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Poster presentations - session 1

Centering Human Variation in Occupational Therapy Education: An Ethical Reconsideration of Technical Standards

Thursday, 22nd October: - Poster

Dr. Shannon Levandowski (Tarleton State University)

Occupational therapy (OT) education carries an ethical and social responsibility to prepare practitioners who honor human variation, uphold human rights, and deliver client-centered care within increasingly complex and diverse practice contexts. However, traditional technical standards in health professions education can unintentionally marginalize students with disabilities and those from underrepresented backgrounds. Such barriers conflict with the profession's core values of equity, inclusion, and respect for diversity. Re-envisioning technical standards through a values-based lens supports OT education's commitment to social accountability and professional identity formation.

This initiative critically evaluates existing technical standards to identify structural barriers that limit accessibility and competence. Guided by universal design principles and informed by stakeholder perspectives from students, faculty, and clinical educators, the project emphasizes essential functions and meaningful learning outcomes rather than prescriptive performance norms (Meeks & Neal-Boylan, 2020). Ethical educational practices are operationalized through flexible pathways for demonstrating competence, including the use of assistive technologies, adaptive assessments, and individualized accommodations that maintain academic rigor.

DEI and the OT curriculum at ZUYD University of Applied Science

Thursday, 22nd October: - Poster

Ms. Luise Mayerle (Zuyd University), Ms. Lena Pützer (Zuyd University), Mrs. Ulla Pott (Zuyd University), Mrs. Tanja Klein (Zuyd University)

How are diversity, equity and inclusion (DEI) implemented in OT education and the institution from the students and lecturers' perspective? DEI in OT education is not self-evident. Research shows that many students begin their education with implicit and explicit biases related to race, ethnicity, and gender (Muldoon, 2022). Therefore, health professions education must align with societal needs. Muldoon (2022) also highlights the strong influence faculty have on learners, emphasizing the importance of an open, DEI-focused curriculum.
This highlights the importance of educating students on DEI to enable professional interventions and eye-level client interaction. Client-centered occupational therapy further promotes meaningful participation by embracing DEI (Wilson et al., 2020).
Overall, strengthening rights-based and inclusive approaches is essential to ensure equitable and socially responsive education (Taff et al., 2025).
To explore how integrated DEI is, a small survey was conducted. This student-led study presents descriptive quantitative results from lecturers and students, to capture diverse perspectives and experiences. The study specifically analyzes how DEI is retrievable at Zuyd University of Applied Science.
The results provide valuable insights on how the university involves DEI in OT education and the institution itself, followed by suggestions for curriculum and institutional improvement.

Inclusive education: questions and learnings for Occupational Therapy training

Thursday, 22nd October: - Poster

Mr. João Cadima (Escola Superior de Saúde do Alcoitão)

Occupational Therapists are valued for the expert contribute to inclusion in schools. This presentation starts from the experience as OT, teacher and PhD candidate studying and acting on Inclusive Education in higher education.

The dynamization a Community of Practice about diversity and inclusion for teachers of a wide range of faculty in Lisbon University, has became a starting point to reflect about what could be done to promote inclusive pedagogical practices in OT education.

What can we learn from inclusive higher education experiences in other to define Innovative Pathways for Inclusion in Occupational Therapy Education?

Why not train OTs, that will address the needs of vulnerable persons like a person with disability, side by side with them, to gain real insights about their challenges?

On a political and social context where the inclusive employment is becoming more valued and supported, the example of an inclusive program that promotes employability skills, will be presented. This program gathers OT students and persons with disabilities who are looking for a job, on a shared training process. Managed by the students themselves, this program has become an opportunity to development personal and professional while preparing the participants to integrate the work market.

OT and Disability Studies Models: People with Disabilities as Education's Partners

Thursday, 22nd October: - Poster

Dr. Yonat Ivzori (Zefat Academy College), Dr. Kareem Nasser (Zefat Academy College, Department of Occupational Therapy), Dr. Dalia Sachs (Zefat Academy College, Department of Occupational Therapy)

Contemporary rehabilitation emphasizes the meaningful inclusion of People with Disabilities (PWD) in the workforce and higher education. OTs play a key role in this process, requiring professional expertise, but also positive attitudes toward PWDs' competence and understanding of the challenges they encounter.

Recent literature calls for integrating Disability Studies (DS) into OT education through key dimensions: embedding social and critical models of disability, adopting experiential and participatory pedagogies, building equitable partnerships with PWD as knowledge partners.

This initiative presents a unique shared learning program, a semester-long course of 14 sessions for OT students and PWD, delivered in 2024-2025 and 2025-2026. Both courses included 45 second-year OT students and 15 PWD who learned together throughout. Teaching methods included lectures, mixed small-group work, field visits, interviews with employed PWD, workplace observations, and accommodations reflecting an experiential learning and disability studies approach.

Course content covered the changing world of work, self-advocacy, PWD rights, relevant legislation, workplace analysis using the ICF framework, and workplace accommodations. Course effectiveness was examined through a mixed-methods study, and findings will be presented.

This initiative challenges traditional educational models by positioning PWD as active contributors to professional training, offering a transformative pathway for reimagining OT education through meaningful partnerships.

Perception of Support Measures by Neurodivergent Occupational Therapy Students

Thursday, 22nd October: - Poster

Ms. Marie Ducrest (University of Applied Sciences and Arts of Western Switzerland (HES-SO), School of Social Work and Health – Lausanne (HETSL), Occupational Therapy Division), Mrs. Ambra Vial (University of Applied Sciences and Arts of Western Switzerland (HES-SO), School of Social Work and Health – Lausanne (HETSL), Occupational Therapy Division)

Introduction: Neurodivergent students are increasingly represented in higher education and face a higher risk of academic dropout (McDowall & Kiseleva, 2024). One of the objectives of the Lausanne occupational therapy program is to provide a study support system tailored to the needs and challenges of these students. This objective is also aligned with national recommendations promoted by swissuniversities, which encourage the implementation of disadvantage compensation measures to ensure equal opportunities for students with disabilities (swissuniversities, n.d.).

Objective: To understand how the measures implemented in the Lausanne occupational therapy program meet the needs of neurodivergent students, from the perspective of their lived experience.

Method: A convenience sampling strategy will be used to recruit one volunteer student per cohort. We aim to include three students diagnosed with neurodevelopmental disorders and enrolled in the occupational therapy program. Semi-structured interviews, based on an interview guide, will then be conducted with the three participants to explore how the existing measures address their needs. The data will be analyzed using thematic analysis.

Results: The expected results aim to provide a better understanding of the experiences of neurodivergent students and how they perceive the measures implemented by the Lausanne occupational therapy program.

Menstruation, Culture, and Occupational Participation: An Approach from Occupational Therapy.

Thursday, 22nd October: - Poster

Mrs. Noemi Martin (Presentador), Ms. Gemma Admetlla (EUIT University Center, Autonomous University of Barcelona), Mx. Ness Ibañez (EUIT University Center, Autonomous University of Barcelona)

Menstruation, experienced by around 1.8 billion people worldwide, is a sociocultural phenomenon that greatly impacts occupational participation. However, it is a topic rarely addressed in occupational therapy training, despite its relevance in terms to equality, equity, stigma, and occupational justice.

This paper presents an exploratory literature review (2005–2024) from an anthropological and feminist perspective, analysing articles focusing on the sociocultural dimensions of menstruation. The literature search was conducted using PubMed, Dialnet, and Google Scholar, resulting in the inclusion of 15 peer-reviewed articles. The results demonstrate how menstrual stigma, cultural restrictions, and unequal access to resources create barriers that affect education, work, self-care, and social participation, constituting forms of occupational injustice.

Based on these findings, the paper highlights the need to integrate menstrual health into Occupational Therapy training as a relevant component for the development of ethical competencies, critical thinking, and cultural sensitivity. Addressing menstruation from an approach based on rights, a gender perspective, and cultural diversity contributes to the construction of a professional identity committed to equity.

This study highlights the role of education in Occupational Therapy in preparing professionals capable of making invisible barriers visible, promoting menstrual dignity, and acting in accordance with occupational justice and social responsibility.

Awareness Regarding Volunteerism Among Occupational Therapy Students: A Qualitative Study

Thursday, 22nd October: - Poster

Ms. Sümeyye Sarışahin (Bezmialem Vakıf University), Mrs. Beyzanur Demirci Güven (Bezmialem Vakıf University), Dr. Gülşah Zengin Yazıcı (Bezmialem Vakıf University), Ms. Kardelen Yıldırım (Bezmialem Vakıf University), Dr. SELMA ERCAN DOGU (University of Health Sciences Hamidiye Faculty of Health Sciences Department of Health Sciences, Istanbul), Prof. Ümit Uğurlu (Bezmialem Vakıf University)

Introduction: Volunteer participation is recognized as a meaningful productivity occupation within the field of occupational therapy. However, its integration into undergraduate education remains limited and may vary across cultural contexts. This study aimed to explore occupational therapy students' perspectives on community-based services and to identify perceived gaps in education and practice related to volunteerism.
Methodology: This qualitative study included 19 occupational therapy students who had completed the Community Service Practices course. Data were collected through semi-structured face-to-face interviews and analyzed thematically within a constructivist paradigm.
Results: Four main themes emerged: (1) meaning of volunteerism, (2) interaction with disadvantaged individuals, (3) awareness of community-based service, and (4) educational expectations. Participants described volunteerism as an expression of social responsibility and a contribution to community well-being. Their motivation to engage in volunteer activities was influenced by perceived social benefit and the desire to support marginalized groups. Reported barriers included negative past experiences, limited knowledge, and insufficient structured, practice-based content within the curriculum.
Conclusion: Findings indicate that occupational therapy students view volunteerism as an essential component of professional identity and social engagement. Incorporating structured volunteerism experiences into undergraduate curricula may strengthen students' awareness, competencies, and readiness to work with disadvantaged populations.

