% from upper-middle-income countries, and 3.33% from low-income countries. Occupational therapists with over 10 years of experience represented the majority. 96.4% identified barriers, primarily due to a lack of trained professionals.
Discussion and Conclusion. Preliminary findings reveal discrepancies in adherence to WHO guidelines. To expand study reach, the questionnaire is being translated into Portuguese and Spanish.

“Tech Magic: Bridging Higher Education gaps with Simulations and Innovations!”

Friday, 24th October - 17:30: - Oral Presentation

Mrs. Rosemary Bailey [1], ***Mrs. Nic Caudle*** [1]

1. *University of Salford*

The occupational therapy programme at Salford University has begun embedding Simulation within the BSc and MSc Occupational Therapy Programme. This shift from traditional teacher-led methods aims to bridge learning gaps, enhance processes, and improve student engagement and outcomes (Bethea et al., 2014; Vlachopoulos & Makri, 2017; Adipat et al., 2021).

Simulation allows learners to share diverse experiences, fostering global citizenship and partnerships. It provides a platform for engaging with real-world scenarios, promoting understanding of different cultural contexts and global health issues. This aligns with our goal of developing occupational therapists who are skilled practitioners and global citizens.

Using simulation aligns with universal design for learning principles, supporting diverse learners through multiple means of engagement, representation, and expression (Evmenova, 2018; Veytia Bucheli et al., 2024). This ensures equal opportunities for all.

Our evaluation of the first trimester’s simulation use includes a reflective, evidence-based discussion from the facilitator’s perspective. The questionnaire investigates simulated learning activities, student feedback, inclusion, authenticity, and ethical standards. It also explores learning impact, facilitator reflections, challenges, benefits, and future improvement suggestions.

This evaluation will provide insights into the advantages and challenges of using simulation, helping us develop this approach next trimester and continue bridging gaps through innovative technology.

Oral presentations and Q&A - session 23

Integrating Global Health and Internationalization into OT Curriculum to build Global Citizenship

Friday, 24th October - 16:30: - Oral Presentation

Dr. Skarpaas Lisebet [1], ***Dr. Sigrid Elise Wik*** [1], ***Ms. Ingunn Myraunet*** [1], ***Dr. Bjorg Sigridur Anna Thordardottir*** [1], ***Prof. Anne Lund*** [1]

1. *Oslo Metropolitan University*

Introduction: Over the last five years, the Occupational Therapy (OT) program has implemented a new curriculum with learning outcomes focused on developing international perspectives in global health and increasing opportunities for internationalization. The aim was to integrate international activities into the curriculum to educate occupational therapists as global citizens capable of addressing issues related to global health, diversity, innovation, and occupational justice.

Methodology: Through curriculum development and implementation, we established the Global Health and Innovation module, which includes leadership, innovation, and opportunities for online learning across continents. We also integrated incoming exchange students into campus learning groups. To evaluate the program, both anonymous surveys and a qualitative world-café design were utilized.

Results: Participation in international activities has grown. In recent years, we have observed an increase in applications from incoming students, more students opting to participate in Collaborative Online International Learning (COIL) and learning groups volunteering to include incoming students. Nevertheless, participation hindrances exist including language barriers, time constraints, and work responsibilities.

Conclusion: Implementing the curriculum and expanding student involvement, along with fostering a positive attitude towards internationalization activities, requires time and effort. However, integrating internationalization activities with the learning outcomes appears to be a promising direction for the future

Indigenous Epistemology Informs OT Doctoral Education: Community Partnership serving vulnerable families/children

Friday, 24th October - 16:45: - Oral Presentation

Dr. Carlos E Moreno [1], ***Mr. Andre-Christopher Maraña*** [1]

1. *Saint Joseph's University, Philadelphia, PA.*

This oral presentation discusses the introduction of non-western epistemology into the doctoral capstone process as part of scholarship contributing to reconciliation indigenization (Pride, 2023) of the profession's body of knowledge. This perspective emphasizes community, that everyone has a role, matriarchy, place (land/earth), and wholism (Miles et al., 2023).

The stage of the capstone process used to illustrate this approach is embedded in the didactic portion of the curriculum as it transitions to practice. It entails a literature review followed by dissemination via a poster presentation to the university community. The two authors are the capstone student and the faculty capstone advisor who will discuss the perspectives from pedagogical & learner points of view. The work as a whole is designed to link community-based social action, planetary health, and to increase cultural humility via the introduction of an alternate, diverse (non-Eurocentric), and earth-centered paradigm to the clinical and educational arenas.

Global Impact Creation in Occupational Therapy Education: Addressing Social Justice and Planetary Health Issues by Student and staff (inter-) acting during our ZHAW International Mobility Days

Friday, 24th October - 17:00: - Oral Presentation

Ms. Angelika Echsel [1], ***Ms. Verena Lnaglotz Kondzic*** [1]

1. *Zurich University of Applied Sciences (ZHAW)*

As global challenges such as climate change, social inequities and migration increasingly impact health and well-being, occupational therapy education must evolve to equip students with the necessary competencies to address these pressing issues (Wilcock & Hocking, 2015). The International Mobility Days at ZHAW, a three-day intensive program, provide an innovative platform for integrating planetary health and social action addressing social inclusion and health equity into occupational therapy curricula.

Through experiential learning, interdisciplinary collaboration, and engagement with international peers, students explore how environmental and social determinants shape occupational participation, inclusion and equity (World Federation of Occupational Therapists [WFOT], 2018). The program fosters critical reflection on sustainable practices and the role of occupational therapists in advocating for and enacting environmental justice and health equity. This presentation will highlight key pedagogical strategies, student experiences, and the broader implications of embedding such mobility initiatives into occupational therapy education.

By sharing insights from this initiative, we aim to inspire higher education institutions to incorporate global and ecological perspectives into their curricula, ensuring that future occupational therapists are prepared to address the intersection of human occupation, social justice, and planetary well-being (Gerlach et al 2018).

Satisfaction of Occupational Therapy undergraduate students participating in a “Journal Club” programme

Friday, 24th October - 17:15: - Oral Presentation

Dr. MIRIAM HURTADO-POMARES [1], ***Dr. Desirée Valera-Gran*** [1], ***Dr. Iris Juárez-Leal*** [1], ***Ms. Rocío Muñoz-Sánchez*** [1], ***Ms. María Paula Noce*** [1], ***Dr. Eva María Navarrete-Muñoz*** [1]

1. *Miguel Hernández University*

Journal Clubs (JCs) are structured meetings where participants collectively read, critically appraise, and discuss a scientific article, exploring its implications for research and clinical practice.

Objective: To analyse the satisfaction and motivation levels of undergraduate students participating in a JC program.

The program was conducted three times s with undergraduate Occupational Therapy (OT) students at Miguel Hernández University (UMH – Spain), following the guidelines of “Journal Club Toolkit” by the American Occupational Therapy Association. Each edition included an initial assessment, pre-session activities, three synchronous virtual sessions and a final evaluation.

To assess students, a satisfaction, motivation, and ad-hoc questionnaire was administered. A total of 33 students completed the full JC program. Results showed a median satisfaction score of 5/5 across all evaluated dimensions, except for the pre-session activities (median=4). The reported motivation level was 8/10 (IR: 7–9), and 93.9% of participants affirmed that engaging in the JC program enhanced their interest in Evidence-Based Practice and was perceived as a highly satisfactory and motivating educational activity.

These findings support the integration of Journal Clubs as an interesting tool perceived by the undergraduate OT to foster engagement with research and evidence-based practice in OT education.

Changes in Occupational Therapy students' scientific skills after a "Journal Club" programme

Friday, 24th October - 17:30: - Oral Presentation

Dr. Eva María Navarrete-Muñoz [1], Dr. Desirée Valera-Gran [1], Dr. Iris Juárez-Leal [1], Ms. Irene Campos-Sánchez [1], Ms. Empar Casaña [1], Dr. MIRIAM HURTADO-POMARES [1]

1. *Miguel Hernández University*

Occupational Therapy (OT) educators must implement innovative teaching strategies to foster the development of scientific skills among students. Critical reading and appraisal of scientific articles are essential competencies for OT professionals to ensure evidence-based practice (EBP).

Objective: To evaluate changes in scientific skills following the implementation of a Journal Club (JC) program in OT education

The program was designed as a transversal activity, including pre- and post-program assessment and three critical reading sessions of OT-related articles. Scientific skills were assessed using a 23-item questionnaire.

A total of 37 participants were divided into four groups, of whom 92% were undergraduate students and 91% were women. The cumulative score of the scientific skills scale increased from a mean of 46.7 (SD= 13.7) pre-program to 64.7 (SD= 14.2) post- program (out of 115 points). Statistically significant differences were observed across all items except for writing research proposals for funding. These findings indicate that Journal Clubs enhance scientific competencies essential for EBP. We strongly encourage the integration of JC programs into OT undergraduate curricula to strengthen research skills and evidence-based decision-making.

Poster presentations - session 3

A logic model for a university clinic: Enhancing Education and Community Health

Saturday, 25th October - 09:30: - Poster

Prof. Marie-Josée St-Pierre [1], ***Prof. Nancy Baril*** [1], ***Ms. Valérie Marcotte*** [1]

1. *Université du Québec à Trois-Rivières*

Background: A university clinic in Canada offers students the opportunity to develop professional skills while providing healthcare services to underserved populations. Following its restructuring, a formal program evaluation was initiated, utilizing a theory of change approach. This framework aims to clarify the desired outcomes and align stakeholder expectations.

Objectives : The aim of this study is to develop a logic model for the university clinic's occupational therapy component, illustrating the program's resources, activities, and intended outcomes.

Methods: A qualitative approach is used, including documentary analysis and a literature review of existing practices. The model's validity is ensured through co-design workshops with key stakeholders (students, supervisors, clinic management, community members, etc.), ensuring alignment with both expectations and real-world dynamics.

Expected Results: The study will result in a conceptualized logic model for the university clinic, accompanied by a detailed description of the process used to create it. Furthermore, the model will serve as a tool for ongoing program evaluation throughout its implementation.

Conclusion: This presentation will showcase the innovative nature of the university clinic, which emphasizes prevention and health promotion for underserved populations. The clinic's approach integrates curriculum design with social action, fostering a unique educational and service-oriented environment.

Occupational therapy students' views on practice placement and its challenges

Saturday, 25th October - 09:30: - Poster

Dr. Alenka Oven [1]

1. *University of Ljubljana,Faculty of Health Sciences*

Introduction:
Practice placement is a vital part of occupational therapy education. It allows students to apply theoretical knowledge, gain practical skills, and develop professional identity.
Objectives:
This study explored how third-year OT students and recent graduates perceive clinical practice and the challenges they encounter during placement.
Methods:
A quantitative survey was completed by 136 OT students and graduates. The online questionnaire included demographic questions and statements related to implementation, motivation, and challenges in practice placement, rated on a 5-point scale. Data were analyzed using SPSS Statistics 22.0 and Excel.
Results and Discussion:
Participants reported that clinical practice helps them understand field-specific skills, develop competencies, and feel motivated by mentor support. Positive mentor relationships and praise contributed to satisfaction. Reported barriers included limited professional knowledge, mentor and student overload, lack of motivation from both sides, and excessive academic expectations. These factors affect the quality and experience of practice placement.
Conclusion:
Effective clinical placement requires students to be well-prepared and supported. Structured preparation and strong mentor collaboration help overcome challenges, leading to meaningful learning for both students and mentors.

Learning by Doing: The Impact of Simulation on Occupational Therapy Students' Clinical Confidence

Saturday, 25th October - 09:30: - Poster

Ms. Sanni-Sisko Koistinen [1], ***Mrs. Anu Kuikkaniemi*** [1], ***Mrs. Heli Arokki*** [1]

1. *Turku University of Applied Sciences*

Simulation-based learning is becoming more common in occupational therapy education. It gives students a safe and structured way to practice clinical skills before working with real clients. This poster explores how simulation-based learning helps students feel more confident in making decisions, interacting with clients, and planning interventions.

