MEMBERS' NEWSLETTER

ENOTHE

European Network of Occupational Therapy in Higher Education



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BOARD MESSAGE

Dear ENOTHE Members,

From 22 to 24 October 2026, the ENOTHE Annual Meeting took place in Toulouse. Around 400 participants from 32 countries attended, and the meeting was characterised by open exchange and the sharing of knowledge across institutions and borders. We thank all participants for their contributions and for making the event a wonderful experience.

The Annual Meeting also marked the departure of two members of the Board. We thank Jasu Forss, our Treasurer, and Angela Lumpert Palacios, our Student Board member, for their work and commitment to ENOTHE during their terms. Their contributions have been much appreciated, and we wish them every success in their future endeavours.

For ENOTHE the Annual Meeting was also an opportunity to move forward with our work. In the previous newsletter, we reported on the Representatives Meeting held in May, where our collective work on ENOTHE's Mission, Vision and Values was finished and we started the Strategy 2026–2030. We are pleased to report that this work was continued in Toulouse.

At the General Assembly, the members approved ENOTHE's Mission, Vision and Values. The approved statements will guide the work of the Board and the network in the years ahead.

The Annual Meeting also included two workshops on the Strategy. These sessions served to refine the draft and to set focus on strategic aims. The input gathered from members has been valuable and is reflected in the final version of the document. We would like to thank everyone who has been involved in this process for their time, their input and their commitment.

The Strategy is now open for voting. The vote will take place at the Extraordinary General Assembly on 4 December. We encourage all members to attend and to take part in this final step in the process of giving ENOTHE a new strategy. We look forward to welcoming you on 4 December.

We wish you all a peaceful close to the year and a good start into the next.
The ENOTHE Board

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MEMBERS' NEWS



LEARNING HOW TO LEARN: INTEGRATING METACOGNITION, WELLNESS, AND ACTIVE LEARNING IN OCCUPATIONAL THERAPY EDUCATION

How can occupational therapy educators prepare students not only to acquire knowledge but also to become reflective, adaptable, and lifelong learners?

This question guided an educational initiative presented at the ENOTHE 2026 Annual Meeting in Toulouse, France, titled A Pilot Study of Integrating Metacognition, Wellness, and Active Learning in Occupational Therapy Education.

Developed within Binghamton University's entry-level occupational therapy doctoral program, the initiative brings together three complementary dimensions of learning: metacognition, which supports planning, monitoring, and adjusting learning strategies; wellness, which recognizes the influence of stress, balance, and self-awareness; and active learning, which encourages engagement through case-based discussions, concept mapping, retrieval practice, and guided reflection.

The educational intervention follows a continuous learning cycle: Reflect → Learn → Practice → Apply → Adjust. Rather than focusing exclusively on academic performance, this approach encourages students to examine how they learn, recognize knowledge gaps, and develop strategies for transferring learning into increasingly complex academic and professional contexts.

An exploratory pilot examined students' general self-efficacy, selected self-regulated learning behaviors, and perceptions of the educational experience. Preliminary findings are limited by low survey participation and do not establish intervention effectiveness. Nevertheless, the initiative offers a foundation for further investigation into strategy adoption, learning engagement, and educational transfer.

We welcome dialogue and collaboration with ENOTHE colleagues interested in developing, implementing, and evaluating innovative approaches that support the whole learner across occupational therapy education.



Cristina Dumitrescu, EdD, MS, OTR/L
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PARTICIPATION MATTERS: WORLD OCCUPATIONAL THERAPY DAY AT UCV

To celebrate World Occupational Therapy Day 2026, the Bachelor's Degree in Occupational Therapy at the Catholic University of Valencia (UCV), Spain, organised a conference and student activities built around this year's WFOT theme, Participation Matters.

Conference

Professionals and service users from different fields, such as mental health and occupational therapy in dining services, shared their experiences, and recent graduates presented their final degree projects. Programme here.