“Integrating Experts by Experience in OT Education: Co Creating Meaningful Learning”

Thursday, 22nd October: - Poster

Mrs. Johanna Speerstra (Hanze University of Applied Sciences, School of Health Studies)

At the Occupational Therapy programme of Hanze University of Applied Sciences in Groningen (The Netherlands), experts by experience are actively engaged as partners in teaching and learning activities. Their contributions provide authentic perspectives that enrich students’ understanding of occupational challenges, recovery, and participation. Over recent years, this collaborative approach has yielded highly positive outcomes for both students and educators.

The aim of this poster is to present an effective educational innovation that gives experts by experience an equal and valued voice within the curriculum. By embedding their lived expertise in structured learning activities, we foster deeper insight, increased reflective capacity, and more meaningful learning experiences for students preparing for contemporary occupational therapy practice.

Visual elements:

- *“How we collaborate with experts by experience”*
- *Word cloud showing students’ reflections*
- *Quotes (anonymized) from experts by experience and educators*
- *Graphs illustrating increases in student engagement, evaluation scores, or competencies*

- Onderwerp/topic: integrating experts by experience in OT education

A multi-professional group intervention for unemployed clients in Occupational Therapy education programme

Thursday, 22nd October: - Poster

Mrs. Sanna Tiainen (Karelia University of Applied Sciences)

Implementing a multi-professional group intervention for unemployed clients within occupational therapy (OT) education provides a meaningful way to promote inclusion and encounters with diversity. In occupational therapy inclusion is strengthened through participation in occupations (Wells 2025, 2). In Finland, adults of working age are not a frequent client group in occupational therapy services. Therefore, in Occupational Therapy Programme at Karelia University of Applied Sciences, students have an opportunity to face long-term unemployed clients and practice interventions that embed social participation and equity directly into the curriculum.

The OT programme participates in delivering group intervention designed to promote work ability and functional capacity within a service and learning environment TARMO. Intervention is built in the Regional development of rehabilitative work activities -project. The group is targeted at individuals who are engaged in rehabilitative work activities within North-Carelia public social services. Group is led collaboratively by occupational therapy, physiotherapy, social services, and nursing students, enabling authentic multi-professional learning.

In this group intervention aim is to assess inclusion, functional capability, and occupational balance while supporting clients in setting their individual goals for everyday life. Our poster presents the group process, outcomes and impacts which measured from the client perspective.

Advocacy Roles and Perceptions of Clinical Reasoning Among Occupational Therapy Students: A Qualitative Descriptive Study

Thursday, 22nd October: - Poster

Ms. Sudem Söndür (Istanbul Atlas University), Ms. Selin Kuzu (Istanbul Atlas University), Ms. Melike Selin İkinci Kaya (Istanbul Atlas University)

Introduction: Occupational therapy defines advocacy as a core competency for removing environmental and systemic barriers to participation. This study aims to explore the perceptions and self-efficacy of occupational therapy students in Türkiye regarding their advocacy roles.
Methods: The research was designed as a qualitative descriptive study. Data were collected from 26 occupational therapy students through a structured open-ended survey. Qualitative content analysis with thematic coding was applied to analyze the form responses.
Results: Students defined advocacy through the lenses of social justice, professional visibility, and individual empowerment. The primary barriers identified were a lack of public awareness, insufficient self-confidence, and bureaucratic obstacles. While individuals with disabilities and the elderly were seen as the groups requiring the most advocacy, students noted that their education was theoretically robust but lacked practical application.
Conclusion: Although students internalize advocacy as a professional pillar, the absence of clinical practice creates anxiety regarding its implementation. Integrating practical advocacy skills into the curriculum is essential for professional development.

Study Entry as Occupational Transition: A Study Among First-Year Students

Thursday, 22nd October: - Poster

Mr. Alexander Lukavsky (health university of apllied sciences Tyrol), Mrs. Vanessa Heinrich (health university of applied sciences Tyrol), Mrs. Magdalena Schlögl (health university of applied sciences Tyrol)

Transitioning into university represents a significant yet challenging life phase that extends beyond academic demands, involving fundamental changes in everyday occupations, occupational roles, and routines. From an occupational therapy and occupational science perspective, this phase can be understood as an occupational transition shaped by person-, environment-, and occupation-related factors.
At the Health University of Applied Sciences Tyrol a study investigated how first-year students experience study entry and which factors support or hinder this transition. An online survey was completed by 77 first-year students across health-related programmes at the university. Quantitative data were analysed descriptively, and qualitative responses were examined using qualitative content analysis. In addition, interviews are planned to deepen the findings.
The majority of participants (89,6%) perceived study entry as challenging. The emerging student role was associated with substantial changes in daily life, including shifts in routines, occupations, and occupational roles across social and institutional contexts. Although new study-related occupations were integrated, a considerable proportion of students reported difficulties maintaining meaningful everyday occupations, particularly regarding leisure and social participation.
The results show that support is needed during the transition into university. Occupational therapy support services could make an innovative contribution to navigating the occupational transition into higher education.

Time Management Strategies and Perceived Time Management Ability in University Students

Thursday, 22nd October: - Poster

Ms. Chen-Ching Lin (Department of Occupational Therapy, Chung Shan Medical University), Prof. Wen-Chou Chi (Department of Occupational Therapy, Chung Shan Medical University)

Time management is considered an essential skill for students. It supports learning engagement, role performance in daily life, and occupational balance, which are key aspects of occupational therapy. This study aimed to examine whether perceived time management ability differs across students with different time management strategies. Strategies were categorized into three subtypes: (1) priority setting, (2) goal-oriented approaches, and (3) task planning and time allocation, based on commonly reported time management techniques in the literature and organized for this study.

A cross-sectional survey was conducted with 127 university students. Participants completed a two-part questionnaire. The first part assessed strategy preferences, while the second part measured overall time management ability using an adapted version of the Adolescence Time Management Disposition Scale (ATMD). Significant differences in time management ability were found across strategy groups ($F=2.96$, $p=0.035$), with the task planning and time allocation group showing the highest mean scores, although no significant pairwise differences or demographic factors were identified.

From an occupational therapy perspective, these findings suggest that engagement in time management strategies may be associated with students' learning engagement, daily performance, and occupational balance, and may provide insights for developing educational strategies.

The Relationship Between Ethical Issues, Stress, and Psychological Resilience in Occupational Therapy Clinical Education

Thursday, 22nd October: - Poster

Ms. Esra Nur EMİROĞLU (Istanbul Atlas University), Ms. Bahar Beyza Nur Soyoğlu (Istanbul Atlas University), Ms. Sudenaz Karakaş (Istanbul Atlas University), Ms. Hatice Kübra Arslan (Istanbul Atlas University), Ms. Aysel Kahiloğulları (Istanbul Atlas University)

INTRODUCTION: The clinical practice phase in occupational therapy education is a critical learning environment where students actively engage with ethical decision-making processes. This study aims to examine the perceived stress levels, ethical stances, psychological resilience, and coping strategies experienced by occupational therapy students during their clinical training process, as well as to evaluate the resources used in addressing ethical dilemmas and the students' subjective ethical decision-making competencies.

METHODS: The study sample consists of students enrolled in the occupational therapy program who have begun clinical practice. A G*Power analysis determined the minimum sample size to be 84 (r=0.30, α=0.05, power=0.80). Data will be collected using the PSS-10, EPQ-5, and brief scales for psychological resilience and coping strategies. Analyses will utilize SPSS for descriptive statistics, Pearson correlation, and multiple regression ($p<0.05$).

FINDINGS: Based on the results of the multiple regression analysis, it is anticipated that low levels of perceived stress and high levels of psychological well-being will positively and significantly explain students' ethical decision-making skills.

CONCLUSION: The findings aim to highlight the decisive role of students' ethical positions in stress management and coping mechanisms. This study will contribute valuable insights to enhance support systems and ethical training in occupational therapy clinical education.

Integration of the Sustainable Development Goals in Health Sciences education: knowledge and perceptions among university students

Thursday, 22nd October: - Poster

Dr. Paula Peral Gómez (Pathology and Surgery Department at the Miguel Hernández University of Elche (UMH). Being + Doing & Becoming Occupational Research Group (B+D+b), Miguel Hernández University), Ms. Irene Alfaro Tornero (Occupational therapy student, Miguel Hernández University of Elche), Ms. Cristina Espinosa Sempere (Pathology and Surgery Department at the Miguel Hernández University of Elche (UMH). Being + Doing & Becoming Occupational Research Group (B+D+b), Miguel Hernández University), Ms. Verónica Company Devesa (Universidad Miguel Hernández de Elche), Ms. Gema Moreno Morente (Pathology and Surgery Department at the Miguel Hernández University of Elche (UMH). Being + Doing & Becoming Occupational Research Group (B+D+b), Miguel Hernández University.)