From a student's perspective, the poster highlights key experiences and reflections on simulation-based learning. It shows how hands-on learning improves problem-solving skills, builds self-confidence, and connects theory to practice. The importance of feedback and debriefing in strengthening learning is also discussed.

In addition to individual skill development, simulation-based learning enhances teamwork and professional identity. Working through realistic scenarios allows students to practice collaboration, role distribution, and communication within a clinical team. This helps them understand their role as occupational therapists and prepares them for interdisciplinary work in real healthcare settings.

By sharing student experiences, this poster gives insight into how simulation-based learning prepares future occupational therapists for real clinical work. After exploring the poster, you will learn how this teaching method supports students in becoming skilled, confident, and reflective occupational therapists. Explore how "learning by doing" can improve occupational therapy education and help students feel ready for their professional careers.

Integrating Sustainability Competences in Occupational Therapy Education at AP University College

Saturday, 25th October - 09:30: - Poster

Mrs. Reinhilde Lenaerts [1]

1. *AP University College Antwerp*

Every graduate from AP University College possesses a set of sustainability competencies that enable them to actively contribute to the world of tomorrow, both as individuals and as professionals. These competencies are categorized into four domains:

- Self-awareness and Action Readiness: Learning and action readiness, planning & organizing, reflecting.
- Critical and System Thinking: Analyzing, critical thinking, perspective-taking.
- Collaborative Engagement: Communicating, collaborating, inclusion.
- Sustainable Action: Sustainable & innovative problem-solving.

In the reformulation of program-specific learning outcomes and curriculum restructuring, these sustainability competencies were integrated.
The poster illustrates how these competencies are linked to learning objectives for each phase of the program: the first year (2024-2025) and the second year (2025-2026).
Additionally, the poster demonstrates how data analysis identifies gaps, allowing for adjustments. This process is implemented in the third phase (2026-2027) to ensure the achievement of the desired competency levels upon graduation.
Discussion Topics:
• Do the proposed AP University college sustainability competencies sufficiently ensure citizenship and global engagement?

From Learners to Tutors: Student Tutors in a Problem-Based Learning Course

Saturday, 25th October - 09:30: - Poster

Dr. Michal Avrech Bar [1]

1. *Department of Occupational Therapy, Steyer School of Health Professions, Faculty of Medical and Health Sciences, Tel Aviv University, Israel*

Problem-Based Learning (PBL) is a learner-centered educational method that fosters independent, self-directed study in small groups. Students set their learning objectives based on real-life cases, study independently, and discuss their knowledge with peers, guided by a tutor. This poster describes the integration of student tutors in a PBL course during their final year of undergraduate Occupational Therapy studies.

At the Occupational Therapy Department, PBL is part of a three-and-a-half-year undergraduate program. From the first year, students work in small groups of 6-8 members. High-achieving students are invited to become tutors in their final year, attending a preparatory workshop with simulations led by the PBL coordinator. While tutoring throughout the semester, student tutors have weekly supervision meetings with the coordinator. Student tutors report benefits such as enhanced confidence and improved teamwork skills. Initial concerns about providing effective feedback are mitigated by structured supervision.

In conclusion, the integration of student tutors enhances both student achievement and tutor empowerment. Many student tutors return to the department as staff, bringing insights from their dual roles. By integrating student tutors, the curriculum empowers students to take on leadership roles, encouraging them to become proactive agents of change in their communities and for planetary health.

Promoting participation and physical activity through West London wheelchair basketball community club

Saturday, 25th October - 09:30: - Poster

Dr. Liana Nagy [1], ***Ms. Sydney Delatour*** [2], ***Ms. Kayla Holmes*** [2], ***Ms. Bailey Honeycutt*** [2], ***Ms. Hannah Mathew*** [2], ***Mrs. Marya Mozumdar*** [2]

1. *Brunel University of London,* ***2.*** *Brunel University London MSc Occupational Therapy,*

Introduction

Hillingdon is a socioeconomically and culturally diverse London borough with limited opportunities for adaptive sports. In response to this need, Brunel University of London commenced an adaptive wheelchair basketball (WCB) club for people of all abilities in 2020, short lived due to the Pandemic. The relaunch in March 2025, supported by occupational therapy (OT) students aimed to promote physical activity and social participation.

Methodology

Participants were recruited via on-campus research clinic, word-of-mouth and community posters. OT students, faculty, and a Level 2 coach facilitated weekly 60 minutes sessions. Participants were fit to wheelchairs and split by ability level for safety and appropriate task level. Sessions included warmups, drills, and scrimmages to develop WCB skills.

Results

To date, results included participation of four children, two adults and sign up of further three children. Parents' feedback guided students' engagement with the children, focusing on passing skills, reaching, or turn taking. Noticeable WCB skills confidence and participation were observed. Secondary outcomes included OT students' opportunities to develop paediatric, leadership and research skills.

Conclusion

West London community WCB club has the potential to support participation in physical activity and social interaction for participants as well as create learning opportunities for OT students.

Fostering Diversity Competencies through Interprofessional Collaboration in Education

Saturday, 25th October - 09:30: - Poster

Mrs. Lotte Lolle [1], ***Mrs. Tine Nygaard*** [1]

1. *University College Copenhagen*

Introduction

Occupational therapy graduates will encounter complex issues in clinical practice that cannot be resolved by occupational therapists alone. It is therefore essential that students graduating as occupational therapists can master not only their core profession but also apply it collaboratively across professions. Students at Copenhagen University College participate in an interprofessional course worth 10 ECTS, where they collaborate across professions to solve a practical problem. Through collaboration with other professions, the aim of the course is to strengthen the students' competencies in interprofessional communication and collaboration. The purpose is that the students gain awareness and understanding of the diversity between professions and additionally learn how to establish partnerships across professional boundaries, ultimately enhancing task resolution.

Objective

The aim of this study is to gain knowledge about how students experience developing diversity-related competencies during the course.

Method

A qualitative, semi-structured focus group interview will be conducted with four occupational therapy students immediately after completing the program. The data will be analyzed using content analysis inspired by Graneheim.

Results

The results of the focus group interview will be presented, highlighting which diversity-related competencies in relation to interprofessional collaboration the students report having developed through the course.

Occupational therapy in humanitarian aid: Serving vulnerable populations

Saturday, 25th October - 09:30: - Poster

Mrs. Léa Segessenmann [1], ***Mr. Basil Roth*** [1]

1. *Bachelor student at the University of Applied Sciences and Arts Western Switzerland (HETSL | HES-SO)*

Introduction:

«Humanitarian aid is vital to save lives, provide food and shelter and assist people to regain stability in order to engage in activities of everyday life» (World Federation of Occupational Therapists [WFOT], 2023). In humanitarian contexts,occupational therapists play an essential role in helping vulnerable populations. Their contribution is often associatedwith the production of semi-prostheses, though this perspective only partially captures the extent of their roles.

Aim:

The project aims to identify existing humanitarian occupational therapy interventions.

Methodology:

A literature review including NGO reports will identify existing humanitarian aid involving occupational therapists. Additionally, interviews with occupational therapists who have participated in concrete actions carried out in the field will be conducted.

Humanitarian aid tackles global issues like climate change, natural disasters, and conflicts, which is in line with theoverall theme of the conference. This project may broaden the perception of occupational therapists'roles inhumanitarian aid and may raise their profile by highlighting various possible interventions.

Introducing Values Cards: A Dutch Innovation in Occupational Therapy

Saturday, 25th October - 09:30: - Poster

Ms. Fatima Daoud [1], ***Ms. Alefa Hermans*** [1], ***Ms. Michelle van Vliet*** [1]

1. *Rotterdam University of Applied Sciences*

The values cards are an innovative tool within occupational therapy, developed by the Dutch occupational therapist Patrick de Haan, to support therapists in applying Acceptance and Commitment Therapy (ACT). This method helps clients, especially those with chronic conditions, to base their activity choices on personal values rather than avoidance (Ergotherapie Nederland, n.d.). The values cards offer an interactive, visual, and dynamic way to gain insight into unhelpful avoidance strategies and guide clients towards value-driven actions and activities. Working with value-driven actions has an influence on motivation and this influences daily occupation (Verhoef et al., 2023). Working with this method include identifying values, linking these values to daily activities, and visualizing avoidance and acceptance.

As students of Rotterdam University of Applied Sciences, we aim to raise awareness and introduce people to this Dutch tool. At the conference, we will familiarize and introduce occupational therapists and students to the values cards. Our goal is to inspire them and provide practical tools to promote value-driven actions and activities in their clients. By introducing this intervention, we hope to contribute to a broader application of ACT within occupational therapy and improve the quality of life for clients.

EMBRACING CULTURAL SENSITIVITY AND ETHICS IN A MULTICULTURAL SOCIETY

Saturday, 25th October - 09:30: - Poster

Ms. Essalma Abidar [1], ***Ms. Sajjal ishtiaq*** [1], ***Ms. Kawtar Tilfani*** [1]

1. *Howest University of Applied science*

As second-year occupational therapy students at Howest University of Applied Sciences, we are enrolled in the course Cultuursensitief en Ethisch Handelen (Culturally Sensitive and Ethical Practice), a 3 ECTS module that focuses on the importance of cultural sensitivity and ethics in healthcare. As students with a non-Flemish cultural background and a migration history, we have firsthand experience of how cultural differences influence values, interactions, and healthcare access. Our unique perspective highlights the challenges and opportunities of providing inclusive care in a multicultural society.

We have explored how healthcare professionals can integrate cultural awareness into their practice to foster inclusivity and respect. Cultural sensitivity is not merely about understanding differences but requires an open mindset and the ability to ask respectful questions. We examined ethical dilemmas that arise when universal healthcare principles intersect with culturally specific values.

At ENOTHE, we aim to present how future healthcare professionals, particularly occupational therapists, can prepare for working with culturally diverse populations. To illustrate our findings, we will create a poster that highlights key concepts, reflections, and strategies for implementing cultural sensitivity in healthcare. By embracing cultural humility and ethical sensitivity, we can contribute to a healthcare environment where clients feels heard and respected.

Sensory Challenges in Occupational Therapy Education: Enhancing Self-Awareness and Professional Growth

Saturday, 25th October - 09:30: - Poster

Dr. Yvona Angerova [1], ***Ms. Anna Rejtarová*** [2], ***Mrs. Darina Iskendri*** [3], ***Ms. Barbora Kubátová*** [4]

1. *Department of Rehabilitation Medicine, First Faculty of Medicine, Charles University and General University Hospital in Prague,* ***2.*** *Department of Rehabilitation Medicine, 1st Faculty of Medicine, Charles University & General University Hospital in Prague; Department of Rehabilitation & Sports Medicine,2nd Faculty, Charles University & University Hospital Motol,* ***3.*** *Department of Addictology, 1st Faculty of Medicine, General Hospital in Prague,* ***4.*** *University of West Bohemia, Faculty of Health Care Studies, Pilsen*

Background:
Occupational therapy students face high demands in their studies, spending significant time in classrooms with artificial lighting and high noise levels, often in group settings. From the first year, they are trained in teamwork and clinical skills, including identifying and documenting patients' difficulties. Effective practice, however, requires not only professional knowledge but also self-awareness of one's sensory needs.
Objective: This study aimed to determine whether occupational therapy students experience sensory modulation difficulties and their awareness of these challenges.
Methods: A newly-developed questionnaire was distributed to students across the Czech Republic to assess the prevalence of sensory difficulties in this population.
Results: Data collection is ongoing, but preliminary findings suggest increased sensitivity to sensory stimuli among students. However, only some respondents have developed effective strategies to manage these challenges.
Conclusion: Sensory overload is an important issue in occupational therapy education. Implementing strategies to manage sensory challenges can improve education quality, enhance self-awareness, and prevent burnout syndrome. In the future, this awareness can also contribute to better understanding transference and countertransference in therapy.