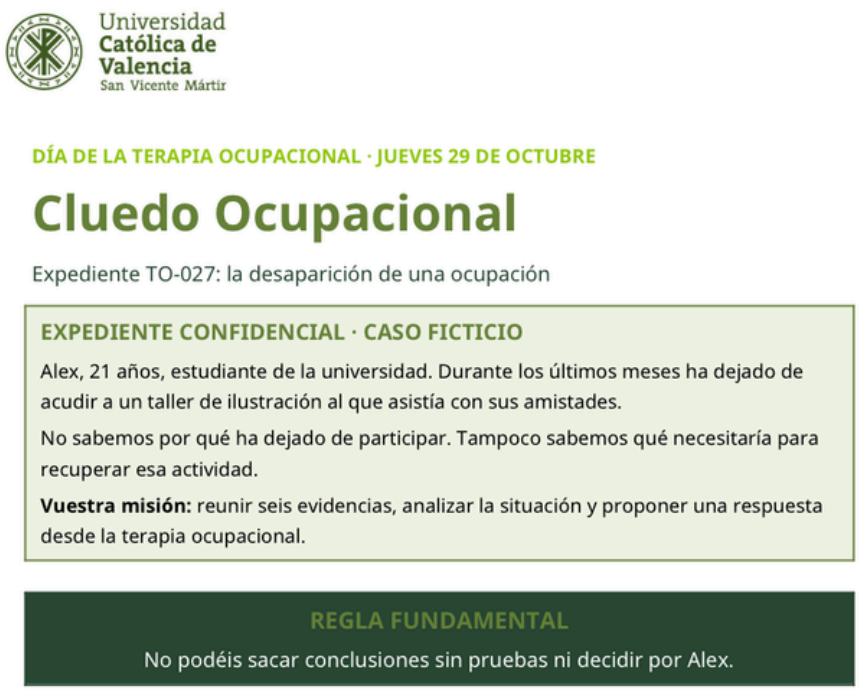
A collaborative mural

Students co-created a mural answering two questions: What does participating mean to you? and Why does it matter? Their sticky notes ranged from singing in a choir, dancing or cooking with a grandmother, to participation as a source of health, well-being, and connection with others. The activity closed with a photo of all OT groups.
#ParticipationMatters



Occupational Cluedo

During the conference break, mixed-year teams of first- to fourth-year students played Occupational Cluedo, a mystery game played on their phones. The case: Alex, 21, had stopped attending the illustration workshop he loved, and nobody knew why. Across six stations, teams solved challenges on occupation, assessment, environment, adaptation, and shared decision-making. At the final station, a jury assessed each team's proposal: Alex's priority, the barriers to his participation, and an adaptation agreed with him, not imposed on him. The golden rule: no conclusions without evidence, and no deciding for Alex. Twenty teams took part.



The take-home message: occupational therapy is not about deciding for people, but about enabling their participation in meaningful occupations, together with them.

Inmaculada Aragonés Barbera (inmaculada.aragones@ucv.es),
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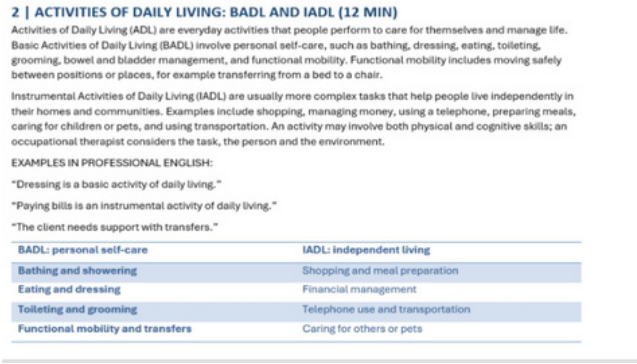
SMALL STEPS, BIG DREAMS: MY JOURNEY TOWARDS INTERNATIONAL OCCUPATIONAL THERAPY

My journey in occupational therapy is not only about academic learning; it is also about discovering new perspectives, building connections and becoming part of a wider professional community.

I am a third-year Occupational Therapy student at İzmir Tınaztepe University in Türkiye and the President of miniSPOT İZTÜ. Being involved in miniSPOT has given me the opportunity to take responsibility, develop student-led initiatives and contribute to raising awareness of occupational therapy. Through our activities, including community-based projects, visits to nursing homes and creative workshops, I have experienced the importance of participation, collaboration and meaningful occupations.





One of the most valuable steps in my journey has been connecting with the international occupational therapy community. Joining the SPOTeurope Support Team has opened new doors for learning, sharing experiences and collaborating with occupational therapy students from different countries. It has also helped me realise how valuable international connections are for both personal and professional development.