Introduction

The 2030 Agenda provides a framework to address social, environmental, and health challenges through the Sustainable Development Goals (SDGs). In Health Sciences, their integration is essential to prepare professionals for climate change and health inequalities. However, a gap persists between students' concern and preparedness, particularly in Occupational Therapy.

Objective

To explore knowledge and perceptions of the SDGs among Occupational Therapy and Health Sciences students, and their relevance to professional practice.

Methods

A cross-sectional descriptive study was conducted (December 2025–February 2026) with Health Sciences students at Miguel Hernández University. Convenience sampling with snowball technique was used. Data were collected through an ad hoc online questionnaire (24 items), including sociodemographics, knowledge (0–8), and perception (5–25). Analyses used non-parametric tests.

Results

A total of 162 students participated (83.33% female; median age=20). Knowledge was moderate (median=6/8), with lower scores in structural SDG aspects. Perception was positive (median=20/25); 74.69% considered SDGs relevant. However, only 46.30% felt prepared to apply them, and 19.75% reported prior training. Most students (73.46%) preferred integration within existing courses. No differences were found between groups.

Conclusions

A gap exists between perceived relevance of SDGs and training received. Integrating SDGs into curricula is necessary. Occupational Therapy can support this transformation.

How can we prepare students for work with progressive disease?

Thursday, 22nd October: - Poster

Ms. Eliška Rotbartová (First Faculty of Medicine, Charles University), Mrs. Zuzana Rodová (First Faculty of Medicine, Charles University)

Occupational therapists try to keep the study as beneficial as possible for occupational therapy (OT) students and ensure they are closely linked to practical experience. For this reason, they bring patients into the classroom or send students to various clinical facilities.
At the First Faculty of Medicine Charles University in Prague, OT students have contact with a variety of patients, including people with multiple sclerosis (MS). The symptoms and progression of the disease vary greatly among patients. However, this is a progressive disease that is also associated with psychical problems. Is it therefore appropriate for students to meet with MS patients during their studies? How can we teach them to work with them? And how should the competence of occupational therapists be defined in relation to other professions, given the complex profile of MS? Another ethical question is how to avoid becoming friends with these patients, since they attend therapy sessions repeatedly over time, and how to prepare students for this? How should they be prepared for the progression of the disease and the patient's possible passing?
The poster aims to present how patients with MS are involved in OT study and what ethical issues may be associated with this.

Self-Directed Learning Strategies Beyond the Formal Curriculum in Occupational Therapy Students

Thursday, 22nd October: - Poster

Ms. Rüveyda CİNCİOĞLU (Istanbul Atlas University), Ms. Azra Ercan (Istanbul Atlas University), Ms. İrem ZOR (Istanbul Atlas University), Dr. Sultan AKEL (Istanbul Atlas University)

Occupational therapy (OT) education is increasingly expected to foster lifelong learning and self-directed professional development. This study aimed to examine the self-directed learning strategies used by OT students beyond coursework and placements. A qualitative descriptive study was conducted with 20 occupational therapy students from second, third, and fourth years. Data were collected through open-ended questions focusing on learning experiences outside formal curriculum components and analysed using thematic analysis. Findings showed that students adopt diverse learning strategies, including writing, summarizing, and self-explanation; use of evidence-based resources such as scientific literature; integration of digital tools, particularly artificial intelligence; social and collaborative learning through peers and professionals; and experiential learning through voluntary placements. Writing-based learning and literature search were most frequently reported. Motivation and curiosity also influenced engagement. OT students actively engage in self-directed, socially supported, and technology-enhanced learning beyond formal education.

Holistic Admissions as Ethical Practice: Advancing Human Variation in OT Education

Thursday, 22nd October: - Poster

Dr. Shannon Levandowski (Tarleton State University)

Occupational therapy (OT) education is ethically grounded in respect for human variation and a responsibility to prepare practitioners who can serve diverse populations with competence and integrity. Intersectionality, recognizing the interconnected nature of social identities such as race, ethnicity, gender, ability, and socioeconomic status, provides a critical framework for advancing various competence within OT education. However, traditional admissions processes that prioritize academic metrics often undervalue lived experience and non-traditional pathways, unintentionally limiting access for applicants whose identities and perspectives reflect the communities OT practitioners serve.

This initiative examines holistic admissions as an ethically responsive approach to aligning admissions practices with the profession's core values. Strategies for embedding intersectionality include structured evaluation of life experiences, cultural responsiveness, and resilience; rubric-based review processes; and admissions committee training designed to promote fairness and reduce bias. Grounded in evidence, this approach reframes admissions as a form of social accountability, emphasizing ethical responsibility in shaping a student body that supports inclusive learning environments and professional identity formation (Brotherton et al., 2021; Maude & Kirby, 2022).

From Advocacy to Accountability: Teaching Fair and Sustainable Occupational Transitions in OT

Thursday, 22nd October: - Oral Presentation

Mrs. Sophie Albuquerque (Université du Québec à Trois-Rivières; Aix-Marseille Université), Mrs. Valérie Lafond (Université du Québec à Trois-Rivières), Mr. Louis-Pierre Côté (Université du Québec à Trois-Rivières), Mr. Federico Valgimigli (Université du Québec à Trois-Rivières; Université de Strasbourg), Prof. Pier-Luc Turcotte (University of Ottawa), Dr. Pedro H. Albuquerque (Aix-Marseille School of Economics), Prof. Marie-Josée Drolet (Université du Québec à Trois-Rivières)

Introduction: In response to climate crises, humans must undergo major occupational transitions, navigating uncertainty through mitigation and adaptation. Despite learning to support individual changes in everyday activities, occupational therapists are less equipped for sustainable community development. Theoretical and practical guidance is needed to assist educators in operationalizing these transitions fairly and sustainably.
The **objective** of this study was to identify means to support fair and sustainable occupational transitions (FSOT) and understand barriers and facilitators to their implementation in practice and educational settings.
Methods: Using a critical dialogical approach, 15 international scholars, educators, and practitioners were interviewed individually, then across two focus groups. Data were analyzed through continued interactions with participants.
Results: Teaching sustainability requires advocacy across educational, associative, and professional spheres. Participants emphasized a strong theoretical convergence between an occupational perspective and sustainability, positioning occupation-focused frameworks as levers for analyzing complex everyday living. A shift toward eco-centered, collectivist approaches was recognized as vital, while reinforcing the value of concepts such as *cotidiano* or response-ability to support these transitions.
Conclusion: Findings emphasize the importance of integrating FSOT into OT education to prevent curricular greenwashing, reduce the tension between theory and lived experience, and promote accountability for sustainable occupation of the world.

How much do we teach our students about dark side occupations?

Thursday, 22nd October: - Oral Presentation

Mrs. Zuzana Rodová (First Faculty of Medicine, Charles University), Ms. Eliška Rotbartová (First Faculty of Medicine, Charles University)

Occupational therapists (OTs) often encounter activities that are not primarily health-promoting but hold strong personal meaning for clients. These “dark side occupations,” such as substance use, gambling, workaholism, and excessive social media use, present significant clinical and ethical challenges. Therapists must balance health promotion with respect for client autonomy and values. This study aimed to analyse OTs’ attitudes and experiences in the Czech Republic and internationally, with a focus on ethical aspects and implications for OT education.

Data were collected through two electronic questionnaires distributed via email, social media, and snowball sampling. The Czech survey (15 items) included 86 respondents, while the international survey (18 items) involved 388 respondents (Rodová et al., 2025, in press). Data were analysed using descriptive statistics.

Results indicate that Czech OTs often avoid ethically sensitive topics, particularly sexuality (64%) and substance use (44.2%), with only 15.1% reporting openness to all topics. In contrast, 43.6% of international respondents reported full openness. Dark side occupations were typically addressed only occasionally and rarely as explicit therapy goals.

These findings highlight persistent ethical tensions and underline the crucial role of OT educators in integrating this topic into curricula and strengthening students’ ethical reasoning for practice.

Balancing Inclusion and Professional Integrity: Ethical Decision-Making in Occupational Therapy Admissions

Thursday, 22nd October: - Oral Presentation

Mrs. Eline van der Scheer (Rotterdam University of Applied Science), Mrs. Ellen Klaassen (HAN university of applied science), Mr. Hill Jonker (HAN university of applied science)

National policies increasingly require higher education institutions to admit all applicants who meet entry criteria, even when concerns exist about their suitability for the occupational therapy profession. This interpretation of inclusion creates tension with the ethical responsibility of occupational therapy programmes to safeguard professional standards and ensure that future practitioners can provide safe and accountable care.

This presentation examines how programmes can navigate this dilemma in a transparent, fair, and ethically grounded manner. We argue that inclusive education does not imply unrestricted admissibility; instead, it requires a balanced approach that maintains accessibility while protecting the integrity of the profession. Professional judgement is central to this process: educators must be able to recognise, articulate, and document concerns about a student's suitability, and communicate these concerns clearly and compassionately. Doing so demands not only pedagogical expertise but also professional courage, particularly when such decisions challenge policy expectations or carry significant consequences for students.

We propose values-based decision-making principles that support educators in forming defensible recommendations regarding suitability, contributing to ethical and student-centred educational practice. This work aligns with the ENOTHE theme *Values and Ethics in a Changing Educational Landscape* by demonstrating how enduring professional values guide responsible action within evolving regulatory contexts.