The Relationship Between Coping Strategies, Well-Being, and Lifestyle Factors in University Students

Saturday, 25th October - 09:30: - Poster

Ms. Sarah Proost [1], ***Ms. Sophie Rimaux*** [1], ***Prof. Yvonne Kuipers*** [2]

1. *AP University College Antwerp,* ***2.*** *Edinburgh Napier University*

Background: Mental well-being in university students is influenced by coping strategies and lifestyle factors.
Purpose: This study examines their relationships with WEMWBS scores, with a particular focus on human variation in coping mechanisms and the importance of diversity competence in mental health strategies.
Methods: A cross-sectional study analyzed correlations between coping strategies, well-being, and demographic/lifestyle factors. Regression analyses identified predictors of active and avoidant coping.
Results: Active coping correlated positively with WEMWBS ($r=0.383$, $p<0.001$), while avoidant coping correlated negatively ($r=-0.442$, $p<0.001$). Age ($\beta=0.120$, $p=0.001$), meditation ($\beta=0.093$, $p=0.003$), and social engagement ($\beta=0.169$, $p<0.001$) predicted active coping. Higher WEMWBS scores were associated with living with a partner ($M=3.56$, $p=0.018$) and having a student job ($M=3.61$, $p=0.001$), while a history of psychological complaints correlated with lower well-being ($M=3.10$, $p<0.001$).
Discussion: Active coping and social engagement support well-being, whereas avoidant coping negatively affects mental health. Given the variation in coping strategies among students, fostering diversity competence in mental health interventions can help tailor support systems to individual needs. Promoting adaptive coping strategies within a framework that acknowledges human variation may enhance student resilience and overall well-being.

Open Educational Resources: Technology for Bridging Educational Gaps

Saturday, 25th October - 09:30: - Poster

Dr. Stacy Smallfield [1]

1. *University of Nebraska Medical Center*

The landscape for occupational therapy educational materials is rapidly evolving due to advances in technology, and rising costs. Traditional textbooks quickly become outdated and have limited accessibility. Open educational resources (OERs) are free educational resources such as online textbooks, journals, podcasts, and more. They are a viable alternative to traditional texts because they allow for periodic updating, are free and open-access, and provide flexibility and repeated use. They can extend beyond the classroom (e.g., community partners and clients) and across time. This presentation explores the collaborative development and application of five OERs in an occupational therapy program for diverse knowledge users.

We used Pressbooks (https://pressbooks.com), a publishing platform that supports public access to educational materials, to create OERs. The Pressbooks platform offers the ability to provide interactive learning experiences using HTML5 Package, or H5P, (https://h5p.org/), a user-friendly tool for creating interactive learning objects. The OERs have been created in collaboration with students as authors in partial fulfillment of capstone or scholarly projects. Topics include occupational therapy for visual rehabilitation, acclimating students to acute care, student well-being, and patient education materials. In the ever-changing context of health education, OERs can bridge gaps in access while supporting student growth and development.

Exploring Human Anatomy through Virtual Reality in Occupational Therapy Students

Saturday, 25th October - 09:30: - Poster

Dr. PAULA PERAL GOMEZ [1], ***Ms. Carla Crespo Quiles*** [2], ***Dr. María del Pilar Madrigal Verdú*** [3], ***Dr. Nicanor Morales Delgado*** [3], ***Dr. Eduardo de Puelles Martínez de la Torre*** [3], ***Dr. Verónica Company Devesa*** [1], ***Dr. Mª Cristina Espinosa Sempere*** [4], ***Dr. Abraham Andreu Cervera*** [3]

1. *Being + Doing & Becoming Occupational Research Group (B+D&b). Department of Surgery and Pathology, Miguel Hernández University, 03550 Alicante. Alicante Institute for Health and Biomedical Research, 03010 Alicante.,* ***2.*** *Institute of Neurosciences (UMH- CSIC), 03550, San Juan de Alicante.,* ***3.*** *Department of Histology and Anatomy, Miguel Hernández University of Elche, 03550, San Juan de Alicante. Institute of Neurosciences (UMH- CSIC), 03550, San Juan de Alicante.,* ***4.*** *Being + Doing & Becoming Occupational Research Group (B+D&b). Department of Surgery and Pathology, Miguel Hernández University, 03550 Alicante.*

Introduction:

Human anatomy is a complex field requiring an in-depth understanding of structures and their interrelationships. To overcome the limitations of traditional methods, a three-dimensional approach that enables deeper exploration is essential. This project integrated Virtual Reality (VR) with immersive goggles as an innovative tool for teaching anatomy to Occupational Therapy students, aiming to enhance anatomical understanding through immersive learning.

Objectives

- Implement VR applications to facilitate detailed exploration of the human body in 3D.
- Incorporate gamified tools that encourage active learning and real-time decision-making.
- Evaluate the impact of VR on students' anatomical understanding and motivation.

Methods

Two groups were formed: an experimental group using VR goggles and a control group. Students explored anatomical structures using interactive VR applications, while gamified challenges reinforced learning. The impact was evaluated through academic performance comparisons and satisfaction surveys.

Results

The experimental group showed significant improvement in anatomical understanding compared to the control group. Surveys indicated high acceptance of VR, with students reporting increased motivation and engagement in the learning process.

Conclusions

Integrating VR into anatomy teaching proved an effective strategy for enhancing students' understanding, engagement, and motivation. The results support expanding the project in future editions, promoting emerging technologies in health sciences education.

High-Quality Distance Education in Occupational Therapy– 20 Years of Experience

Saturday, 25th October - 09:30: - Poster

Dr. Maria Ranner [1], ***Dr. Maria Prellwitz*** [1]

1. *Luleå University of Technology*

The Occupational Therapy program at Luleå University of Technology combines 20 years of experience in distance education with academic excellence and innovative teaching methods. Having offered Occupational Therapy education for over 40 years, it is the only program in Sweden to receive the rating *very high quality* in the latest national evaluation.

Our students are taught by an experienced faculty, with almost all instructors holding a doctoral degree. We provide a dynamic learning environment where close connections and strong cohesion among students are central – despite the distance format. Students from across Sweden and internationally share experiences and perspectives through the European collaboration project, COPILOT.

Through mandatory on-campus sessions in Luleå, students have the opportunity to meet their classmates and instructors, strengthening both community and educational quality. Our research contributes to the advancement of occupational therapy and is deeply integrated into the program.

Enhancing Digital Competencies in Occupational Therapy Education

Saturday, 25th October - 09:30: - Poster

Dr. Raquel Simões de Almeida [1], ***Mr. Tiago Coelho*** [1]

1. *Polytechnic of Porto*

The rapid development of digital and technological innovations has significantly impacted healthcare, requiring occupational therapists to develop strong digital competencies. This work presents a literature review on the role of technology in occupational therapy (OT) education, emphasizing that technologies serve a dual purpose: they are essential tools in educating future professionals, and they are also the very skills students must master to effectively work with their future clients in different fields of practice.

Key issues such as aging populations, mental health problems, resource constraints in healthcare services, and the integration of assistive technologies are analysed to highlight the importance of digital literacy in OT curricula. The findings suggest that embedding technology-focused training in occupational therapy education enhances clinical reasoning, simulation practices, improves service delivery, and bridges gaps between traditional and modern healthcare practices. Enhancing digital competence in occupational therapy education facilitates evidence-based application of digital tools, thereby optimizing patient outcomes.

This research contributes to the ongoing discussion on the inevitability of digital transformation in OT education (in bachelor's and master's degrees), aligning with the broader theme of bridging gaps through technology.

Purdue Pegboard Test – do occupational therapists really perform it the same way?

Saturday, 25th October - 09:30: - Poster

Mrs. Olga Nováková [1], ***Mrs. Kateřina Vondrová*** [1], ***Ms. Eliška Rotbartová*** [1], ***Mrs. Zuzana Rodová*** [1], ***Ms. Anna Rejtarová*** [2], ***Dr. Yvona Angerova*** [3]

1. *First Faculty of Medicine, Charles University,* ***2.*** *1 First Faculty of Medicine, Charles University and General University Hospital in Prague, 2 Department of Rehabilitation and Sports Medicine, Second Medical Faculty, Charles University and University Hospital Motol,* ***3.*** *Department of Rehabilitation Medicine, First Faculty of Medicine, Charles University and General University Hospital in Prague*

Introduction: Occupational therapists (OTs) can objectively assess dexterity with the Purdue Pegboard Test (PPT). The tested person's task is to place as many components as possible on the pegboard within a limited amount of time according to the instructions.

The aim was to determine whether OTs perform PPT in the same way when selected specific situations arise during testing.

Methods: An online questionnaire was distributed to OTs around the world via emails and social networks. Video demonstrations of selected PPT testing situations were included. Results from 241 OTs were analysed using descriptive statistics.

Results confirmed that 33 OTs with experience in conducting PPT in a minimum of five people differed significantly in the ways they evaluated some specific test situations (e.g. tested person used a peg that has fallen on the pegboard, or skipping holes during the subtest Assembly). An inadvertently dropped washer from the completed assembly was not counted by 51.5% of OTs, while 21.2% of OTs counted it. Another 18.2% of OTs immediately interrupt such an attempt and perform it again.

Conclusion: The results suggest that the PPT manual needs to be revised to add new rules for some specific test situations.

Learning Angelman Syndrome in Occupational Therapy: Theory, Practice, and Intervention

Saturday, 25th October - 09:30: - Poster

Mrs. Anna Danelyan [1], ***Mrs. Tekla Meskhishvili*** [1]

1. *Ken Walker Rehabilitation Clinic*

Angelman syndrome (AS) is a rare neurogenetic disorder characterized by developmental delays, speech impairments, motor dysfunction, and behavioral uniqueness. Occupational therapy (OT) plays a crucial role in enhancing the quality of life for individuals with AS by promoting functional independence and participation in daily activities. This abstract explores the theoretical framework, clinical case studies, and intervention strategies essential for learning AS within OT practice.

From a theoretical perspective, AS is examined through neurodevelopmental and sensory integration models, emphasizing the impact of motor and cognitive impairments on occupational performance. Clinical case studies illustrate the diverse challenges and adaptive strategies used in therapy, highlighting individualized interventions tailored to sensory processing, motor coordination, and communication barriers. Evidence-based OT interventions, including assistive technology, structured routines, and sensory-motor approaches, are discussed in relation to enhancing engagement and skill development.

This study underscores the importance of integrating specialized knowledge into OT education and practice to optimize outcomes for individuals with AS. By advancing understanding and intervention strategies, occupational therapists can contribute to improved participation, independence, and overall well-being of those affected by Angelman syndrome.

Meet-up - session 4

Improving complex communication skills through simulation – building confidence in addressing sexual health

Saturday, 25th October - 09:30: - Meet-up / Symposium

Dr. Sigrid Elise Wik [1], ***Ms. Ingunn Myraunet*** [1], ***Dr. Fanny Alexandra Jakobsen*** [1]

1. *Oslo Metropolitan University*

Communication related to the topic sexuality are experienced as challenging for many of our students and peers. By implementing simulation exercises we seek to address an important area for many of our clients to provide better care. Oslo Metropolitan University has implemented, EUSIM, a method for simulation and practice of skills. This method combines practice of skills and reflection in groups upon the experience within a topic. In the course: rehabilitation, habituation and intervention, O.T students engage in simulation on the topic communication and sexuality. The learning outcome concerns the use of knowledge and implementation of interventions related to social and health challenges among people with complex needs.
In this meet-up we would like to give an introduction of simulation method and present our experiences of first-time delivery of this simulation. Moreover, facilitate a discussion on how we can address complex topics within the scope of human variation and diversity competence. We aim that the meet-up can facilitate an exchange of experiences, across nations, on how occupational therapists address topics. Hopefully this can further develop our competence of the topic sexuality and communication.