I believe that learning from different cultures, educational systems and professional perspectives can enrich our understanding of occupational therapy. For this reason, I am motivated to improve my English, explore international opportunities such as Erasmus+ and hospitation programmes, and take part in future European collaborations.



I know that reaching international goals requires time, effort and courage. However, I believe every small step brings us closer to our dreams.
My message to fellow occupational therapy students is simple: Be curious, take initiative, build connections and believe in your potential. Our journey may begin locally, but our dreams can reach beyond borders.

Seda Çaylak
Third-Year Occupational Therapy Student
İzmir Tınaztepe University, Türkiye
President of miniSPOT IZTU

YOUNG RESEARCHERS IN REHABILITATION: 6TH INTERNATIONAL SCIENTIFIC–PRACTICAL STUDENTS CONFERENCE AT KAUNO KOLEGIJA

Kauno Kolegija Higher Education Institution, Faculty of Health Sciences, Nursing and Rehabilitation Center, is pleased to announce the **6th International Scientific–Practical Students Conference, "Applied Research Works of Young Researchers in Rehabilitation"**, which will take place **online on 20 May 2027**.

The conference aims to provide an international platform for students and young researchers to present their applied research findings, exchange knowledge and discuss current developments in rehabilitation and healthcare. It also seeks to strengthen connections between research, education and professional practice.

The conference will cover a broad range of topics, including:

- Professional and educational activities of rehabilitation specialists;
- Biopsychosocial functioning and participation across the lifespan;
- Innovative rehabilitation methods, technologies and applications of artificial intelligence;
- Physical activity, health promotion and quality of life;
- Alternative approaches in healthcare;
- Person-centred and interdisciplinary rehabilitation.

The event welcomes students, young researchers, lecturers and academic staff from international higher education and research institutions. It offers participants an opportunity to present their research to an international audience, receive feedback, exchange ideas and establish academic connections with colleagues from different countries.

Through this annual initiative, Kauno kolegija Higher Education Institution demonstrates its commitment to supporting young researchers, fostering international academic cooperation and contributing to the advancement of evidence-based rehabilitation practice.

We warmly invite students, researchers and colleagues from international partner institutions to join us, share their research and contribute to the development of rehabilitation science and practice!

Milda Gintiliene
milda.gintiliene@go.kauko.lt

KAUNO KOLEGIJA

OCCUPATIONAL THERAPY STUDENTS IN ACTION: LEARNING BEYOND THE CLASSROOM

At Kauno kolegija Higher Education Institution, Faculty of Health Sciences, learning extends beyond the classroom through practical experiences, professional partnerships and international projects. These activities provide students with opportunities to broaden their knowledge, explore different professional environments and develop practical competencies from the early stages of their studies.

On 17 October, Physiotherapy and Occupational Therapy students from the visited the "Medical SPA Eglė" and sanatorium "Versmė" in Birštonas, Lithuania. During this educational visit, students became acquainted with rehabilitation professionals' working environments, explored various treatment and rehabilitation methods, and observed how theoretical knowledge is applied in everyday professional practice. Such visits help students gain a better understanding of their future professions and discover the diverse opportunities within rehabilitation. We are grateful to our social partners for their warm welcome and valuable contribution to students' professional development.

International collaboration provides another important opportunity for learning beyond the study programme. At the beginning of the academic year, students and lecturers from Kauno kolegija participated in the Nordplus project Network Empowering Puppetry in Latvia, together with colleagues from P. Stradiņš Medical College.



The project explores the potential of puppet therapy in healthcare and social welfare, bringing together students and academic staff to exchange knowledge and experiences. From 21 to 25 September, participants engaged in educational activities, professional visits, discussions and practical sessions focusing on healthcare, social care, rehabilitation, disability support and community services. A special focus was placed on the use of puppets as tools for communication, emotional expression, empowerment and social inclusion.





These initiatives demonstrate how professional partnerships and international projects enrich students' learning experiences, encourage interdisciplinary thinking and help future rehabilitation specialists connect academic knowledge with real-world practice.

Milda Gintiliene
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KAUNO KOLEGIJA

SPOT europe

NEWS

SPOTeurope: Connecting Student Voices, Research and Opportunities

As we move into winter, SPOTeurope continues to create opportunities for Occupational Therapy students to connect, exchange perspectives and actively contribute to the future of our profession.