A Community-Based Participatory Approach to OT Education & Autism

Thursday, 22nd October: - Workshop

Dr. Heidi Sanders (The University of New Mexico), Mrs. Kathleen Taylor (The University of New Mexico)

Background: The Self Advocate Team Teach (SATT) project is an innovative program that translates a community-engaged approach to health sciences education by integrating autistic self-advocates into a university course. Centered on the principle of "nothing about us without us," the program allows individuals to teach about their own lived experiences rather than being subjects of study.
Methods: Self-advocates selected personal topics and were supported by faculty and mentors to create teaching modules for occupational therapy (OT) students. Using a systematic visual framework and mentorship, the program focused on capacity building in advocacy, independence, and executive functioning. Evaluation included surveys of self-advocates, parents, and graduate students to examine the impact on neurodivergent perspectives and clinical approaches.
Results: Findings highlight improvements in self-advocates' sense of belonging and social skills. OT students reported a shift toward strengths-based, person-centered perspectives. The process demonstrated that structured mentorship effectively supports self-advocates in navigating the transition from topic selection to final presentation.
Conclusion: The SATT project provides a scalable, community-engaged model for academic and vocational goals. By centering neurodivergent voices, it evolves OT pedagogy to prioritize occupational justice and authentic representation in clinical training.

Diversity-sensitive Teaching and Learning in Occupational Therapy – Enabling Participation, Rethinking Learning Contexts

Thursday, 22nd October: - Workshop

Ms. Christina Müllenmeister (Hochschule für angewandte Wissenschaft und Kunst Hildesheim), Ms. Maja Kuchler (Hochschule für angewandte Wissenschaft und Kunst Hildesheim)

Diversity sensitivity is one of the fundamental values of occupational therapy and shapes our professional understanding of participation, inclusion and occupational justice [1]. At the same time, student cohorts at universities are becoming increasingly diverse – for example in terms of social backgrounds, health conditions, learning needs or life-circumstances [2].

Our experience in teaching shows that participation continues to be perceived as challenging and is increasingly being openly discussed, by both students and lecturers. Therefore, the question arises what conditions are necessary to facilitate a sense of security, structure and participation in increasingly diverse learning groups, and to what extent our professional ethics require particular attention needed to (co-)create teaching and learning contexts that are inclusive of diversity.

In this workshop, we will use situational examples (vignettes) from occupational therapy higher education to discuss experiences from both the students' and lecturer's perspectives. We want to reflect on both existing and missing support structures at the organisational, lecturer and student levels. The aim of the workshop is to jointly develop discourse and thinking about strategies for designing teaching and learning contexts in such a way that justice becomes standard practice in the training of occupational therapists.

Beyond ‘Fixing’ Students: Reframing Resilience Through Structural Competency

Thursday, 22nd October: - Workshop

Ms. Erica Blokker (Amsterdam University of Applied Sciences | health campus), Ms. Nadine Blankvoort (Amsterdam University of Applied Sciences | health campus)

According to the Council for Public Health and Society (RVS), contemporary society can be characterized as “hyper-nervous,” marked by increasing performance pressure, an accelerated pace of life and individualism. These developments pose risks to well-being and call for more sustainable, collective forms of living and learning.

Higher professional education reflects these trends. Students are expected to perform within tightly structured systems, prioritizing efficiency, progression, and timely graduation. Simultaneously, values such as reflection, (learning by) experimentation and resilience are emphasized. This inherent tension results in superficial space for personal development.

Drawing on a structural competency approach (Metzl & Hansen, 2014), this workshop re-frames student challenges not as individual deficits but as shaped by social, institutional and political contexts. It shifts the question from “what is wrong with this student?”, to “what structures are shaping this students’ situation?” It shifts the focus from “fixing individuals”, to understanding systems, from advising students, to advocating for and with them. The workshop demonstrates how this perspective can transform educational practices and better prepare students as future health professionals.

Participants will explore interventions at micro-, meso-, and macro-levels to examine how structural competency approach can reshape student support and contribute to more just and inclusive education.

Practicing Democracy: The Role of Occupational Therapy Education and Practice

Thursday, 22nd October: - Workshop

Mrs. Claudia Galli (Zurich University of Applied Sciences), Mrs. Saskia Buschner (Alice-Salomon-Hochschule), Prof. Sandra Schiller (Hochschule für angewandte Wissenschaft und Kunst Hildesheim), Prof. Barbara Prinz-Buchberger (IMC Krems University of Applied Sciences), Mrs. Claudia Merklein de Freitas (Zuyd University)

This workshop begins with an outline of fundamental functions of democracy, such as participation, representation, protection of rights, accountability, and rule of law, to establish a shared comprehension of democratic principles. Building from this common understanding, participants will explore the question: What does democracy have to do with occupational therapy, how is democratic thinking embedded within the occupational therapy discourse? Through small group discussions we will delve deeper into a range of topics, including codes of ethics, Tuning Competences, and the CanMEDS roles (e.g., Communicator, Collaborator, Health Advocate). Participants will contribute concrete examples from their own practice and educational contexts.
Building on insights from current OT research on social/occupational justice, human rights, and civic participation, the workshop then turns to practical applications: How can we, as individual occupational therapists, contribute to democracy in our daily work? We will emphasize democratic principles in interactions with clients (self-determination, shared decision-making, participation), promote a constructive culture of open dialogue and disagreement, support diversity and inclusion, and consider strategies to address anti-democratic attitudes and behaviors in clinical and educational settings.
The workshop emphasizes curiosity and critical engagement, inviting participants to commit to small, feasible next steps that strengthen democratic practice within occupational therapy.

Addressing universal design in occupational therapy education

Thursday, 22nd October: - Oral Presentation

Dr. Toril Beate Røssvoll (UiT The Arctic University of Norway)

Universal design is both a value and a principle for higher education. As scholars, we have a duty to ensure that all students have the opportunity to participate in higher education (Equality and Anti-Discrimination Act, 2022; Universities and University Colleges Act, 2025). This responsibility is not exclusive to occupational therapy (OT) education and depends on human engagement and institutional policies. However, a Norwegian report states that individual accommodations are better addressed in higher education than universal design (Olaussen et al., 2025). I will share some thoughts on the importance of addressing universal design in OT education in tandem with individual accommodation. Drawing on an assignment for the course 'Basic competence in University Pedagogy,' I will share my experiences implementing universal design in a campus-based course.

My research on patient and public involvement in health research is closely linked to contextualizing access to OT education. Considering the changing educational landscape and universal design as a central concept in occupational therapy, I find this topic relevant for the annual ENOTHE meeting. Inspired by Lid (2026), I suggest that developing strategies and practices to promote universal design in OT education can contribute to shaping societies that value diversity.

Enhancing inclusivity in OT education: digital resources and fieldwork adaptations

Thursday, 22nd October: - Oral Presentation

Mrs. Vinciane Rousset (Comue de Toulouse), Mrs. Maud Maronier (CHU Toulouse)

Introduction: In 2023-2024, there were 20,394 students with neurodevelopmental disorders, representing 32.9% of students with disabilities. Ensuring their inclusion, that is their meaningful participation remains a complex challenge. Within occupational therapy programs, despite the profession's strong cultural commitment to accessibility and inclusivity, barriers persist throughout the educational experience, both in academic requirements and clinical placements. **Research Question**: How can we enhance inclusivity in occupational therapy programs—from academic setting to clinical placements— to support students with neurodevelopmental disorders ? **Method**: This presentation is based on a narrative analysis of the literature regarding accommodations put in place for clinical placements in occupational therapy, as well as a review of innovative pedagogical tools that enhance inclusivity, thereby supporting the inclusion of students with neurodevelopmental disorders. **Results**: Several practical tools designed to promote inclusivity will be demonstrated, including an open-source software and a pedagogical innovation toolkit aligned with the principles of universal design. The literature review highlights practices that facilitate clinical placements, particularly regarding supervisory approaches and organisational adjustments. **Conclusion**: Enhancing inclusivity of OT programmes requires a cross-cutting approach that combines digital tools, educational innovation, and enabling environments, to support the active participation and academic success of students with neurodevelopmental disorders.

Cultural Humility Toolkit for Inclusive Occupational Therapy Education

Thursday, 22nd October: - Oral Presentation

Dr. Michael Urban (Columbia University), Dr. Tyra Banks (Columbia University), Dr. Julia Guzman (Columbia University), Ms. Eileen Lloyd (Columbia University)

Introduction

Integrating values and ethics in occupational therapy education is increasingly complex amid the US's volatile sociopolitical climate (Aldrich et al., 2017). These conditions demand strategies that prepare students to engage with human rights, diversity, and social responsibility while forming their professional identities (Singh et al., 2022).

Objectives

This session presents a pedagogical toolkit based on cultural humility to support inclusive, ethical occupational therapy education.

Methods

The toolkit emphasizes ongoing self-reflection, recognition of power dynamics, valuing lived experience, and universal design principles to ensure exposure to diverse populations. Instruction includes inclusive curricula, experiential learning, and reflection aligned with professional competencies (Agner, 2020).

Results

Student feedback shows that the toolkit improves perceived readiness for practice, especially in therapeutic use of self, reflection, and reasoning. Students feel more confident working with diverse groups and are more aware of ethical and sociocultural factors influencing care. These approaches help translate theory into practice, fostering advocacy and occupation-centered care. Embedding occupational justice further enhances students' ability to address inequities and navigate complex environments (American Occupational Therapy Association, 2020; Kokorelias et al., 2025).

Conclusion

Incorporating cultural humility advances ethical, inclusive, and equitable occupational therapy. This scalable toolkit prepares practitioners for evolving societal and healthcare demands.