Meet-up - session 3

Enter the CAVE: A portal of possibilities for Occupational Therapy education

Saturday, 25th October - 09:30: - Meet-up / Symposium

Ms. Tai Frater [1], ***Ms. Zeynep Celik Turan*** [1], ***Mr. Peter Lin*** [1]

1. *Brunel University of London*

This meet-up will explore how CAVE-based Immersive Learning Rooms (ILRs) which use advanced technologies such as projection, interactive touchscreen walls, and audio features, can bridge gaps in occupational therapy education. ILRs provide occupational therapy students with opportunities to practice assessment and intervention skills in a safe, controlled setting, facilitating reflective learning and skill repetition without the cost and logistical challenges of travel. ILRs also support the development of non-technical skills, such as communication and leadership, through gamification.

A UK university will share examples of ILR integration into their occupational therapy programmes, including simulated falls assessments, accident and emergency environments, and team-building exercises. Feedback and debriefing models will be discussed, alongside insights from both students and educators on the benefits and challenges of using ILRs. Participants will have the opportunity to co-design occupational therapy educational experiences and explore how ILRs can support a range of learning outcomes.

The session will also explore the potential for international partnerships for example by developing a global library of authentic occupational therapy environments facilitating cross-cultural learning. This interactive session will encourage open discussion and offer practical strategies for designing and adapting immersive learning experiences.

Oral presentations and Q&A - session 24

Skilled OT Input on Assistive Technology – Think Globally, Act Locally

Saturday, 25th October - 09:30: - Oral Presentation

Dr. Lynda Lemisch [1], ***Dr. Courtney Gorsuch*** [2]

1. *Saint Joseph's University, Philadelphia, PA.,* ***2.*** *Success Rehabilitation*

Accessibility and availability of assistive technology is omnipresent in the US. A consumer can purchase an orthosis, bathroom equipment, or even an Augmentative and Alternative Communication (AAC) device directly from a manufacturer, a local pharmacy, on-line or a place of donated and recycled goods. Yet, AT disparity continues to exist on a world level with many unmet needs.

A study was completed in which consumers seeking bathroom equipment rated OT skilled education (provided by a doctoral student) at a higher satisfaction level than those who were helped by a non-clinical staff worker at a community resale recycling store.

There is a global conundrum occurring with the increasing accessibility and availability of AT in some countries. Yet, without a clinical assessment, recommendation, individualization, or training, there may be more abandonment, or decreased safety. OT students need to learn not only client-centered care when recommending AT (low and high tech options, a variety of costs, needs versus wants, etc.) but to incorporate realistic sustainability, and the provision of reduce, reuse, recycle options when the AT is no longer needed. The education of students, in educating their clients can help reduce medical waste and contribute to global health.

Inclusive Financial Literacy: A Programme for Social Action and Occupational Participation

Saturday, 25th October - 09:45: - Oral Presentation

Prof. Bruno Vieira de Melo [1], ***Prof. Mónica Silveira-Maia*** [2], ***Mrs. Sandra Barbosa Ribeiro*** [3]

1. *Occupational Therapy Technical and Scientific Area, Santa Maria Health School, Porto, Portugal; Researcher at the Psychosocial Rehabilitation Laboratory (LabRP), Center for Rehabilitation Research (CIR), ESS, Polytechnic of Porto,* ***2.*** *Department of Special Education and Inclusion at the School of Education, Porto Polytechnic; Researcher at the Center of Research and Innovation in Education inED,* ***3.*** *Independent researcher*

Financial literacy is critical for fostering social equity, inclusion and community engagement. Consistently, it has gained increasing curricular representation with fundamental changes in Education, Research and Policy. However, obstacles remain due to multiple factors – e.g., the complexity of the topic and required skills. These challenges are even more critical for individuals with additional support needs, such as those with intellectual and developmental disabilities, as there's a lack of accessible information and reference frameworks that are not fully adapted. We've been involved in the development of an innovative science-based full programme of financial literacy for people with additional support needs, as academics and therapists in the fields of Education, Neuroscience, Communication, Occupational Therapy and Speech and Language Therapy. We proposed an adapted framework, contents, approaches, activities, materials and an implementation model that is currently being first implemented in schools and institutions, both with participants and training teachers. Ultimately, this programme aims to develop knowledge and skills, but in a clear vision of occupational participation, adaptive behaviour, self-advocacy, motivation and confidence within a supportive community – aligned with the principles and best practices of an inclusive pedagogical approach and in interdisciplinary perspective.

Building Placement Capacity through the Kidspace Children's OT Research Clinic: A School-Based Outreach Programme

Saturday, 25th October - 10:00: - Oral Presentation

Dr. Mellissa Prunty [1], ***Dr. Georgia Spiliotopoulou*** [2], ***Ms. Diane Ellison*** [2], ***Ms. Caroline McHugh*** [2], ***Ms. Stephanie Exley*** [2], ***Dr. Carolyn Dunford*** [2], ***Ms. Tai Frater*** [2]

1. *Brunel University of London; University of limerick,* ***2.*** *Brunel University of London*

Aim: To demonstrate how 100+ OT placements were created using a school based outreach programme
Background: Since 2018 there has been a shortage of occupational therapy (OT) placements in England. As one of the largest providers of OT education in the UK this posed challenges for the OT Division at Brunel University of London. To address this need we launched an outreach programme into local schools in West London via the Children's Occupational Therapy Research Clinic (Kidspace) . Using the tiered model of school based OT (Missiuna et al, 2012), students from across the BSc and MSc OT programmes delivered universal approaches to intervention and completed comprehensive school profiles. This presentation will demonstrate how the placements were set up, how they operated and how they have evolved. It will also showcase examples of student work and discuss the models of supervision that underpin it.
Method: Two OT supervisors collected feedback and audit data from students and external stakeholders. Examples of student work were collected and will be presented to illustrate the role of the students in the schools and the learning that occurred.
Conclusion: This project has addressed shortages in placement provision while generating civic impact in the local community.

Student-Led Health Promotion Groups to Support an Aging Refugee Population

Saturday, 25th October - 10:15: - Oral Presentation

Dr. Rachel Allen McHugh [1]

1. *Drake University*

The profession of Occupational Therapy must continue to increase cultural humility among its members (AOTA, 2020). Diversity, equity, and inclusion has been identified by the profession of Occupational Therapy as an important component to Vision 2025 (AOTA,2019). Though, as Agner (2020) indicates, standard didactic methods alone cannot be solely relied on to effectively teach cultural humility. This presentation will explore how an occupational therapy program located in a rural midwestern state in the USA and a local non-profit organization partnered to leverage curriculum to support social action through student-led health promotion groups to educate an aging refugee population.

OT students, through use of interpreters, gestures, and visual aids, educated participants on health promotion and management topics. These community-based group sessions met weekly, for 6 weeks. Participants engaged in a purposeful group activities to support integration of the health promotion content. In turn, these interactions sought to support expansion of cultural competency within the OT students.

Beyond educating the refugee community in health management, OT students indicated increased confidence in building therapeutic relationships with cultures other than their own and expressed gratitude for the opportunity to engage with the community in this way. Community-Based Group Topics and Pedagogy will be discussed.

Beyond boundaries: Exploring intercultural competence and cultural humility in occupational therapy (ECCHOT)

Saturday, 25th October - 10:30: - Oral Presentation

Dr. Susanne Assander [1], ***Dr. Manigandan Chockalingam*** [2], ***Mrs. Jackie Fox*** [2], ***Dr. Maria Borgestig*** [3]

1. *Uppsala University,* ***2.*** *Occupational Therapy Discipline School of Health Sciences, University of Galway,* ***3.*** *Division of Occupational Therapy Department of Women's and Children's Health, Uppsala University*

Introduction

The WFOT and WHO recognise culturally competent healthcare as essential and advocate for promoting cultural humility in practice. Introducing cultural humility early in occupational therapy (OT) education prepares students to navigate diverse contexts and builds confidence in working with varied populations. A two-year initiative between OT programmes in Sweden and Ireland, funded by the ENLIGHT Incubator Grant, supports intercultural learning through collaboration between students and faculty via hybrid lectures and online activities. The project aims to deepen students' awareness of cultural biases and the impact of culture on daily occupations and rehabilitation.

Method

Internationalisation activities are embedded in first-year mandatory modules at both universities, involving approximately 100 students annually. The intervention will be evaluated using different online surveys to measure student development, complemented by group interviews exploring student experiences. Educators will assess feasibility.

Implications

This presentation outlines first-semester progress, curriculum integration, and student and faculty collaboration strategies.

Discussion

Embedding cultural humility and intercultural learning early in OT education equips future professionals to provide culturally responsive care. Integrating these themes enhances understanding culture's influence on daily occupations and rehabilitation, supporting inclusive and effective healthcare.

Oral presentations and Q&A - session 25

From Research to Practice: Supporting Students with Disabilities in Occupational Therapy Fieldwork

Saturday, 25th October - 09:30: - Oral Presentation

Mrs. Ruth Shoham [1]

1. *Occupational Therapy Department, The Faculty of Welfare and Health Sciences, University of Haifa, Haifa, Israel*

Background

Students with disabilities (SWD) in occupational therapy (OT) face unique fieldwork challenges (Walker et al. 2013). Our qualitative study examined supervisors' perspectives on enhancing resilience in these students, leading to a structured program for clinical field workers that includes an established course and guidelines for identifying and supporting SWD.

Methods & Findings

Our qualitative-phenomenological research with ten experienced OT fieldwork supervisors revealed three primary themes: disclosure of disability-related needs, practical reasonable accommodations, and unresolved supervision dilemmas.

Findings highlighted supervisors' role in developing adaptive strategies, particularly communication adaptation, realistic goal-setting, and establishing appropriate support boundaries – resolving the dilemma- "supervisor" and not "therapist".

Clinical Implications

Our program addresses fieldwork challenges through coordinated supervision approaches, with standardized guidelines ensuring consistent, accessible support while maintaining professional standards. We seek collaboration with other institutions to expand this work through program evaluation, specialized training development, and research investigating long-term professional outcomes.

This presentation aims to share our research and program while identifying partners committed to improving fieldwork experiences for SWD in occupational therapy.

Relation to Human variation and diversity competence

The Field Supervisor's Support Program will enable an increase in the diversity of people with disabilities who could become health care professionals

My first Hybrid course: Rational, development, implementation and feedback

Saturday, 25th October - 09:45: - Oral Presentation

Dr. Orit Bart [1]

1. *Department of Occupational Therapy, Steyer School of Health Professions, Faculty of Medical and Health Sciences, Tel Aviv University, Israel*

The digital revolution has transformed the world, necessitating adjustments in academia. Exclusive online learning, as it exists today, hinders crucial lecturer-student interactions. Combining advanced digital tools can streamline knowledge transfer and enhance personal interactions, improving their quality. Universities are preparing for a post-COVID routine by introducing hybrid courses that blend online and face-to-face learning. These flexible programs leverage digital advantages while fostering thought-provoking discussions, entrepreneurship, and creativity on campus.

COVID-19 accelerated changes in learning and teaching, emphasizing the academy's role in providing current and relevant knowledge. While high-quality materials are available online, the shift to exclusive online studies has harmed the rich learning experience. On-campus learning encourages new ideas, groundbreaking research, and community building. Adapting to Generation Z requires rethinking syllabi, assignments, and curricula. The solution is hybrid courses, blending face-to-face teaching with online activities.

In this presentation, I will demonstrate how I transformed my traditionally frontal course into a hybrid one. I will outline the steps, methods, platforms, and digital tools used, emphasizing accessible and student-friendly syllabus presentation to increase involvement. Additionally, I will share insights on course development and delivery, along with student feedback and engagement.