From 19-20 October we had the pleasure of taking part in the Student Summit at Biruni University in Istanbul, Türkiye. Our President, Katerina, represented our community and highlighted the importance of student engagement, active participation and international opportunities in Occupational Therapy education. Organised with the involvement of MiniSPOT Biruni and MiniSPOT IZTU, the summit brought together students from different countries, creating a valuable space to exchange experiences, explore different perspectives and strengthen connections within our international student community. Experiences like these remind us that international collaboration goes beyond geographical borders. It is about learning from one another, building a sense of belonging and empowering students to take an active role in shaping their educational and professional journeys.

From 22-24 October 2026, SPOTeurope participated in the 29th ENOTHE Annual Meeting in Toulouse, France, bringing together students from across Europe to share experiences, perspectives and ideas. Throughout the event, we organised two Student Voices sessions, creating spaces for students to reflect on their educational experiences, express their needs and discuss their expectations for the future of Occupational Therapy. We also facilitated an interactive workshop, encouraging collaboration, participation and shared learning. These experiences reinforced something we strongly believe in: students should not only be part of conversations about the future of Occupational Therapy, but also actively contribute to shaping it.

This winter also marks an exciting step forward in our collaboration with ROTOS (Research in Occupational Therapy and Occupational Science), as we develop a new initiative connecting students with the world of research. The SPOTeurope × ROTOS Dialogue Sessions aim to make research more accessible, engaging and relevant to students by creating opportunities for direct conversations with researchers at different stages of their careers.

Through this collaboration, we share a common goal: to increase students' engagement and confidence in research, improve their understanding of research methodologies and processes, and promote current research and emerging evidence in Occupational Therapy. We also aim to create opportunities for students to connect directly with researchers, encourage international networking and collaboration, and strengthen the visibility and educational impact of both organisations. Through interactive online sessions, invited researchers share insights into their work, research journeys and experiences, followed by open discussions where students can ask questions, exchange perspectives and explore how research contributes to Occupational Therapy practice. Following our first Dialogue Session, we are excited to continue this journey with our second session on the 30th of November at 11:30 CET via Zoom.

Alongside these international initiatives, we are also delighted to see the growth of our student community in Spain with the creation of MiniSPOT Spain. This is an exciting step towards bringing SPOTeurope closer to more Occupational Therapy students, creating new opportunities to connect, share ideas and build a stronger student network at a national level. We are especially happy to see that SPOTeurope is becoming increasingly known in Spain and that more students are discovering and getting involved in our initiatives. We are very proud and grateful to see this community growing!

As we look ahead, our mission remains the same: connecting students, amplifying their voices and creating meaningful opportunities to learn, grow and shape the future of Occupational Therapy together.

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STUDENT SCHOLARSHIP FOR PARTICIPATION IN THE ENOTHE ANNUAL MEETING 2026

KEY LEARNINGS AND EXPERIENCES

CATHERINE MANN - BRUNEL UNIVERSITY OF LONDON, UNITED KINGDOM

The student scholarship I received enabled me to attend the ENOTHE 2026 Annual Meeting in Toulouse, France. It was my first ENOTHE conference, and I was encouraged to submit my work by my university's ENOTHE member and my dissertation supervisor. My master's dissertation, The Career Trajectories of Racially Minoritised Occupational Therapy Academics: A Scoping Review, was accepted for a 15-minute oral presentation.

The meeting took place as I completed my studies. Presenting my research and attending the conference helped me mark the transition from student to early-career practitioner, allowing me to conclude my studies on a high note. The conference themes, "Values and Ethics in Education", "Strategic and Innovative Pathways" and "Networking and Global Collaboration", resonated with my experiences, my research and those of friends and colleagues. They also aligned with my values as an occupational therapist. Having attended the WFOT Congress in Bangkok earlier this year, I was encouraged to see similar themes of global connection and collaboration reflected at ENOTHE.

The conference demonstrated a growing commitment to reflecting on occupational therapy and how we educate the next generation. In increasingly multicultural and ethnically diverse communities, education must prepare practitioners to support health and wellbeing through person-centred, holistic practice. Reflection on our biases and limitations, and listening to the people we serve, students and colleagues, are essential to advancing participation, empowerment and occupational justice.

I left with a sense that European occupational therapy education has begun this important journey, while recognising that more work remains. Cultural humility, for example, requires more than including it in teaching or offering a toolkit. It involves examining our own privilege and positionality, undertaking sometimes uncomfortable self-reflection, and translating that learning into educational programmes.