“Nothing About Us Without Us”: Co-Designing Gender and Sexual Minority Competencies for Occupational Therapy Education in India

Thursday, 22nd October: - Oral Presentation

Mr. Pramod Dattaram Lambor (Assistant Professor, Department of Occupational Therapy, Manipal College of Health Professions, Manipal Academy of Higher Education, Manipal, India)

Background: Gender and sexual diversity have historically existed within Indian cultural traditions. Colonial legislation institutionalized stigma until it was repealed in 2018. Despite legal progress, health professional education in India continues to reflect biomedical and binary frameworks that inadequately address the participation needs of gender and sexual minority (GSM) populations. Occupational therapy (OT), with its focus on participation and occupational justice, remains underprepared due to limited curricular representation.
Methods: This qualitative study employed interpretive description analysis, an applied methodological approach developed by Sally Thorne to generate practice-relevant knowledge. Conducted in partnership with The Humsafar Trust, the study involved 25 semi-structured interviews with GSM community members and relevant stakeholders. Ethical approval: KMC & KH IEC 12/2024.
Findings: Four interpretive patterns emerged: curricular silence and pathologizing GSM identities; binary assumptions shaping clinical reasoning; structural barriers influencing healthcare engagement and occupational participation; and the central role of relational humility in affirming care. These insights informed four competency domains for OT education: sociocultural literacy, cultural humility and reflexive practice, inclusive assessment and intervention, and structural awareness in practice.
Conclusion: This study demonstrates how participatory engagement grounded in community voices along with the occupational justice principles, can inform culturally responsive yet globally relevant OT curricula.

Teaching Sexuality as an Occupational Right in OT Education

Thursday, 22nd October: - Oral Presentation

Dr. Sigrid Elise Wik (Oslo Metropolitan University)

Sexuality is a fundamental human right and an integral part of identity, roles, and participation across the lifespan. For many individuals, illness, injury, or disability can disrupt sexual expression and intimate relationships, yet sexuality often remains overlooked. If occupational therapists are to address the full range of meaningful occupations, they must be prepared to engage with sexuality as part of holistic, person-centred practice. This presentation outlines how our programme introduces sexuality within the second-year rehabilitation course, and how this serves as an entry point for developing students' competence in this area.

The teaching aims to support students in recognising sexuality as a significant occupation, understanding the diverse ways it can be expressed, and developing the confidence to initiate sensitive conversations with clients and families. Through foundational teaching, discussion, and experiential learning, students are encouraged to reflect on values, ethics, and their developing professional identity when addressing sexuality in practice.

By embedding sexuality within broader discussions of professional values and ethical responsiveness, the presentation highlights how raising awareness and breaking the silence around this topic equips future occupational therapists to engage with an essential dimension of human life in a respectful and inclusive way.

Professional Values Among Third-Year Occupational Therapy Students in France: A Qualitative Study

Thursday, 22nd October: - Oral Presentation

Mr. Louis-Marie Breyne (UPEC), Mrs. Clara-Maria El Zouki (UPEC), Mrs. Axelle Meunier (UPEC), Dr. Cynthia Engels (Faculty of health, UPEC)

INTRODUCTION: Professional values are central in occupational therapy (OT) education, supporting students' professional identity development (Désormeaux-Moreau, Drolet & 2019; Walder et al. 2022). However, occupational therapists differ in which values they consider fundamental (Nicola-Richmond et al., 2016). Most of the existing studies on this topic come from specific contexts (Aguilar et al., 2012; Drolet & Désormeaux-Moreau, 2016) limiting transferability to other settings (Hampton et al., 2022). Knowing students' professional values and how they evolve is key to shaping relevant education. Therefore, we wondered: what are the professional values of OT students at the end of their studies, and how does it evolve? The main objective was to analyse second-year OT students' professional values. The secondary objective was to examine how these values evolve throughout their final year of entry-level training and into their early post-graduation practice. METHODS: a qualitative longitudinal study has been conducted in three phases: at the end of Year 2, at the end of Year 3, and twelve months after the students' first professional experience. Semi-structured one-hour videoconference interviews have been recorded, transcribed, securely stored, and analyzed phenomenologically. RESULTS: During the ENOTHE meeting, preliminary results from the end of Year 2 (main objective) will be presented.

Navigating Values and Ethics in Culturally Responsive Occupational Therapy Education

Thursday, 22nd October: - Oral Presentation

Ms. Sefali Patel (St. Mary's University)

Occupational therapy education is grounded in values such as person-centredness, inclusion, and equity, shaped by socio-cultural and educational contexts. Drawing on teaching experience across India, Vietnam, and the United Kingdom, this presentation explores how these values and ethical decision-making are navigated in practice.

In India and Vietnam, occupational therapy education is closely integrated with clinical environments, where learning is guided and structured by the educator, emphasising early hands-on experience. In the UK, education places greater emphasis on dialogue, reflection, and scaffolded support. Across these contexts, students engage with learning differently, in how they interpret feedback, express uncertainty, and take an active role in their professional development.

Within the UK, diverse student cohorts and complex placement systems present ethical challenges for educators, particularly in ensuring fairness in placement opportunities while supporting learners with varied needs. Placement experiences expose students to uncertainty and ambiguity, requiring them to navigate expectations while developing professional identity, highlighting the need for inclusive and responsive educator support. Engagement in international collaborative learning through the International Partner Programme enhances student learning through exposure to diverse perspectives.

Drawing on cross-cultural teaching experience, this presentation offers practical insights for educators to support culturally responsive teaching and foster professional identity formation.

Teaching critical reflexivity in early occupational therapy education: Questioning Western values, belief systems and social practices

Thursday, 22nd October: - Oral Presentation

Mrs. Ina Roosen (Bochum University of Applied Science)

Developing critical reflexivity is essential for preparing occupational therapy students to engage ethically, and in contextually-relevant ways, with diverse clients and communities. This presentation introduces a first-semester teaching-learning approach designed to cultivate students' awareness of their socialisation, values, belief systems and habitual practices. The approach positions personal reflection not as an add-on, but as a core professional competence that shapes professional habitus from the beginning of training.

A central component of the course is the critical examination of Western values, particularly individualism, independence and productivity. Through guided reflection, dialogical learning formats, multi-staged case studies and structured analytic tasks, students explore how cultural assumptions are reflected in their thinking and doing. Furthermore, we discuss how these values are embedded in widely used occupational therapy models (e.g. MOHO, CMOP-E), and how this may limit the applicability across sociocultural contexts.

The presentation highlights pedagogical strategies for enabling students to recognise their own positionality and articulate how personal and cultural values influence their interpretation of occupational participation. By integrating critical reflexivity early in the curriculum, the teaching-learning approach aims to foster future practitioners who can navigate cultural complexity, challenge taken-for-granted assumptions and contribute to a more reflexive and context-sensitive occupational therapy practice.

Perceptions of Racism and Equity: Implications for Occupational Therapy Practice

Thursday, 22nd October: - Oral Presentation

Dr. Julia Guzman (Columbia University), Dr. Tyra Banks (Columbia University), Dr. Michael Urban (Columbia University), Ms. Eileen Lloyd (Columbia University)

Understanding beliefs about racism and social inequality is essential for occupational therapy (OT), as these perceptions shape engagement, access to services, and health outcomes across diverse populations.
This study explored attitudes toward racism, privilege, and equity to inform culturally responsive OT practice. A 12-item survey assessed agreement with statements related to systemic racism, opportunity, privilege, and social policies, and responses were analyzed using descriptive statistics.
Findings showed strong recognition of racism as a current and systemic issue, with most respondents acknowledging disparities in opportunity, social services, and the criminal justice system. There was broad support for discussing race, incorporating diverse histories in education, and implementing equity-based policies such as affirmative action. Most participants rejected the belief that racism is no longer a problem or that White individuals face comparable levels of discrimination. However, perspectives were more divided regarding the role of race in determining individual success and responsibility for addressing racial inequities.
These results underscore the importance of cultural humility in OT practice and the need to address systemic barriers affecting clients. Promoting equity and inclusion aligns with the profession's commitment to client-centered care and highlights OT's role in addressing social determinants of health and advancing equitable service delivery.

Harnessing Student JEDI Knowledge to Transform OT Fieldwork Education

Thursday, 22nd October: - Oral Presentation

Ms. Alexis Davis (University of British Columbia), Mr. Keith O'Connor (University of British Columbia)

Fieldwork education is a central component of UBC's Master of Occupational Therapy (MOT) program, where students complete five placements totaling twenty-nine weeks across diverse clinical settings. These environments are essential for developing professional identity, clinical reasoning, and therapeutic competencies. However, emerging research indicates that clinical education can also be a site of mistreatment, including bullying, discrimination, and other inequitable practices. Such experiences can negatively impact student well-being, learning, and professional identity development, and may disproportionately affect students from marginalized communities. While hierarchical structures in clinical education can position students as vulnerable, contemporary MOT curricula increasingly emphasize justice, equity, diversity, and inclusion (JEDI), anti-oppressive practice, and cultural humility. As a result, students may enter placements with current JEDI knowledge and lived experience related that may not be shared by all clinicians.

This project explores how students' JEDI knowledge can be mobilized as a resource for more inclusive clinical learning environments. Guided by critical pedagogy and transformative learning theory, this project engages students, fieldwork educators, and faculty in a collaborative design process. Preliminary insights highlight challenges navigating power dynamics and a need for practical strategies to support inclusive supervision. The resulting JEDI Guide aims to foster reciprocal learning and safer fieldwork environments.