Co-creation of sustainable and culturally relevant Occupational therapy education in Mongolia

Saturday, 25th October - 10:00: - Oral Presentation

Dr. Erdenetsetseg Myagmar [1], ***Dr. Bulganchimeg Sanjmyatav*** [1]

1. *Mongolian National University of Medical Sciences*

A bachelor's program in Occupational Therapy was launched at the Mongolian National University of Medical Sciences (MNUMS) in 2014 and remains the only such program in Mongolia. By 2024, 52 students had graduated. This study presents an ENOTHE-funded project aimed at enhancing the program and developing an outcome-based curriculum. Implemented by a team of researchers, the project engaged over 250 participants across seven stages.

The first two stages, conducted from July to September 2022, assessed the program through questionnaires and interviews with 82 participants. Findings were published nationally and internationally, leading to program revisions that reflected Mongolia's unique socio-economic and cultural context.

Using the modified Delphi method and nominal group (NG) technique, researchers aligned the curriculum with international standards, including WFOT Minimum Standards, the 2012 Canadian Occupational Therapy Profile, and the European "TUNING" project.

Three NG discussions, feedback sessions, and multiple assessments led to defining program learning outcomes (PLOs) and course learning outcomes (CLOs) for undergraduate and postgraduate levels. Over nine months, an outcome-based curriculum was developed, discussed at multiple program committee meetings, and approved by MNUMS. The study's findings are being submitted to Scopus-indexed journals. ENOTHE's support also contributed to revising nursing and midwifery curricula at MNUMS.

Promoting Cultural Humility and Competence through Mentoring and Portfolio Work in Occupational Therapy Education at the Zurich University of Applied Sciences (ZHAW)

Saturday, 25th October - 10:15: - Oral Presentation

Mrs. Maren Kneisner [1], ***Mrs. Kalt Katrin*** [1]

1. *Zuerich University of Applied Science (ZHAW)*

The integration of mentoring and portfolio work in the Bachelor's degree program in Occupational Therapy at the Zurich University of Applied Sciences (ZHAW) has proven to be an important tool for promoting students' skills and personal development. This presentation highlights the advantages of using the mentoring program within the Bachelor of Science in OT. Mentoring and integrated portfolio work enable students to actively manage and evaluate their learning processes, thereby promoting self-regulation and the development of a professional identity (van den Bergh, Schärli-Lim, & Wong, 2020). According to the Future Skills Framework (Ehlers, 2020), the development of ambiguity tolerance, ethical competence, and reflective competence is crucial for coping with complex professional demands. Future professionals must learn how to practice cultural sensitivity characterized by mindfulness and humility in dealing with clients (American Occupational Therapy Association, 2020). The development portfolio, which is made available via the Mahara platform, supports students in reflecting on their learning process and deepening it in a feedback-led manner, including feedback from peers. This approach fosters a culture of lifelong learning and professional growth, enabling students to become competent, self-aware professionals. Initial evaluations indicate positive impacts on students' learning trajectories and the cultivation of a lifelong learning mindset.

Oral presentations and Q&A - session 26

Progressing student knowledge: The role of occupations in client engagement

Saturday, 25th October - 09:30: - Oral Presentation

Dr. Yvonne Randall [1]

1. *Touro University Nevada*

Occupational engagement is fundamental to occupational therapy, serving as both the means and the end of therapeutic intervention. This educational session delves into the significance of fostering occupational engagement among clients, emphasizing its impact on health, well-being, and participation in daily life. By integrating the Occupational Therapy Practice Framework (OTPF-4) and the Person-Environment-Occupation-Performance (PEOP) model, practitioners can better understand and facilitate meaningful client engagement. The OTPF-4 outlines the profession's domain and process, highlighting the importance of enabling clients to participate in desired occupations within their contexts. The PEOP model complements this by illustrating the dynamic interaction between personal factors, environmental influences, and occupational choices that collectively shape performance and participation. A case study will be provided to highlight the importance of students using occupations to enhance client performance.

Bridging Gaps, Building Health: Occupational Therapy's Contribution to Inclusive Family Health Promotion

Saturday, 25th October - 09:45: - Oral Presentation

Ms. Maja Kuchler [1], ***Ms. Marie Rauscher*** [1], ***Prof. Eike Quilling*** [1]

1. *Hochschule Bochum - University of Applied Sciences*

In context of increasing health inequality, health promotion is gaining relevance and expanding the scope of OT. Families have a great influence on their children's occupational behavior. In light of this, it is important to involve parents in the development and implementation of health promotion in order to design measures in a diversity-sensitive and needs-oriented manner. A dissertation is therefore investigating which participatory approaches and methods are used in family health promotion and how participatory health promotion can be successfully implemented in pre-school childcare.

For this purpose, a three-year-project was scientifically accompanied, in which participatory health promotion processes were initiated and implemented in six preschool institutions in Germany. Besides a rapid review, a qualitative research design (including participant observations, interviews with professionals and parents) was used to investigate the research interests.

The findings show that participatory approaches are beneficial, but the implementation is heavily dependent on the attitude of professionals, resources and design aspects. In addition to a structural strengthening of settings, the development of a culture of participation is particularly necessary. The aim of the presentation is to contextualize the results in OT training and to discuss how OTs can use their competence to support participation processes.

Cultural Dimensions of Caregiving for Children with Special Needs: A Qualitative Exploration of Londoners

Saturday, 25th October - 10:00: - Oral Presentation

Mrs. Zeynep Çelik Turan [1], ***Ms. Aileen Romano*** [1], ***Ms. Sandra Osei*** [1], ***Ms. Intisar Haid*** [1]

1. *Brunel University of London*

Caregiving experiences are deeply influenced by cultural contexts, yet research on caregiving for children with disabilities often neglects these cultural dimensions. This study explores how cultural background shapes the caregiving experiences of parents of children with special needs, aligning with the theme of *Human Variation and Diversity Competence* by highlighting the intersection of culture, caregiving roles, and community support. A qualitative, interpretive phenomenological approach was employed, involving semi-structured interviews with five caregivers from Brazilian/British, Caribbean, Ghanaian, and Somali backgrounds in London. Thematic analysis identified five key themes: (1) the influence of cultural background on caregiving, (2) current cultural practices, (3) challenges rooted in cultural norms, (4) cultural attitudes toward caregiving, and (5) coping mechanisms. Findings reveal that faith and resilience serve as sources of strength but may also discourage seeking external support, contributing to emotional strain and self-stigmatization. The study highlights the need for culturally sensitive policies and community-based interventions that respect caregivers' cultural values while providing practical support. By addressing the diverse needs of caregivers, health and social care services can better promote inclusive and equitable caregiving practices. Future research should explore caregiving experiences across varied cultural settings to develop balanced and culturally competent approaches.

Boardgames for everyone. A qualitative study on guidelines in universal design for play.

Saturday, 25th October - 10:15: - Oral Presentation

Mrs. Nele Castelein [1], ***Mrs. Jolien Biccler*** [1], ***Dr. Ann Dhondt*** [1], ***Mr. Jef Suykerbuyk*** [1]

1. *VIVES University of Applied Sciences*

Introduction: Playing boardgames is an effective tool to establish connection between players. However, this can be challenging in groups of players with diverse needs. The main aim of this study is to inspire and advise professionals, also based on the principles of universal design, in designing, choosing, adapting and playing games, leading to more positive experiences for all players.

Method: A concept mapping method was used to develop a reflection tool, supplemented with findings in literature and the expertise present in SpellenLab. Next, professionals in nine organizations, serving different target groups, were asked to play games in their group and to record their actions on video. A researcher reflected on these videos together with the professional using the developed tool. These conversations were recorded, transcribed and coded.

Results: The analysis of the codes led to the development of guidelines for the selection, use and / or adaptation of boardgames.

Discussion / Conclusion: These guidelines are available online to create enjoyable playing situations in which all players feel safe and acknowledged.

Engaging game publishers to take these guidelines into consideration even before the game is on the market, would be an added value for inclusive design for play.

Oral presentations and Q&A - session 27

Improving Access to Occupational Therapy Doctoral Projects

Saturday, 25th October - 09:30: - Oral Presentation

Dr. Jessica Alden [1], ***Dr. Felicia Ofordire*** [2], ***Ms. Teresa Simms*** [2], ***Dr. Konah Bernard*** [2], ***Dr. Erika Campbell*** [2], ***Dr. Jean-Edward Leconte*** [2], ***Dr. Patrice Brown*** [2]

1. *howard,* ***2.*** *Howard University*

Background: In the USA there are currently 130 occupational therapy doctoral programs which are fully accredited and another 91 are in candidacy or applicant status. Programs require students to disseminate their doctoral research (capstone). Commonly, schools offer a digital repository to store and share their students' works. However, the types of deliverables, information shared in the repository, and organization of repository vary greatly from school-to-school. Additionally, it may be very challenging to locate hyperlinks to repositories on department websites. The overarching objective of this project was to increase access to capstone research. The two aims were to: 1) create a webpage with hyperlinks to repositories at all doctoral level OT programs, and 2) create a model which outlines best deliverable formats and organization structures for a capstone digital repository.

Methods: All 130 program websites were surveyed and data collected not limited to: hyperlink, type of deliverable posted, organization strategies. Frequency tables were created for the different types of deliverables and the organization methods. Additionally, current graduate OT students were surveyed to identify preferences for accessing information in a digital repository.

Results: Webpage with hyperlinks to repositories was created and a repository model was created to decrease barriers accessing OT capstones.

Bridging the gap: Enhancing fieldwork support through digital platforms

Saturday, 25th October - 09:45: - Oral Presentation

Ms. Hólmdís Methúsalemsdóttir [1], ***Ms. Hafdís Hrönn Pétursdóttir*** [1]

1. *University of Akureyri*

Fieldwork supervision is an essential part of occupational education for OT students and fieldwork supervisors, who have an opportunity to advance their practice. The University of Akureyri (UNAK) is the only university in Iceland that offers an occupational therapy program, which is delivered in a flexible online learning format. A few years ago, OT curriculum redesigning provided an opportunity to enhance fieldwork education. Iceland's diverse landscape and dispersed population represent geographical challenges that can make it complex to establish effective communication and impact teaching students around the country and the fieldwork supervisors. Overcoming those challenges requires adapting to and using technology, such as online learning platforms, which can bridge the gap and provide flexible access to education for all students and fieldwork supervisors regardless of location. Continued development of support with OTs in the fieldwork supervisor role is a constant ongoing project. In this presentation, we will discuss the digital platforms used to enhance support and collaboration between the university, fieldwork supervisors, and OT students.

Examining the Effect of Using ChatGPT on Occupational Therapy Students' Attitude Towards Problem-Based Learning Methods

Saturday, 25th October - 10:00: - Oral Presentation

Mr. Yusuf İslam DEĞERLİ [1], ***Prof. Çiğdem ÖKSÜZ*** [2]

1. *Ankara University,* ***2.*** *Hacettepe University*

ChatGPT, which has a natural language processing feature, is a chatbot widely used in daily and professional life. In education, there are studies that show that ChatGPT can support students' research skills, accelerate clinical decision-making processes, and help students improve intervention plans. In this study, ChatGPT-supported problem-based learning studies were conducted in clinical problem-solving courses to examine the change in undergraduate students' attitudes towards problem-based learning. This study was planned as a one-group pretest-posttest study. Occupational therapy students (n:42) participating in the clinical problem-solving course were included in the study. In addition to the conventional course content, problem-based learning method including the use of ChatGPT was used. ChatGPT was used in the course to create scenarios, access information important for student groups and plan occupational therapy interventions. The change in students' attitudes was examined using the Attitudes Towards Problem-Based Learning Scale. After the course, it was found that there was an increase in students' attitudes toward sub-items such as problem-solving and searching for necessary information ($p<0.05$). Adding chatbots such as ChatGPT to the occupational therapy curriculum has enabled students to change their perspective on the course content.