I was also pleased to see attention given to student health and wellbeing. Several presentations recognised that demanding higher education can affect students' wellbeing. Having just completed a master's degree, I know first-hand how studying a complex profession can restrict other occupations and affect student welfare.

I attended presentations across the conference themes to gain a broad perspective. Highlights included “Belonging in the Profession: Disability, Identity and the Future of Occupational Therapy Education”, “Cultural Humility Toolkit for Inclusive Occupational Therapy Education” and “Developing Approaches to Teach Death and Palliative Care in OT Training”. I also enjoyed posters, including “Menstruation, Culture and Occupational Participation: An Approach from Occupational Therapy”.

The conference reinforced several key lessons: occupational therapy and its education must respond to a changing world; reflection and cultural humility can support more inclusive practice; and education must evolve as the profession’s scope grows, including preparing students to encounter death and palliative care in practice.International networks such as ENOTHE and SPOT can help educators, students and practitioners navigate change.

ENOTHE also offered a safe, supportive space for students to present research. I would not have had this opportunity without the conference. I was proud to support fellow Brunel students presenting their project and outcome measure for children and wheelchair basketball. Networking, shared social activities and the conference dinner helped me build connections and friendships. Meeting former Brunel students now practising and teaching across Europe was especially inspiring. Overall, the scholarship enabled a valuable professional and personal experience at a pivotal point in my career.

TANJA BRAUNECKER - HOCHSCHULE CAMPUS WIEN, AUSTRIA

The ENOTHE Annual Meeting in Toulouse offered valuable insights into how occupational therapy education can become more inclusive, reflective, and responsive to people’s lived experiences. Across several presentations and keynote sessions, a common message for me stood out: as occupational therapists, we need to question established assumptions and make space for perspectives that are often missing.

Nadine Blankfort’s keynote, “Colouring Outside the Lines,” was particularly thought provoking. Her focus on structural competency and the courage to care encouraged reflection on how social structures and boundaries shape people’s lives. She asked a powerful question: if all the major problems in the world were solved overnight, what would I notice when I woke up? Her statement, “There was a line—homosexuality was a mental illness. Lines need to be shifted,” highlighted that boundaries and norms are not fixed, and that challenging them can be essential to creating more equitable care. It prompted me to consider whose lines are being drawn, who they serve, and who is excluded.

The presentation “Cultural Humility Toolkit for Inclusive Occupational Therapy Education” demonstrated practical ways to embed cultural humility in curricula. The toolkit emphasises ongoing self-reflection, awareness of power dynamics, and valuing lived experience. Questions such as “Which perspective is missing?” and “Who is missing?” can help students critically examine teaching and clinical reasoning. Inviting mother–daughter pairs to share their experiences was another example of bringing diverse perspectives into learning. I was encouraged by seeing how cultural humility, a concept still relatively new in my own educational context, is already being actively integrated elsewhere.

The presentation “Nothing About Us Without Us” highlighted the importance of co designing gender and sexual minority competencies with community members. I realised that, despite learning extensive anatomy during my education, transgender anatomy had not been addressed. The presentation also drew attention to fears of being mistreated in healthcare settings and reminded me that healthcare professionals have much to learn directly from patients. This reinforced the importance of community knowledge in developing inclusive education and practice.

Finally, “Teaching Sexuality as an Occupational Right in OT Education” challenged the tendency to overlook sexuality in occupational therapy. Sexuality is a human right and an occupation connected to identity, relationships, and participation. The aim is not to teach students everything, but to open the door, provide tools, and help them become more confident initiating sensitive conversations about intimacy and relationships.

Leaving the congress, I was yet again filled with new ideas, motivation, and a renewed sense of possibility. Seeing how much is already being done and how the profession continues to develop made me realise that we really can contribute to change, even as students. It is a special feeling that is difficult to put into words, but one that I always take home from ENOTHE: the excitement of being part of a profession that is constantly questioning, learning, and moving forward.

SUDEM SÖNDÜR - ISTANBUL ATLAS UNIVERSITY, TÜRKIYE

With the support of the ENOTHE Student Scholarship, I attended the 29th ENOTHE Annual Meeting in Toulouse, France, from 22 to 24 October 2026, both as a presenter and as a participant. This meeting allowed me to see how occupational therapy education is developing across Europe and beyond.