Sustaining Mission-Driven Occupational Therapy Admissions in an Anti-Equity Climate

Thursday, 22nd October: - Meet-up / Symposium

Dr. Tyra Banks (Columbia University), Dr. Michael Urban (Columbia University), Dr. Julia Guzman (Columbia University), Ms. Eileen Lloyd (Columbia University)

This presentation examines strategies for sustaining a focused, mission-driven approach to occupational therapy admissions and education within an increasingly anti-equity political climate in the United States (Braveman & Gottlieb, 2014; Lavalley & Johnson, 2022). As external pressures challenge inclusive practices, OT programs must remain steadfast in their commitment to preparing practitioners who reflect and effectively serve diverse populations (American Occupational Therapy Association, 2020).

We describe the intentional design of a holistic admissions process that centers lived experiences alongside traditional academic metrics, ensuring alignment with the core values of the OT profession and our program mission. Presenters will outline a systematic process of mapping professional values and essential skills to admissions questions and evaluation rubrics, promoting transparency and consistency in candidate review (Barrett et al., 2022; Brotherton et al., 2021).

Additionally, we highlight faculty development strategies designed to reduce bias and support equitable evaluation practices (Sotto-Santiago et al., 2022). A broad conceptualization of inclusion will be emphasized, extending beyond race and ethnicity to include factors such as geographic background, disability status, gender identity, and other dimensions of life experiences.

Participants will leave with practical strategies to sustain equity-based admissions processes that support ethical, inclusive, and mission aligned OT education.

Embedding Anti-Racist Pedagogy in Occupational Therapy Education: A Modular, Active Learning Approach Across Foundational Coursework

Thursday, 22nd October: - Workshop

Dr. Tyra Banks (Columbia University), Dr. Julia Guzman (Columbia University), Dr. Michael Urban (Columbia University), Ms. Eileen Lloyd (Columbia University)

Occupational therapy (OT) education is increasingly called to respond to complex societal challenges, including health inequities driven by structural racism. This project presents a strategic curriculum innovation that addresses gaps in foundational curricula by embedding anti-racist pedagogy across two foundational courses in a graduate OT program, using a modular, scaffolded design. Grounded in the Framework for Developing Antiracist Medical Educators and Practitioner-Scholars, the intervention integrates active learning, critical reflection, and policy analysis to support progression from foundational awareness to systems-level application.
Drawing on a grant-funded curriculum redesign, this workshop will present a modular approach to embedding anti-racist pedagogy across foundational coursework. Implemented across sequential semesters, the modules connect historical, theoretical, and policy dimensions of OT practice in the United States, positioning students to critically examine structural determinants of health and engage in advocacy.
Through interactive activities including small-group dialogue, case-based policy analysis, and guided reflection, participants will examine strategies for integrating ethical reasoning and fostering inclusive learning environments. Opportunities for peer exchange will support the development of shared approaches across institutional and global contexts.
Participants will leave with adaptable tools and concrete strategies to embed ethics-informed pedagogy into OT curricula and strengthen preparation for evolving practice environments.

From Exposure to Protection: Faculty Strategies for Addressing Incivility and Bullying in Occupational Therapy Education

Thursday, 22nd October: - Workshop

Dr. Kaitlyn Cremer (Baylor University), Dr. Edwin Myers (Florida Gulf Coast University)

Incivility and bullying in occupational therapy (OT) education challenge ethical practice, psychological safety, and professional identity formation, particularly within immersive learning environments characterized by power differentials. Although such behaviors are often normalized as part of professional socialization, literature across OT and health professions indicates a high prevalence and demonstrates their detrimental impact on learner wellbeing and professional identity development. This workshop engages OT educators in examining incivility and bullying through a systems-level, ethical, and educational lens. Participants will review the prevalence of incivility and bullying within the profession and across health professions, explore psychological safety as a foundational component of ethical learning environments, and evaluate existing educational and institutional response processes. Through discussion and applied activities, including role-playing, participants will identify common red flags and early warning signs, examine effective faculty responses when concerns arise, and consider proactive strategies to prevent harmful learning environments. Emphasis is placed on faculty accountability, culturally responsive supervision, and shared responsibility of educational programs to protect learners while maintaining rigor and standards. Participants will leave with clear understanding of incivility and bullying, the ability to recognize early warning indicators, and a structured template to support the development of prevention processes within their own educational contexts.

Building a Case for Social Transformation in OT Education

Thursday, 22nd October: - Workshop

Dr. Margarita Mondaca (Umeå University), Ms. Uta Jackobs (ZHAW), Dr. Georg Gappmayer (Hochschule Campus Wien), Ms. Caroline Bigey (Umeå University), Ms. Astou Thiam (University of British Columbia)

Occupational therapy is committed to participation, health, and inclusion, yet educational programmes often continue to privilege individual approaches over structural, and community-oriented understanding and responses. This creates a gap between the profession's ethical commitments and the competences that graduates graduate with. WFOT's position on occupational therapy and human rights, together with ENOTHE's 2026 themes, points towards the need of a stronger educational mandate to address equity, inclusion, and social accountability (WFOT, 2019; ENOTHE, 2026). Scholarship with our discipline has argued an occupational perspective can contribute to social transformation and that such practice addresses social justice and social determinants of health (Rudman et al., 2018; Cunningham et al., 2022). Evidence also suggests that acting as a change agent depends on educational preparation, contextual support, and opportunities to develop advocacy-related knowledge (Picotin et al., 2021).

This workshop will help participants build a persuasive case for why social transformation should be more explicitly integrated into occupational therapy education. Participants will analyze barriers to curricular inclusion, share promising educational practices, and collaboratively formulate arguments that speak to educators, institutional and policy makers. The dialogues will be expanded throughout the conference's days by presenting human library scholars willing to engage in discussions about social transformation.

Artificial Intelligence and Ethical Competences in Occupational Therapy Education: Reflections from Tuning 2024

Thursday, 22nd October: - Workshop

Dr. Caroline Fischl (Jönköping University), Dr. Maria Kapanadze (EUIT University Center, Autonomous University of Barcelona), Dr. Loreto González-Román (EUIT University Center, Autonomous University of Barcelona)

Artificial intelligence (AI) is rapidly transforming higher education, including occupational therapy (OT). While offering new pedagogical opportunities, this transformation also raises pressing ethical challenges related to academic integrity, professional responsibility, critical thinking, and appropriate use of AI by both students and educators.

The Tuning Occupational Therapy 2024 framework identifies ethical and professional responsibility—including integrity, accountability, respect, and sound decision-making—as essential for OT graduates. With the rise of AI in education, these values must be reconsidered and applied in new contexts. AI use in learning, assessment, and feedback introduces both opportunities and challenges related to transparency, authorship, bias, data privacy, and judgment.

This workshop will examine how core ethical competences can guide responsible AI use in OT education. Participants will discuss new ethical challenges, including academic honesty, reliance on automation, and AI's effects on critical reasoning and reflective practice.

The workshop will conclude with an invitation for ENOTHE members to collaborate on *a position paper on the ethical use of AI in OT education, addressing ethical implications, opportunities, and responsibilities.* The aim is to co-develop and promote shared principles and practical guidance for ethical and meaningful AI integration in OT education across Europe.

Nothing about us without us! Experts by experience in Occupational Therapy education.

Thursday, 22nd October: - Workshop

Ms. Anouscka van Riet (Rotterdam University of Applied Science), Ms. Ine Gerrits (Rotterdam University of Applied Science)

Experts by experience are positioned as equal partners within occupational therapy education in Rotterdam University of Applied Sciences (RUAS). They are actively involved in the educational advisory board, curriculum development, teaching activities and co-creation projects through initiatives such as the Client Council and the Empowerment Place.
Their involvement strengthens person-centered education, enriches the curriculum with lived experiences, and promotes ethical awareness and inclusion within a changing educational landscape. By integrating experiential knowledge into teaching and learning processes, students develop a deeper understanding of participation, autonomy, and collaborative practice.
This interactive workshop explores how educators, students and experts by experience can collaborate as equal partners in occupational therapy education. Together we will examine how lived experiences enhance teaching, learning, and curriculum development. Participants will learn about methods and practical tools to integrate expertise by experience in education. The workshop encourages mutual learning and reflection, contributing to a deeper understanding of values and ethics in inclusive education.

Building more resilient occupational therapy students with the Personalized Wellness Program

Thursday, 22nd October: - Oral Presentation

Prof. Brigitte Vachon (Université de Montréal), Mr. Marc Rouleau (Université de Montréal)

Occupational therapy students often report high stress and reduced well-being (Popova et al, 2022). A few studies reported that well-being programs, embedded early in curricula, can support the development of protective factors such as resilience and self-compassion (Smallfield et al, 2022, Espiritu et al, 2024). To adopt this innovative supportive pedagogy approach, the Personalized Wellness Program (PWP), developed by the Faculty of Medicine at Université de Montréal (Canada), was integrated into the OT curriculum to improve students' resilience and well-being.

The aim of this presentation is to describe how the PWP was integrated into the curriculum and students' perception of the content and impact of the PWP.

The PWP addresses nine dimensions of well-being, promotes self-awareness and provides information on evidence-based strategies to improve resilience and well-being. Each year, OT students are asked to engage in the improvement of one dimension. Using a reflective learning approach, they are then paired to compare their achievement and challenges. During a collaborative workshop, students from all four cohorts are invited to learn from each other, with final-year students acting as mentors.