Effectively using virtual debriefing to bridge educational gaps

Saturday, 25th October - 10:15: - Oral Presentation

Dr. Kelly Layne [1]

1. *Baylor University*

Face-to-face simulation and debriefing have been widely used in health sciences education to provide realistic learning experiences without harming clients. Also, debriefing has been used widely in the military and medicine to improve safety and enhance learning (Velde et al., 2009). However, there is little literature to demonstrate best practices for virtual debriefing (Luctkar-Flude et al. 2021). This is an important area of study due to the increased use of virtual debriefing post Covid-19 and the intention of most educators to continue using virtual debriefing (Buléon et al., 2022). The importance of this topic is enhanced by it's ability to foster global engagement and bridge geographical and social gaps while increasing access to health science education. However, many faculty fail to use technology due to poor confidence in the technology, lack of confidence in using it, and lack of exposure to tools (Gustilo et al., 2024). In this presentation I will provide an overview of virtual debriefing, discuss a variety of ways to use this important teaching and learning technology, and present an evidence based, theory driven application of this important teaching and learning technology to bridge gaps in occupational therapy education.

Cultivating Cultural Humility Through International OT Pen Pal Project

Saturday, 25th October - 10:30: - Oral Presentation

Dr. Christine Urish [1], ***Prof. Alice Hortop*** [2], ***Ms. Megan Gerasch*** [1]

1. *Drake University,* ***2.*** *University of West of England*

International educational experiences and cross-cultural competency development are increasingly recognized as crucial components of occupational therapy education. The World Federation of Occupational Therapists emphasizes the need for students to develop global perspectives and understand diverse cultural and contextual determinants of health and wellbeing. While traditional international experiences like study abroad have been valuable, online and virtual international collaborations have emerged as accessible alternatives for achieving these educational goals. This presentation describes a pen pal project focused on cultural humility and occupational engagement across three continents. The presentation highlights international educational interactions in occupational therapy programs, with a particular focus on online/virtual collaborations between students, faculty and practitioners from different countries.

Oral presentations and Q&A - session 28

Impact with PAR in in a living lab: a social activist curriculum design?

Saturday, 25th October - 09:30: - Oral Presentation

Mr. Soemitro Poerbodipoero [1], ***Mrs. Margo Van Hartingsveldt*** [1]

1. *Amsterdam University of Applied Sciences*

Living labs arise as a mainstream trend in higher education, fostering collaboration between research, practice, and communities of citizens facing health and well-being challenges. This presentation critically and constructively examines educational barriers and opportunities provided by the development of a living lab that supports participatory action research within informal community settings.

We will share lessons learned from ongoing work in progress in building an interprofessional living lab aimed at addressing health inequalities and improving access to services as occupational therapy, complementary care and social work. A core objective of the living lab is to foster global citizenship among students, educators and researchers by innovating pedagogically and ethically sound learning environments in close partnership with stakeholders in professional and informal practices, and community-members.

We will present a case study of a Professional Doctorate research initiative in which Kraktie Foundation, a community-based welfare organization in Southeast Amsterdam, collaborates with academic research groups in occupational therapy and social work in a living lab. This collaboration seeks to strengthen and evaluate community-driven initiatives promoting health and wellbeing among senior citizens. By sharing our experiences, we aim to stimulate discussion on how living labs can bridge education, research, and practice to create sustainable social impact.

The Voice of Clients within the Occupational Therapy Curriculum

Saturday, 25th October - 09:45: - Oral Presentation

Mrs. Ine Gerrits [1]***, Ms. Michelle van Vliet*** [1]

1. *Rotterdam University of Applied Sciences*

In evaluating the quality of our curriculum, we seek advice and feedback from various perspectives, including the workfield, teachers, students, and importantly, clients. Clients provide us with an insider perspective that can inspire our students to deliver high-quality care. While some may assume that professionals inherently understand clients' needs and preferences, our experience with the client commission proves otherwise.
Since 2021, we have been collaborating intensively with a client commission that offers both solicited and unsolicited advice on our curriculum. Key topics addressed include the role of the client with experience in education, communication, professional attitude, healthcare technology, and e-health. The central question is: What should a good occupational therapist know and do to provide qualitative and meaningful care?
Our presentation aims to highlight the importance of incorporating the client's voice within the curriculum. This approach not only serves as a valuable source of knowledge and inspiration for teachers and lecturers but also fosters a sense of awareness and empathy in students;
" The human dimension and attention from person to person is very important. Looking at the person behind the client. "
Words from the client commission

Rethinking quality assurance for pre-registration education in the UK

Saturday, 25th October - 10:00: - Oral Presentation

Ms. Carolyn Hay [1], ***Mrs. Anna Clampin*** [1]

1. *Royal College of Occupational Therapists*

We have re-imagined our quality assurance processes for accreditation. All providers of pre-registration education in the UK choose to have, or are working towards our accreditation, which also confers WFOT recognition. Our revised Education Enhancement Service (EES) supports delivery of our Workforce Strategy vision. We maximise engagement with providers, ensuring a high-quality education and introduction to the occupational therapy workforce. We deliver this through sustainable, data-driven decisions and ongoing investment in the profession's future quality and growth.

The EES was established following a review undertaken in response to the considerable change impacting pre-registration education. The approach taken will strengthen confidence for all stakeholder groups in the quality of pre-registration education and early career support.

Our service focuses on being facilitative, supportive, consistent and proportionate and uses our Learning and development standards (RCOT, 2019) to assess programmes.

With over 50 providers of pre-registration education in the UK, delivering in excess of 100 programmes to around 8,000 learners, our re-imagined service offers flexibility to meet the different needs of education providers at different stages of their provision.

This session will provide a context to OT education in the UK and our approach as a professional body to assure quality provision.

Climate, Environmental, Health and Social Transition in Occupational Therapy Education Through Experience and Occupation Analysis.

Saturday, 25th October - 10:15: - Oral Presentation

Ms. Sophie Domenjoud [1]

1. *Institut Régional de Formation en Ergothérapie (IRFE)*

How can Occupational Therapy education programs address complex climate and environmental challenges, occupational therapists' role in ecological transition in health care and planetary health to implement significant change in occupational therapy practice?

The courses implemented at the Regional Occupational Therapy Training Institute (IRFE), Réunion Island, feature "Climate Fresk" and "Health Transition Fresk" workshops, followed by the creation of customized Bluetooth speakers from recycled materials. The students then analyze their participation in the workshops using the Model of Human Occupation (MOHO), examining their occupation as students through the model's components, understanding interactions between human occupation and environment as well as occupational, climate and environmental justice.

The outcomes were evaluated through student questionnaires, and the students' occupation analyses were analyzed. Results show the program effectively helps students understand climate change, recognize links between environment and health, identify eco-responsible occupations, experiment with upcycling in circular economy settings, and analyze occupational environmental impacts. The approach identifies pathways for occupational transition aligned with ecological and social transition, promoting eco-responsible occupational therapy practice through experience.

While the teaching program meets identified needs and continues to evolve, the results show the importance of giving significant space to such practical education in future occupational therapy curriculum reforms.

Symposium - session 7

A simulation-based learning toolkit: lessons learned from the three-year SIMBA project

Saturday, 25th October - 11:30: - Meet-up / Symposium

Dr. Claire Sangster Jokić [1], ***Ms. Katrin Pechstädt*** [2], ***Mrs. Anu Kuikkaniemi*** [3], ***Mrs. Heli Arokki*** [3], ***Ms. Merve Keskin*** [4], ***Ms. Brigitte Loder- Fink*** [2], ***Dr. Ahmet Emir*** [4], ***Ms. Arina Ventelä*** [3], ***Dr. Andreja Bartolac*** [1], ***Ms. Laurence Magerat*** [5], ***Ms. Ivana Klepo*** [1], ***Ms. Greet Schrauwen*** [5], ***Dr. Annick Van Gils*** [5], ***Ms. Elisabeth Schwab*** [2], ***Ms. Stefanie Schwarzl*** [2], ***Ms. Katrien Maes*** [5], ***Dr. Kuni Vergauwen*** [5]

1. *University of Health Sciences in Zagreb, Croatia,* ***2.*** *FH Johanneum University of Applied Sciences,* ***3.*** *Turku University of Applied Sciences,* ***4.*** *Medipol University Faculty of Health Sciences,* ***5.*** *AP University of Applied Sciences and Arts Antwerp*

Simulation-based learning (SBL) is an educational approach acting as a bridge between classroom learning and fieldwork. It supports students' transition to professional practice by supporting the development of competencies such as communication skills, clinical reasoning, and evidence-based practice. In occupational therapy (OT) education, SBL is still evolving and existing materials from allied healthcare professions do not fully address OT's occupation- and person-centred focus. This symposium will present key outcomes from the three-year SIMBA project, in which collaboration between five European partners led to the development of practical, evidence-based materials for implementing SBL in OT education. It will present the essential elements of high-quality simulations, a scenario template tailored for OT education, and its alignment with known quality criteria. It will also introduce the SIMBA assessment tool developed and psychometrically evaluated for validity and reliability to support and measure students' competency development. The symposium will conclude with insights from students and teachers and lessons learned from the SIMBA project. Through this symposium, OT educators will gain knowledge about how to create a safe, authentic SBL environment, develop high-quality simulations, and support students' professional competencies through SBL. Ultimately, SBL will better prepare students for demanding healthcare environments and improve quality of care.

Workshop - session 24

Rethinking pedagogy and assessment in occupational therapy education: “Learning” from artificial intelligence

Saturday, 25th October - 11:30: - Workshop

Prof. Jane Davis [1], ***Mr. Rob Page*** [1], ***Dr. Christie Welch*** [1], ***Mr. Jordan Holmes*** [1], ***Ms. Jacquie Martin*** [1], ***Ms. Tanya Poon*** [2], ***Dr. Ruheena Sangrar*** [1], ***Dr. Kate Stewart*** [3]

1. *University of Toronto,* ***2.*** *Ontario Health atHome,* ***3.*** *Boston University*

Since late 2022, artificial intelligence (AI) chatbots, such as ChatGPT, Claude, and Microsoft Copilot, have rapidly expanded into higher education, challenging long-standing teaching approaches. A common challenge articulated by occupational therapy educators is that students “use AI for everything,” which has resulted in two typical juxtaposed responses: “How do we stop students from using AI for learning?” and “How do we engage AI as part of student learning?” In the context of assessment, students’ ability to leverage AI can highlight pedagogical limitations and assessment issues, which may be emblematic that our teaching approaches are not adequately preparing occupational therapy students for practice. Although AI can be used to acquire knowledge, its use can hinder student development of essential critical thinking skills required for independent practice (Wu, 2024). This issue reveals a needed third response that necessitates a pedagogical shift to foster the development of critical metacognitive skills and authentic and personal engagement in learning. This presentation will describe a student assignment that uses multiple formative and summative assessments to foster critical reflexivity and metacognitive skills. Teaching strategies, such as active engagement, personalization, high-level critical thinking, and situational complexity will be highlighted through examples comparing AI-generated responses with human responses.

Oral presentations and Q&A - session 29

University Service in Occupational Therapy (EUIT): Enhancing Social Impact

Saturday, 25th October - 11:30: - Oral Presentation

Dr. Loreto González-Román [1], ***Dr. Laura Vidaña-Moya*** [1], ***Dr. Montserrat Comellas Oliva*** [1], ***Dr. Maria Kapanadze*** [1], ***Dr. Elisabet Capdevila-Puigpiquer*** [2], ***Dr. Inmaculada Zango-Martín*** [1]

1. *Research Group on Complex Health Diagnoses and Interventions from Occupation and Care (OCCARE), Escola Universitària d'Infermeria i Teràpia Ocupacional de Terrassa (EUIT), Universitat Autònoma de Barcelona, Terrassa, Spain,* ***2.*** *Research Group and Innovation in Designs. Technology and multimedia and digital application to observational designs (GRID). Universitat Autònoma de Barcelona (UAB), Bellaterra, Spain*

The Occupational Therapy University Service of Terrassa (SUTO), unique in Catalonia, aims to link the academic training of occupational therapists with community practice through service-learning projects. These projects allow students to acquire competences through intervention with persons, groups or communities within a real context using active educational methodologies and innovation. Thus, SUTO pursues a dual objective: to train students in professional competences within a real context while promoting the autonomy and occupational participation of the individuals attended.