The most valuable academic experience for me was presenting my poster, “Advocacy Roles and Perceptions of Clinical Reasoning Among Occupational Therapy Students: A Qualitative Descriptive Study”. Our study of 17 students found that knowledge and awareness of advocacy do not always translate into feeling prepared to act. Sharing this work internationally strengthened my confidence in presenting my ideas professionally.

In the workshop “Practicing Democracy: The Role of Occupational Therapy Education and Practice”, we created imaginary islands and built democratic ideas on them, which helped me see that occupational therapy education is also about preparing students to respect different voices and act fairly. In “From Exposure to Protection: Faculty Strategies for Addressing Incivility and Bullying in Occupational Therapy Education”, I understood that a respectful and safe learning environment is essential for student wellbeing, and that educators and students share responsibility for creating it. I also attended the UNICARE presentation on university mental health and wellbeing, which particularly interested me because mental health was addressed and I would like to continue my own career in this field.

The session I enjoyed most was the keynote by Lisbeth Charret, “Drawing inspiration from the past to prepare for the future. What can we learn from the history of French occupational therapy?” I especially liked how the presentation showed concretely how the profession developed year by year and told its history in a vivid, lively way. It reminded me to value the roots of our profession when thinking about its future.

I also attended the Educators Matchmaking session, where universities, including my own, introduced themselves and the opportunities they offer. I was also able to get information about the ENOTHE Annual Meeting 2027. During the meeting, I met two very kind occupational therapists in the democracy workshop, as well as occupational therapy students from Taiwan, Germany and France. On a voluntary basis, we also took part in an activity with French students, which I enjoyed very much. These meetings, together with the social dinner, gave me a broader view of how our profession is learned around the world and strengthened my social connections with the people I met.

This experience contributed greatly to my academic and personal development. I have already shared what I learned with my classmates and lecturers, and after the Erasmus session I have started considering universities for a possible exchange. I am very grateful to ENOTHE for this opportunity and would be very happy to take part in future ENOTHE Annual Meetings and contribute to this valuable network.

INDIRA HOOI- HAN UNIVERSITY OF APPLIED SCIENCES, THE NETHERLANDS

This year, I attended the 26th ENOTHE Annual Meeting in Toulouse with two lecturers and a fellow student from my school. We are from the HAN University off applied sciences in Nijmegen, The Netherlands. It was my first time attending this international meeting, and I was excited to learn more about occupational therapy in other countries and meet people who share my interests.

The first day began with a keynote presentation about students with disabilities in occupational therapy. It was inspiring and made me think about students with disabilities who started their studies around the same time as I did but later stopped. It raised questions for me: Was this because of the study environment, or were other factors involved? The presentation encouraged me to look beyond individual situations and think more broadly about how study programmes can support students with disabilities.

Throughout the meeting, I attended workshops and spoke with students and lecturers. One of the things I enjoyed most was meeting students from different parts of the world and hearing about their experiences and how occupational therapy is taught at their universities. It was interesting to learn about the similarities and differences between our studies. Being surrounded by people with similar interests gave me a real sense of belonging. We could share ideas, learn from one another, and discuss different perspectives on occupational therapy.

I also learned about topics that are sometimes overlooked in occupational therapy education. For example, I attended a presentation about dark occupations and how occupational therapists can begin discussing them with clients. This stood out to me because topics such as dark occupations, politics, death, and sexuality have not been discussed much in my studies, even though they are increasingly relevant in society and in people's lives. I also attended an interesting workshop about death literacy in occupational therapy education. It was valuable to have open discussions about these challenging topics with other students and professionals. The workshops made me reflect on how important it is for occupational therapists to feel prepared to approach subjects that may be difficult to talk about.

I also had the opportunity to present with my fellow student. We spoke about planetary health and a game we adapted to help students and practitioners consider sustainability when making decisions with clients. It was a great experience to share our work with an international audience and hear their thoughts.

Overall, attending ENOTHE was a wonderful and meaningful experience. I gained new knowledge, learned about occupational therapy education in other countries, and felt part of an international community. Meeting people who share my interest in occupational therapy gave me new ideas and perspectives to take back to my studies and future practice. I am grateful that I had the opportunity to attend and present, and I would love to take part in the event again.