Findings revealed students have a positive perception of this innovative program and that it can successfully be integrated within OT curriculum.

Personal development and resilience in occupational therapy students

Thursday, 22nd October: - Oral Presentation

Ms. Laure Buffel (vives), Ms. Evelyne Sambre (vives), Ms. Phébe Galle (vives), Ms. Louise Vesschemoet (vives), Mrs. Kyana Van de Pitte (vives)

Occupational therapy students experience considerable stress during their education due to academic pressure, time-management challenges, multiple life roles, and emotionally demanding practice placements. These stressors affect academic performance, wellbeing, and confidence in professional decision-making. In complex placement situations, where they receive critical feedback or have to respond to unexpected client behaviour, students often experience uncertainty about their own actions. Developing self-reflection and resilience is therefore essential for sustainable professional identity formation in occupational therapy education.
At VIVES University of Applied Sciences, the curriculum includes a learning line 'integration', in which personal development and professional identity (POS) are embedded. Students engage in guided reflection and peer exchange to explore strengths, challenges, and coping strategies.
A mixed-method quantitative/qualitative survey among all OT-students investigated how this learning line contributes to resilience, self-efficacy, and preparation for complex professional roles. These findings will result into the adaptation of some topics addressed in this learning line.

Integrating Metacognition, Wellness, and Mindset in Occupational Therapy Education

Thursday, 22nd October: - Oral Presentation

Dr. Cristina Dumitrescu (Binghamton University)

Occupational therapy (OT) education must evolve to prepare learners for increasingly complex, uncertain, and interdisciplinary practice environments. However, traditional approaches often address cognitive skills, student well-being, and motivation as separate domains, limiting students' ability to develop adaptive expertise. This session presents an integrated, theory-driven framework that combines metacognitive learning strategies, wellness-informed pedagogy, and growth mindset principles to support holistic student development in OT education.

Grounded in cognitive science and occupational therapy theory, the framework operationalizes how students learn, regulate, and apply knowledge through structured metacognitive scaffolds, wellness-based supports, and mindset-oriented feedback. Practical applications include case-based reasoning flowcharts, reflective learning activities, and coaching strategies that promote self-regulation, resilience, and clinical synthesis across academic and practice contexts.

This work directly aligns with the conference theme by bridging cognitive, psychological, and pedagogical perspectives to transform how students are prepared for professional practice. By integrating these domains, the framework supports the development of adaptable, reflective practitioners who can navigate complexity and contribute to evolving health and social care systems.

Participants will gain transferable strategies to embed integrated, student-centered learning approaches within occupational therapy curricula.

“Self-Care Friday” — a Health-Promoting Project within the Course Prevention and Rehabilitation

Thursday, 22nd October: - Oral Presentation

Ms. Nadine Scholz-Schwärzler (Ludwig- Fresenius Schulen München, DVE)

Within the occupational therapy curriculum, the project “Self-Care Friday” was implemented as an innovative and health-promoting learning approach in the course Prevention and Rehabilitation. Over four consecutive Fridays, students designed and engaged in individual self-care activities — such as mindful walking, digital detox, or spending time with friends — and reflected on their experiences using theoretical and conceptual frameworks from occupational therapy.

This experiential project linked theory with lived experience, strengthening students’ awareness of their own health and building key professional competences such as mindfulness, resilience, and reflective capacity. By integrating self-care as a pedagogical element, the project fosters sustainable learning habits and prepares future occupational therapists for professional roles that require balance, empathy, and adaptability. It highlights how embedding health promotion and innovation into OT education can contribute to resilient and forward-looking educational systems.

Becoming a Professional: Programs to Enhance Professional Identity Development

Friday, 23rd October: - Poster

Ms. Karner Léa (Hochschule Campus Wien), Ms. Petra Paukowitsch (Hochschule Campus Wien), Dr. Georg Gappmayer (Hochschule Campus Wien)

A strong professional identity helps students and practitioners navigate complex settings and buffers against stress and burnout, making it essential to foster identity development during OT education. But what does it mean to become a professional, and how can professional identity be fostered? As a second-year OT student, I've been reflecting on this question, leading me to conduct a literature review on the concept of professional identity and its role in OT education and practice.

This presentation focuses on five approaches which have been used in different universities to promote professional identity: the Community Academia student tutoring program (CAST), Objective Structured Clinical Examinations (OSCE) with simulation learning, threshold concepts, practice-based learning, and problem-based learning. Analysis of these programs shows that professional identity can be promoted using a variety of approaches and across areas such as practice-oriented forms of learning, exchange within the student cohort, interaction with clients, and specific occupational therapy expertise.

Reflecting on my professional identity, I see ongoing clinical practice, direct client work, and case development have been important for clarifying my role and strengthening responsibility. Ultimately, a professional identity, grounded in reflective beliefs, experiences, and motivations, should be cultivated in education as a foundation of future-ready practice.

Identification of threshold concepts in occupational therapy: issues for curriculum development

Friday, 23rd October: - Poster

Prof. Catherine Vallée (Université Laval)

Introduction:
Since their introduction in 2003, threshold concepts have gained increasing attention in higher education, and occupational therapy education is no exception. These concepts are discipline-specific, complex, and capable of transforming learners' understanding in deep and irreversible ways. This review examines which threshold concepts have been proposed for occupational therapy.
Methods:
A scoping review of peer-reviewed literature published in French and English after 2000 was conducted in ERIC, CINAHL, Education Source, and Embase. Study selection and data extraction were supported by the Covidence platform, and findings were synthesized narratively.
Results:
Fifteen threshold concepts were identified and grouped into four themes: (1) occupation; (2) occupational therapy as a profession; (3) occupational therapy practice; and (4) relationships with clients. The rigor and depth of the processes used to identify these concepts varied across the included studies.
Conclusion:
Because threshold concepts are integrative and intrinsically bound to a discipline, they should shape and inform curriculum development. Their identification, however, requires rigorous methodologies that bring together diverse stakeholder perspectives. While some concepts have been examined from multiple viewpoints, further comprehensive inquiry is needed to establish a consolidated set of threshold concepts for the profession.

Relationship Between Sensory Processing and Learning Preferences in Occupational Therapy Students

Friday, 23rd October: - Poster

Ms. Güneş Öykü Saygın (Istanbul Atlas University), Ms. Selin Kuzu (Istanbul Atlas University)

Introduction:
Optimizing learning in occupational therapy education is crucial for academic success and professional competence. Students sensory processing patterns may influence their preferred learning styles, affecting engagement and outcomes. This study aims to examine the relationship between sensory processing and learning preferences among occupational therapy students, providing insights for individualized educational strategies.
Methodology:
A cross-sectional design will be conducted with 85 occupational therapy students, determined via G Power analysis to ensure sufficient statistical power. Participants sensory processing will be assessed using the Adult/Adolescent Sensory Profile , and learning preferences will be measured with the Kolb Learning Styles Inventory. Pearson correlation analyses and regression models will be used to examine relationships between sensory processing and learning style subdomains.
Results:
It is anticipated that specific sensory processing profiles will correlate with particular learning preferences, offering guidance for tailored educational approaches.
Discussion:
Understanding these relationships may support the development of student-centered teaching strategies in occupational therapy education. Incorporating sensory processing differences into curriculum design can enhance academic engagement, learning effectiveness, and professional skill development, ultimately improving educational outcomes.

Predictors of Academic Success: Course Attendance, Workload, and Material Diversity

Friday, 23rd October: - Poster

Ms. sena albay (Ankara Medipol University), Ms. Cemre Bafralı (Ankara Medipol University)

Introduction: Analyzing the determinants of academic performance is essential for strategic educational planning. This study investigates the impact of course attendance, out-of-class workload, and material diversity on student performance (n=42) in a Health Strategies course. Methodology: A quantitative research design was employed. Analysis included descriptive statistics, Pearson Correlation for workload-performance relationships, Simple Linear Regression for predictability, and K-Means Cluster Analysis for pedagogical profiling. Independent Samples t-Tests evaluated performance differences between attendance groups. Results: A strong positive correlation (r=0.82) was found between workload and final scores. Regression results indicated that workload and attendance explain 67% of the variance in success (R^2=0.67). Students with full attendance scored significantly higher (88.4) than irregular attendees (74.5) ($p<0.05$). The “Fully Equipped” cluster—combining full attendance with high workload (3+ hours/week)—demonstrated the most consistent performance (96.4). Discussion: Findings suggest that course attendance is a primary determinant of academic success. The observed performance gap (+12.2 points) indicates that real-time feedback and classroom interaction facilitated by attendance play a significant role in mastering complex analytical tasks. Strategic curriculum design should focus on promoting attendance and interactive environments to enhance educational outcomes.