Four projects were carried out during the 2024-25 academic year: Parlem-EUIT, Ecstatic-Dance Project, Virtual Reality-360, and ATOCOM, addressing different objectives such as promoting mental health through occupation or fostering autonomous and satisfactory occupational participation. These service-learning experiences took place in the natural contexts of the participants, addressing the occupational needs and rights of diverse groups of different ages and fields.

This academic-community model aims to strengthen the connection between the university and society, positively impacting on beneficiaries' health and well-being. Additionally, it is integrated into the redesigned occupational therapy curriculum of EUIT and is fully aligned with the new Tuning competences, including current social issues: sustainable development, interculturalism, information and communication processes, governance and decision-making processes, and ethics, norms, values, and professional standards.

Supported Volunteering – Working together to support participatory citizenship and social change.

Saturday, 25th October - 11:45: - Oral Presentation

Ms. Sarah Quinn [1], ***Dr. Leonie Boland*** [2], ***Ms. Eilish King*** [1]

1. *Trinity College Dublin, the University of Dublin,* ***2.*** *Health Service Executive (HSE)*

Occupational therapy in academia and practice developed a novel partnership to enhance the participatory citizenship experiences of individuals using community mental health services. Following the establishment of a working relationship with an organization that sought volunteers for local charity shops, students were paired with service-users. After tailored training, the partners volunteered together for two hours per week across the academic year.

This project speaks to the topic of curriculum design for social action as, given time and support, service-users came to recognize that, through their voluntary work in the shop they contributed to their local community. The partners collaborated as equals, minimizing power differentials. Students' skill development was vast. Attitudinally they acknowledged their respective strengths, in particular their partners' ability to interact with locals and understand norms in a way that they did not. As service-user confidence grew, shoppers approached them rather than the student for assistance which was celebrated as an indication of meso-level social change and community inclusion.

This award-winning project[1] is now offered as part of students' community-engaged learning module and embedded in their curriculum to ensure its sustainability.

[1] Winner of the prestigious Ann Beckett Award 2025; awarded by the Association of Occupational Therapists of Ireland.

Fostering social action through Critical Discourse Analysis in Occupational Therapy Education

Saturday, 25th October - 12:00: - Oral Presentation

Ms. Barbara Bachmann [1], ***Mr. Hannes Aussermaier*** [2], ***Prof. Ursula Costa*** [3]

1. *fhg - Health University of Applied Sciences Tyrol (Austria), Master Programme in Occupational Therapy and Occupational Science,* ***2.*** *IMC University of Applied Sciences Krems,* ***3.*** *fhg - Health University of Applied Sciences Tyrol (Austria), Master Programmes in Occupational Therapy and Occupational Science, Institute InnTra*

Social action has been a topic in the history of occupational therapy for a long time.To shape occupational opportunities more justly was brought into focus of occupational therapy and occupational science research in recent years, embedded in occupational science concepts, particularly when working with vulnerable groups. Critical discourse analysis as a research method has great potential to foster occupational engagement in occupational therapy and occupational science. It focuses on communication about a certain phenomenon and how the way of communication shapes reality - with an emphasis on marginalisation and exclusionary effects in dominant discourses. Discourses are seen as means of maintaining power and social relations and are therefore embedded in a socio-political, economic, and cultural context. Critical discourse analysis is committed to creating a more just world. The goal is therefore not a pure scientific interest but to change social and/or political systems in order to shape occupational opportunities more justly.

The aim of this presentation is to show how critical discourse analysis can contribute to social action in occupational therapy and occupational science. Learnings from a Master's programme are combined with frameworks related to Tuning for OT/OS education which may further stimulate reflection, dialogue, and integration into Master's education.

Developing citizenship through community engagement: Integrating service-learning into occupational therapy curricula.

Saturday, 25th October - 12:15: - Oral Presentation

Mrs. Kezia Llewelyn [1], ***Ms. Tai Frater*** [2], ***Mrs. Jou Yin Teoh*** [1], ***Dr. Mellissa Prunty*** [1]

1. *Brunel University London,* ***2.*** *Brunel University of London*

Introduction

Service-learning is an experiential approach that integrates academic learning with social action. Our team recently identified through curriculum review that occupational therapy students would benefit from service-learning to develop their professional identity, understanding of diverse practices, cultural awareness and ability to navigate complexity.

Methodology

Service-learning was integrated into two pre-registration occupational therapy programmes as a formative assessment. Students were required to complete a specified number of service-learning hours with designated community partners and submit a portfolio documenting their progress in various learning activities including critical reflections. This presentation highlights educators' reflections on the formative assessment outcomes.

Results

Since inception, 266 students completed 13105 hours of service-learning activities in a diverse range of local settings. After reviewing student portfolio submissions, we believe this service-learning exercise has helped to enhance students' appreciation for client-centred care, increased confidence when communicating with diverse population groups and problem-solving abilities. It also provided opportunities for students to cultivate a strong sense of ethical responsibility and social justice.

Conclusion

Service learning allows students to meaningfully contribute to society, enhancing their well-being and connection, along with collaborating with local partners in strengthening knowledge base and advocating for occupational therapy in diverse practice settings.

Oral presentations and Q&A - session 30

Shortage in practice placements, how to create a sustainable and satisfying partnership

Saturday, 25th October - 11:30: - Oral Presentation

Mrs. Lisbeth Charret [1]

1. *OT teacher*

Practice placements in occupational therapy (OT) have always been an important part of the program. In France they cover 40% of the OT education. Since the last 15 years, the number of OT students increased by 158%. The consequences are a shortage of placements.

To find solutions, five teachers conducted a national survey. The results to which 20 OT schools, 1040 OTs and 1234 students responded, show the needs, benefits and difficulties of all stakeholders. OT schools are all struggling to find the placements. OTs are motivated for the tutor role and recognize benefits as updating knowledge but express need for tutor training. A lack of time and a feeling of gap between theoretical training and professional practice are felt as difficulties. Students wish more placements and clear information about their conditions. They feel a lack of confidence and theoretical knowledge and focus on tutorial support with expectations on relationship of trust more than professional knowledge.

How to create a tripartite sustainable cooperation when some expectations are misaligned?

What are the competencies expected of tutors? What are the students' expectations to placements? How can OT schools/universities prepare students to practice placements?

Are there similar situations in other European countries?

Clinical & lived experience Intersecting with Trauma Informed Care to Enhance Education

Saturday, 25th October - 11:45: - Oral Presentation

Dr. Carlos E Moreno [1], ***Ms. Nhi Nguyen*** [2]

1. *Saint Joseph's University, Philadelphia, PA. USA,* ***2.*** *Saint Joseph's University, Philadelphia, PA.*

This oral presentation describes distinct method for leveraging of the OT doctoral capstone process to enrich OT education. Doctoral capstone students return from their two 12-week level II fieldwork placements (FWII) with fresh perspectives, self-discoveries, and insights that can provide a crucial translational link to the didactic portion of an OT curriculum.

In the highlighted case, the student partnered with a lead course instructor to enrich the psychosocial interventions course by integrating their lived experience with their clinical learning to inform the didactic curriculum. The result was incorporating trauma informed care and intersectionality to address life-span psychosocial education with attention to the complexity of human variation & experience.

The student's own BIPOC perspective and lived experience brought to life the reality that therapeutic use of self is authentically actualized with cultural humility while being consciously and deliberately client-centered. This allowed for the creating of a true healing space.

The student and instructor then re-wrote the course to infuse learning that promotes a truly intersectional, client-centered, and culturally humble clinical stance. Example modules will be shared for Q&A.

Fostering global citizenship and partnership through a transnational partnership across northern/southern hemispheres.

Saturday, 25th October - 12:00: - Oral Presentation

Dr. Linda Renton [1], ***Ms. Janine Hackett*** [1], ***Mr. Elvin Williams*** [1], ***Ms. Joanna Beveridge*** [1]

1. *Queen Margaret University*

A transnational partnership between Queen Margaret University (QMU) Scotland, and the University of the Western Cape (UWC) South Africa, was forged after a successful funding bid from the Scottish Government (Scottish Education Exchange Programme).

Acknowledging the dual histories of both countries, the partnership was built on mutual trust, respect and reciprocity. The first phase of the project included a knowledge exchange visit by QMU academics to UWC to instigate a strategic partnership with UWC, recognising their strong track record in social justice and decoloniality. Appreciating that occupation is intertwined with cultural environmental and social factors, the second phase of the project involved students and staff travelling to UWC to work alongside peers in marginalised communities. This presentation discusses the opportunities and practicalities of setting up academic partnerships and reflects on the contextual realities, human variation and impact of systemic inequalities in both nations, acknowledging we have 'more in common than that which divides us' *. Recognising that a reorientation of practice is required for sustainability with prevention, promotion, community mobilisation and equalisation of opportunities at its core, exposure to innovative/diverse practice based learning within marginalised communities, can inspire future practitioners to lead and enact the change it aspires to achieve.

Barriers and Facilitators to African Americans Entering the Field of Occupational Therapy: A Phenomenological Study

Saturday, 25th October - 12:15: - Oral Presentation

Dr. Frederica Cunningham [1], ***Dr. Jessica Alden*** [1]

1. *Howard University*

Purpose: While the United States population is becoming increasingly diverse, the profession of occupational therapy remains predominantly White. The aim of this study was to better understand barriers and facilitators to African Americans enrolling in OT school and transitioning to the workforce from their perspective.
Participants: A snowball sample of 10 African American occupational therapists (OTs).
Methods: A phenomenological approach consisting of open-ended interviews and grounded theory analysis to guide thematic coding.
Results: Common themes emerged that exposure to occupational therapy and exposure to African American occupational therapists was pivotal in deciding to enroll in OT school, and mentorship was found to be significant to successfully transitioning to working as an OT. The diversity-based model was developed to promote increased diversity of students entering the occupational therapy profession and transitioning to the workforce.

Conclusions: Occupational therapy as a profession needs to increase diversity amongst its practitioners. One way this may be achieved is by increasing enrollment of diverse students and providing mentorship support to early career OTs transitioning to the workforce. Findings suggest that African American OTs believe early exposure to OT and diverse OTs is important to African American students enrolling in OT programs.

Oral presentations and Q&A - session 31

Promoting inclusion, transition and employability through an interprofessional posgraduate training

Saturday, 25th October - 11:30: - Oral Presentation

Prof. João Cadima [1], ***Dr. Lúcia Canha*** [1]

1. *Escola Superior de Saúde do Alcoitão*

Inclusion and employability of people with disabilities and mental health disorders is planetary health issue that mobilizes societies. In Europe, specifically Portugal, social actions have been promoted through legislation. To ensure impact and sustainability these actions must be evidence based.

Stakeholders highlighted that the main barriers to hiring people with these fragilities are the lack of adequate technical support and information. These reinforces the relevance of training professionals to support those clients in a collaborative partnership with employers promoting a more inclusive community.

Inclusion involves multiple dimensions in different life transitions, people face. A comprehensive approach mobilizes health, education and social professions that bring expertise that is worth sharing to create a collective construct. This collaborative approach benefits the clients and the social environment that includes them.

Believing on these principles and the importance of professional training based on a partnership for Curriculum design, the first postgraduate course in Portugal about inclusion, transition and employability of people with disabilities and mental illness was implemented. This course, opened to all professionals willing to develop collaboratively professional skills in this area, has a teaching staff from 8 different professional areas, including occupational therapy. This presentation highlights the experience of this course.