ELISAVET MILIOGLOU, UNIVERSITY OF WESTERN MACEDONIA, GREECE

From Student to Scholar: Reflections on the ENOTHE Annual Meeting

My Motivation & Active Contribution
Attending the ENOTHE Annual Meeting as a scholarship recipient was a truly defining milestone for my personal and professional journey. As a 5th-year student currently finishing my thesis with a strong, unwavering dream of pursuing an academic career in occupational therapy education, immersing myself in a conference specifically organized by ENOTHE was deeply meaningful. A personal highlight was presenting my thesis poster on Day 2. Standing proudly alongside international educators and seeing delegates take photos of my poster, request my printed handouts, and engage in genuine dialogue validated my research and solidified my passion for academia.

Keynotes: Shaping My Professional Identity
The keynote speeches profoundly transformed how I view our profession's future:

- Ángela Lumpert Palacios re-framed disability as embodied knowledge. Her words deeply validated my own lived reality as an OT student (misunderstood, challenging, yet rewarding) and made me realize that disabled people are already OTs—our collective job is to make real space for them.
- Lisbeth Charret's theatrical historical journey showed me how the past repeats itself, teaching me to leverage historical paradigms when facing future educational challenges.
- Nadine Blankvoort's call for Structural Competency ("Whose lines shape our work?") gave me the courage to look beyond "fixing" individuals and question the systemic barriers in healthcare and education.

Practical Learnings & Pedagogical Tools

Every intensive workshop provided concrete tools I cannot wait to apply:

- Structural Competency & Experiential Learning: The Fixing Students workshop shifted my mindset from asking "what's wrong with this student?" to "what structures shape their reality?". From the Experts by Experience (RUAS) workshop, I gained a practical toolbox for co-creating curricula with service users.
- Inclusive & Interactive Methods: Participating in Death Literacy discussions across mixed student-faculty tables helped me lose my apprehension around palliative care. Playing LEGO® SERIOUS PLAY® showed me how interactive, creative tools can build resilience even in adult learning.

Inspiring Innovations & Student Community

Navigating the diverse oral presentations greatly expanded my vision of what occupational therapy can accomplish:

- I discovered actionable tools like printable Cognitive Bias Cards for clinical supervision, the student-led Planetary Health Game, and Krems University's leichtgekocht.at (accessible digital cookbooks)—a project that directly inspired me to create similar inclusive community tools back in Greece.
- As a dedicated miniSPOT member, connecting with international peers during Student Voices (SPOT Europe) made me feel part of a broader, enduring community striving for shared goals.

Conclusion

This conference was an absolute 10/10 in both organization and personal impact. It shifted me from a passive learner to an active contributor, equipped me with tangible pedagogical tools, and firmly confirmed my commitment to higher education. I am profoundly grateful for this scholarship; it didn't just support a trip—it shaped the occupational therapist and future educator I am actively becoming.


WELL
DONE!

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UPDATES

ENOTHE EXTRA-ORDINARY GENERAL ASSEMBLY 2026-2

The Extra-Ordinary ENOTHE General Assembly 2026-2, namely the 35th ENOTHE General Assembly, will take place, online @Zoom, on December 4th 2026, Friday, at 16:00 CET.

The Extra-Ordinary ENOTHE General Assembly 2026-2 information/documentation package is available in the Members Area, under General Assembly, at the ENOTHE Website.

We look forward to seeing you at the General Assembly!



OPEN CALLS:
HOST AN ENOTHE EVENT

Three (3) ENOTHE event formats have open calls for member institutions interested in hosting these activities. These opportunities aim to strengthen the ENOTHE community, showcase Occupational Therapy education programmes, and promote Occupational Therapy education across Europe and beyond.

- **ENOTHE Annual Meeting 2029**

Opportunity to host ENOTHE's 2.5-day Annual Meeting in October 2029. Applicants must have the capacity and institutional support to organise an event of this scale and provide suitable, accessible facilities and technological infrastructure.

- **ENOTHE Representatives' Meeting 2027, 2028, 2029**

Two-day hybrid, members-only meeting in May, focused on key issues in Occupational Therapy education, the ENOTHE community and the development of the association. Applicants must be eligible and able to support Erasmus+ staff mobility for training documentation.

- **ENOTHE Board Meeting & Workshop 2027, 2028, 2029**

Two-day in-person event comprising 1.5 days of Board work and a 0.5-day workshop, with the workshop strongly encouraged to focus on the 2024 TUNING Occupational Therapy competences.







Applicants must be ENOTHE Ordinary Member institutions.
Application period for all dates is **1 - 30 November 2026.**
More details in the members area of our website.

“ENOTHE PROJECT DIALOGUES” WEBINAR SERIES

The ENOTHE Project Dialogues series provides a space to revisit these valuable projects, highlight their outcomes, and explore their ongoing relevance for teaching, research, and collaboration across the ENOTHE network.
Each webinar offers insights into areas such as the project rationale, collaborative processes, key outputs, lessons learned, educational innovations, and implications for occupational therapy education.



“ENOTHE Project Dialogues - the Occupation-based Social Transformation project”

ENOTHE

February 2nd 2027
16CET



“ENOTHE Project Dialogues - the COPILOT project”

ENOTHE

March 2nd 2027
16CET

KNOW MORE AND REGISTER **HERE**


howest
university of applied sciences
30th ENOTHE Annual Meeting
3-5 November 2027
ENOTHE
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in Higher Education



HTTPS://ENOTHE.EU/BELGIUM-27/

Theme: "Learning Together, Acting Together: Strengthening Occupational Therapy Education"

Topic 1: Learning Together: Educational impact through innovation

- Curriculum evaluation, educational research and evidence-informed innovation;
- Reflective educator and student development for sustainable educational change;
- Learning from (un)successful educational initiatives;
- Practice-based education and readiness for professional practice;
- Artificial intelligence, digital literacy and emerging educational technologies;

Topic 2: Acting Together: Connecting people, creating opportunities

- Co-creation: Student participation and leadership;
- Peer Support and Collaborative Learning;
- Initiatives across institutions, disciplines, and countries;
- Academic leadership, institutional capacity-building and collective advocacy.



HTTPS://ENOTHE.EU/BELGIUM-27/

ENOTHE Annual Meeting brings together occupational therapy educators, researchers, students, clinicians and anyone interested in occupational therapy. Regardless if members or non-members, all are welcome to attend and submit abstracts.

Registration is open!
Registration is open to all participants across four periods.
Annual Meeting Fan: 1 November 2026 to 28 February 2027 ;
Early Bird: 1 March to 31 May 2027 ;
Regular: 1 June to 31 July 2027 ;
Last Call: 1 August to 30 September 2027

Abstract and review dates:
Abstract submissions: 1 January to 31 March 2027 ;
Reviewer applications: 1 January to 12 March 2027 ;
Abstract review period: 1to 15 April 2027 ;
Review results announced: 20 April 2027

European Magazine of Occupational Therapy in Higher Education

A publication of the European Network of Occupational Therapy in Higher Education

www.emothe.eu

The magazine is an official publication of the European Network of Occupational Therapy in Higher Education (ENOTHE), with free access to ENOTHE members and paid access to non-ENOTHE members.

The aim of the European Magazine of Occupational Therapy in Higher Education is to advance knowledge in occupational therapy education, within Europe and the rest of the world, through the publication of scientific studies, scholarly reports and theoretical papers.

EMOTHE accepts the following submission types:

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- Resource reviews (Review of books/resources that can be used in teaching or learning);
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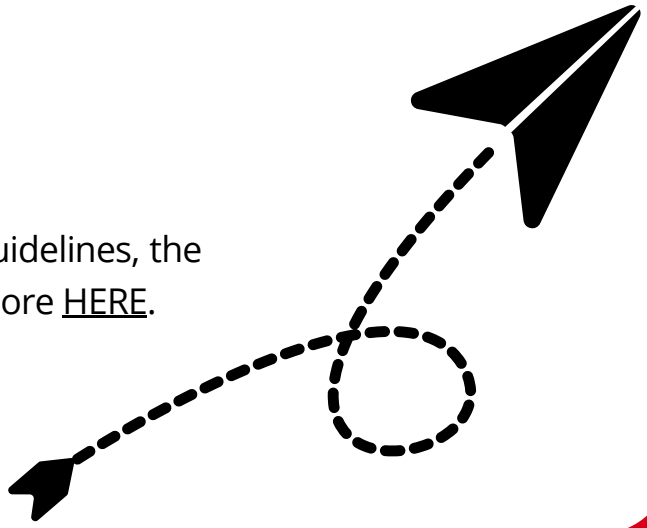

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