Environmental crisis in occupational therapy education – status in Finland

Saturday, 25th October - 11:45: - Oral Presentation

Ms. Hanna Gebraad [1]

1. *Jyväskylä University of Applied Sciences*

In a world of interlinked environmental and social crises, health care professionals must be alert. As climate change unfolds it will change our societies and institutions, the conditions under which we practice, the problems our clients need help with, and our personal lives directly. It is therefore reasonable to expect these emerging realities to be discussed in occupational therapists' training. But is this the case?

My bachelor's degree research examines the current professional education of occupational therapists in Finland, seven bachelor's degree programmes in total. Using qualitative content analysis I examine how (and if) the environmental crisis and its possible effects figure in the study curricula. I show how themes such as sustainable development, planetary health, and climate change among others are discussed, examine whether they are integrated to the profession's core areas of expertise, and whether the courses are mandatory or optional. Finally, I look at what kind of bigger picture of the future these curricula are creating. The aim of this research is to offer information for developing the curricula to address these questions in the future. This paper introduces my results and brings up further questions that arose in the process.

Exploring my dual roles: Sociologist and occupational therapy student promotes Planetary Health

Saturday, 25th October - 12:00: - Oral Presentation

Ms. Elisabeth Füssl [1], ***Mr. Georg Gappmayer*** [1]

1. *FH Campus Wien*

This presentation focuses on the PARADIES project and its connection to occupational therapy. The PARADIES project is an interdisciplinary research project in Austria that focuses on health promotion and climate change for older adults with disabilities. As a sociologist, I am part of the research team, but I am also a bachelor's student of occupational therapy thinking about how this dual role changes my understanding of these roles, and how the project, my education, and the occupational therapy programme can benefit from each other.
My reflections show that the additional perspective opens up new approaches and motivation for the work on planetary health and that the project can benefit from the expertise of occupational therapy, especially in the development of inclusive methods to improve participation. Occupational therapy offers a wide range of approaches to help participants find solutions tailored to their abilities. As an occupational therapy student, I draw insights from the project that can be incorporated into future placements and assignments, such as knowledge transfer and initiating projects that contribute to planetary health. In addition, the project could serve as the basis for a Bachelor's thesis in which these considerations are explored in greater depth and their implications researched.

Ecological Intelligence and Footprint Awareness Among Occupational Therapy Students

Saturday, 25th October - 12:15: - Oral Presentation

Ms. Aslı Duru Şişman [1]***, Dr. Onur Altuntaş*** [2]

1. *Institute of Health Sciences, Hacettepe University,* ***2.*** *Hacettepe University*

Background: Ecological footprint awareness involves recognizing environmental issues and taking responsibility to minimize harm. Ecological intelligence enhances this awareness, encouraging behaviors that support sustainability and environmental protection. Occupational therapy plays a crucial role in promoting sustainability within daily actions. However, clinical practice and research in this area remain limited. This study aims to assess ecological intelligence and ecological footprint awareness among occupational therapy students and examine the need for integrating ecology-related courses into the curriculum. **Methods:** Occupational therapy bachelor's students participated in this study. Data were collected using a sociodemographic form, the Ecological Intelligence Measure, and the Ecological Footprint Awareness Scale. **Results:** The mean score for Ecological Intelligence was 134±13.12, and for EcologicalFootprint Awareness, it was 114±13.85. A positive correlation was found between the two scales ($p<0.001$).**Conclusion:** The findings indicate that students exhibited moderate ecological intelligence and footprint awareness. However, their scores were not influenced by age or academic grade, suggesting that ecological awareness did not change during their studies. These results highlight the need to integrate ecological issues into the occupational therapy curriculum. This integration could help raise students' environmental awareness and foster a deeper understanding of how occupational therapists can contribute to addressing environmental challenges.

Oral presentations and Q&A - session 32

A Web-Based Gamified Approach to Learn Activity Analysis in Occupational Therapy

Saturday, 25th October - 11:30: - Oral Presentation

Mr. Tiago Coelho [1], ***Ms. Luísa Brito*** [1]

1. *Polytechnic of Porto*

Gamification, the integration of game design elements in non-game contexts, is increasingly used in higher education to promote student motivation and learning. This study describes a web-based gamified approach applied in the activity analysis course of a first-year occupational therapy degree. Moodle was used as the central platform to manage the gamified structure, including weekly updates of group scores, leaderboards, and badges. Over 15 weeks, tutorial groups competed based on individual participation in serious games designed to align with learning objectives. These games were developed with elements from collaborative games or adapted from existing ones. Points were earned through these activities and challenges completed in class or independently. Top-ranked groups received symbolic incentives.

A post-intervention questionnaire (n = 29) explored students' perceptions of engagement, learning, overload, and methodology features. Results revealed high mean scores for motivation and engagement (M = 7.76), attendance at practical sessions (M = 7.83), achievement of learning objectives (M = 8.07), and teamwork skills (M = 7.83). Perceived overload was low (M = 2.52). Frequency of participation correlated positively with engagement ($\rho = .498$, $p < .01$) and learning ($\rho = .513$, $p < .01$), and negatively with perceived overload ($\rho = –.475$, $p < .01$).

FEASIBILITY OF TELE-HEALTH TRAINING AS CLINICAL PLACEMENT OPPORTUNITIES FOR OCCUPATIONAL THERAPY STUDENTS

Saturday, 25th October - 11:45: - Oral Presentation

Mrs. Leah Shainfeld [1], ***Ms. Claudia Krupicz*** [2], ***Ms. Emma Worthington*** [2], ***Prof. Dido Green*** [3]

1. *Brunel University London,* ***2.*** *Brunel University London MSc Occupational Therapy,,* ***3.*** *Jönköping University*

Background

Tele-health methods in rehabilitation have increased exponentially since the COVID-19 pandemic.[1-2] Training in digital health for occupational therapy (OT) students is needed.[3] We present an online clinical placement and results of a feasibility trial for tele-health delivery of the Cognitive Orientation to daily Occupational Performance approach (COOP).

Methods

Protocols for training students and developing resources for digital delivery were established. Ten OT students were assigned one of two supervisors. Five children with Developmental Coordination Disorder (DCD) and three adults with hemiplegia participated in a 6-week Digital Health programme delivering the COOP using a group and were invited to share data and undertake an interview. Intervention involved one group session weekly followed by an 'individual' session, later in the week, with two OT students. The Canadian Occupational Performance Measure (COPM) was undertaken pre and post participation for trained and untrained tasks.Thematic analysis was undertaken on post-participation interviews.

Results

Data from one child and two adults showed average COPM change across three goals: 6.06 for performance and 6.94 for satisfaction. Themes from interviews included: accessibility, acceptability, skill acquisition and social emotional factors.

Conclusion

These results show viability of providing clinical placement training online for group delivery of the COOP approach.

Using innovative technology to bridge gaps in understanding in occupational therapy education

Saturday, 25th October - 12:00: - Oral Presentation

Dr. Kelly Layne [1], ***Dr. Kayla Collins*** [1]

1. *Baylor University*

In this presentation I will showcase examples of using technology in theory-based ways to bridge gaps in learning and understanding in occupational therapy education. I will highlight evidence-based virtual synchronous, asynchronous, and face to face ways to use technology to deepen our understanding of the client's that we serve from various economic, social, and cultural backgrounds. Some of the technologies that we will explore will include virtual reality, simulation, polling, interactive digital asynchronous content, and more (Grant et al., 2021; Kim et al., 2023). Using Moore's (1989) three types of interaction for distance education, learner to learner, learner to content, and learner to instructor coupled with the community of inquiry framework, we will explore how these types of interaction can facilitate or hinder our ability to bridge global gaps in education and understanding. Additionally, we will look at the technology acceptance model (Davis, 1989) and discover how technology acceptance by students and faculty can facilitate or hinder technology use to bridge those gaps. Finally, we will discuss ways that we can harness technology's strengths and mitigate the challenges associated with technology use in OT education.

Shaping future occupational therapists: A technology-driven educational approach

Saturday, 25th October - 12:15: - Oral Presentation

Dr. Els Pattyn [1], ***Mrs. Anne Dejager*** [1]

1. *Howest University of Applied sciences*

Technology-based practice is one of the six core concepts of occupational therapy (OT). However, it remains a challenge for the healthcare sector to keep up with the rapid pace of innovation and technology advancements. To bridge the gap between technological expectations and skills, a curriculum strategy has been developed to immerse OT students in the field of technology and ensure they convey their enthusiasm to the professional field.

A powerful learning environment is created where students are encouraged to take ownership by setting personal learning goals and reflecting on their progress. This fosters sustainable goals that enhance their technological skills and support their professional growth.

Students are introduced to advanced tools, including VR, AI, and immersive environments. During practical lessons, OT students gain expertise in utilizing apps developed by research partners for assessments and therapeutic interventions. To deepen students' engagement with technology, this approach is extended to internships, research projects, bachelor's theses and projects for professional development. Maximizing collaboration with local professional partners is essential in this process.

By applying newly acquired knowledge, skills, and attitudes in practice, students develop a mindset for integrating technology into therapy, consequently contributing to closing the technological gap and fostering innovation in healthcare.

Bridging gaps: Developing webside manner through a telehealth skills package

Saturday, 25th October - 12:30: - Oral Presentation

Ms. Tai Frater [1], ***Dr. Caroline French*** [2], ***Ms. Louise Stanley*** [3], ***Dr. Katherine Cook*** [2]

1. *Brunel University of London,* ***2.*** *University of Winchester,* ***3.*** *Health Sciences University*

Introduction

Telehealth, healthcare delivered via telecommunications technology, is an essential skill for future professionals in increasingly digitised healthcare systems (NHS, 2019; HEE, 2018; Ogourtsova et al., 2022). To bridge the existing skills gap occupational therapists must develop digital competencies and a professional "webside manner" to ensure person-centred care in virtual settings. This paper outlines the development and delivery of a telehealth learning package.

Methodology

A package was co-designed through consultation with service users, students, and clinicians. The package used Davies et al's (2021) telehealth competency framework and included professional standards, webside manner, safety, and digital inclusion. The online package included synchronous and asynchronous elements with quizzes, lived experience interviews, and small-group simulations. Fifty allied health students including seven occupational therapy students completed pre- and post-learning questionnaires assessing knowledge, confidence, and attitudes.

Results

Overall significant increases in telehealth confidence and knowledge (p=<.001, large effect sizes). Qualitative themes highlighted adapting to telehealth, providing patient-centred care, professionalism, equity, and practical considerations. Feedback from occupational therapy students indicates increased confidence, improved communication skills, and enhanced preparedness for delivering virtual care.

Conclusion

The multi-professional online telehealth package demonstrates excellent potential to support occupational therapy students to develop essential competencies for equitable and effective virtual care.

Workshop - session 25

Embedding a culture of embracing wellness before, during and post occupational therapy training

Saturday, 25th October - 11:30: - Workshop

Ms. Alice Hortop [1], ***Mrs. Becky Barnes*** [1]

1. *University of West of England*

The Royal College of Occupational Therapists (RCOT, 2023) workforce survey reported that 59% of occupational therapists report high stress levels and many express concerns about their ability to stay in the profession due to increasing work demands. Occupational therapy (OT) education can be instrumental in embedding a proactive, innovative, and established culture of protecting occupational therapy practitioners' present and future wellness. Occupational Therapy Apprenticeship Degrees (OTDA) are a relatively recent and increasing route to qualifying in the UK, with employers combining occupational therapy-related work and part-time study to maximise bidirectional learning and create diverse learning communities. OT Apprentices juggling study, work, and life need a proactive approach to supporting their wellbeing, particularly as the apprenticeships target accessible routes to qualifying. The University of the West of England increasingly focussed on embedding a culture of embracing wellness in the five year old OTDA using innovative strategies and identifying sharable themes of importance transferable to any OT education including early adoption, empowering self-exploration, global wellness knowledge, creating wellbeing communities, habituating healthy practices, innovating with technology, active role modelling, wellness reflections, and graduating next steps.

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