Examining Innovative Thinking in Professional Practice and Daily Life: A Mixed-Methods Study

Friday, 23rd October: - Poster

Mr. Muhammed Yusuf Yar (Istanbul Atlas University), Ms. Melike Selin İkinci Kaya (Istanbul Atlas University), Ms. Sümeyye Sarışahin (Bezmialem Vakıf University)

Introduction: Innovative thinking is essential in occupational therapy, as it enables professionals to develop individualized, adaptive, and effective solutions for clients. With increasingly complex healthcare needs, fostering innovation during education is crucial to prepare students for diverse clinical and daily life challenges.
Methodology: This mixed-methods study involved occupational therapy students. Quantitative data were collected using a 6-item Likert-type scale, while qualitative data were gathered through open-ended questions and analyzed using thematic analysis.
Results: The mean age of participants was 20.14±2.07. Quantitative findings showed high levels of innovative thinking: risk-taking (4.46), problem-solving (3.54), trying new methods (4.23), generating new ideas (4.54), perceived importance of innovation (4.85), and following technological developments (3.38). Qualitative results indicated that students primarily associate innovation with novelty and creativity. Although some courses support innovation, participants highlighted the need for further development. Barriers included financial limitations, lack of supportive environments, and reliance on traditional approaches. Innovation was viewed as essential for individualized interventions, enhancing independence, improving quality of life, and supporting professional growth.
Conclusion: Strengthening curricula, encouraging research engagement, promoting the use of current literature, and supporting participation in seminars and interdisciplinary activities may enhance innovative thinking in occupational therapy education.

Managing placement capacity for occupational therapy apprenticeship learners

Friday, 23rd October: - Poster

Mrs. Nichola Gadsby (Royal College of Occupational Therapists), Ms. Victoria Nolan (Coventry University), Dr. Katherine Ward (Royal College of Occupational Therapists)

Aim is to reflect on the journey of the development of placement circuits for the increase in numbers of OT apprentice learners joining a HEI programme. This model aims to aid in placement capacity and planning.

The SOAR approach (Cole, *et al.* 2022) was used to reflect on the strengths and successes of adopting this model, and the impact on placement planning and capacity will also be presented. This has resulted in the success of apprentice learners joining the OT programme having a balance of placement experience (RCOT, 2019) and being placed on time.

Placement circuits have been hugely successful in developing close partnerships with organisations and finding placement opportunities for OT apprenticeship learners. The process does have its' challenges which continue to be discussed and problem solved.

OT Bridge Ticino: A Mentoring Programme for Early-Career Occupational Therapists in Southern Switzerland

Friday, 23rd October: - Poster

Dr. Ruth Hersche (University of Applied Sciences and Arts of Southern Switzerland), Dr. Christian Pozzi (University of Applied Sciences and Arts of Southern Switzerland), Ms. Gaby Bracher (Ergotherapie-Verband Schweiz), Ms. Andrea Petrig (Ergotherapie-Verband Schweiz)

Newly graduated occupational therapists often experience professional isolation, limited mentoring, and difficulties translating evidence-based knowledge into clinical practice. In the Italian-speaking region of Switzerland, these challenges contribute to early professional turnover and low engagement in underrepresented areas such as geriatrics and mental health. The lack of role models may weaken professional identity and perpetuate outdated practices. Yet this transition phase also offers opportunities to promote evidence-based and context-sensitive practices in emerging fields.

We developed *OT Bridge Ticino*, a pilot mentoring programme for newly graduated occupational therapists combining structured one-to-one mentorship, peer groups, blended learning activities, and targeted training modules. The initiative connects undergraduate education with continuing professional development and is co-designed by the University of Applied Sciences and Arts of Southern Switzerland (SUPSI) and the Swiss Occupational Therapy Association (EVS). It aims to strengthen professional identity, clinical reasoning, quality of care, and retention in priority practice areas.

As the program will start in September 2027, empirical outcomes are not yet available. This poster therefore presents the programme's conceptual framework, educational design, partnership model, and anticipated outcomes, informed by mentoring and transition-to-practice literature.

It highlights bridging academic and professional environments, fostering communities of practice, and aligning training with workforce needs.

MenTOras: A peer-mentoring programme to support early-career occupational therapists' professional integration

Friday, 23rd October: - Poster

Dr. Sandra León-Herrera (Department of Psychology and Sociology, University of Zaragoza, Zaragoza), Mr. Rafael Sánchez-Arizcuren (Department of Physiatry and Nursing, University of Zaragoza, Zaragoza), Dr. Enrique Villa-Berges (Department of Physiatry and Nursing, University of Zaragoza, Zaragoza), Dr. María Cristina Ruiz-Garrós (Department of Physiatry and Nursing, University of Zaragoza, Zaragoza), Ms. Marta Marín-Berges (Department of Physiatry and Nursing, University of Zaragoza, Zaragoza)

The transition to professional practice for newly graduated occupational therapists in Spain is often hindered by limited professional visibility and lack of structured early-career support. In line with the conference theme *"Shaping the Future of Occupational Therapy Education"* and the topic *Strategic and Innovative Pathways*, the MenTOras programme proposes a context-sensitive peer-mentoring model to support professional integration in Aragón.

A quasi-experimental mixed-methods study without control group is being conducted with approximately 20 mentor–mentee dyads from COPTOA. Mentees have $\leq$2 years since graduation and mentors $\geq$5 years of experience. The intervention includes six sessions organised into initiation, development, and closure phases, delivered online or face-to-face. Outcomes for mentees include professional integration, emotional wellbeing, self-confidence, and satisfaction; for mentors, process evaluation and perceived learning. Quantitative data will be analysed using descriptive and within-group comparisons, while qualitative interviews will undergo thematic analysis. Integration will follow a convergent design.

Preliminary findings will inform feasibility, acceptability, and mechanisms of change. This initiative contributes to innovative educational pathways by bridging the gap between academic training and practice, strengthening professional identity, and supporting retention in occupational therapy.

Building Practice Education in a New Occupational Therapy Programme

Friday, 23rd October: - Poster

Prof. Patrícia Meireles Graça (Santa Maria Health School), Prof. Bruno Vieira de Melo (Santa Maria Health School), Dr. Carla Oliveira (Local Health Unit of Entre o Douro e Vouga, Santa Maria da Feira), Dr. Celso Teixeira (Northern Detoxification Unit, Institute for Addictive Behaviours and Dependencies, Porto), Prof. Ana Sofia Carneiro Saraiva (Santa Maria Health School)

Practice education is a cornerstone of Occupational Therapy training and depends on strong collaboration between higher education institutions and clinical partners. The first graduating cohort of the Occupational Therapy programme at Santa Maria Health School represents a significant milestone in establishing sustainable fieldwork education pathways.

This study aimed to characterize the clinical placement trajectory of the first cohort and to analyze fieldwork educators' perceptions regarding students' preparation and performance.

A descriptive mixed-methods approach was used. Data included institutional records of placement distribution and an evaluation survey completed by fieldwork educators across different practice settings. Quantitative data were analyzed descriptively, and qualitative feedback was examined to identify key themes regarding student competencies and professional development.

The cohort achieved a 100% completion rate, considering the availability of a final examination period for graduating students. Fieldwork educator evaluations revealed a mean quantitative score of 85%, alongside a qualitative assessment average of 84%. Supervisors highlighted students' professional attitudes, ethical awareness, and ability to integrate into multidisciplinary teams, while also identifying areas for continued development in clinical reasoning.

These findings illustrate how collaborative partnerships with practice settings support the successful implementation of practice education in Occupational Therapy programs and contribute to shaping future educational strategies.

Experiential and Peer-Assisted Learning Approaches in Occupational Therapy Education within Clinical Placement

Friday, 23rd October: - Poster

Prof. Konstantinos Georgiou (Occupational Therapy Department, University of Western Macedonia, Greece),
Ms. Elisavet Milioglou (Occupational Therapy Department, University of Western Macedonia, Greece)

The transition from classroom learning to clinical practice represents a critical stage in occupational therapy education. This study investigates undergraduate students' lived experiences during clinical placement, aligning with the theme *Strategic and Innovative Pathways for the Future of Occupational Therapy Education* by focusing on experiential and peer-assisted learning approaches.

A sequential explanatory mixed-methods design was employed. In the first phase, students completed an anonymous questionnaire assessing clinical readiness, experiential learning, emotional adaptation, skill development, and peer learning. Descriptive statistics were used for analysis. In the second phase, voluntary focus groups were conducted to explore these findings in depth, and qualitative data were analyzed using thematic analysis.

Results indicate that experiential learning significantly enhances clinical reasoning, professional confidence, and the application of theoretical knowledge. Peer learning emerged as a key innovative strategy, promoting collaboration, reflective practice, and emotional support. Although initial anxiety was frequently reported, it decreased as students gained experience and peer support.

These findings highlight the value of integrating experiential and peer-assisted learning as strategic approaches to facilitate smoother transitions into clinical practice and strengthen professional identity development.

Using the Occupation-Centered Intervention Assessment to Enhance Learning in a Student Clinic

Friday, 23rd October: - Poster

Dr. Maggie Hayes (University of Puget Sound)

Purpose: Explicit teaching of occupation-centered practice is essential for sustaining professional identity. The Occupational Centered Intervention Assessment (OCIA) is a reflection tool designed to improve the use of occupation-centered interventions. When used as a teaching tool, it supports understanding the concept of occupation.
Design: This qualitative study explored students' perceptions of using the OCIA in a campus clinic.
Methods: Fifteen occupational therapy students participated in a study implementing the use of the OCIA in a campus clinic. Following training, the student group used the OCIA as a self-reflection tool over five weeks. Upon completion of the implementation period, eight students participated in a focus group to share their perceptions on using the OCIA within the learning environment.
Results: Focus group findings were iteratively coded and analyzed. The following themes emerged: how to use the OCIA within an OT curriculum, the value of student reflection in an on-site clinic setting, and how the OCIA promotes discussion and feedback.
Conclusion: Students identified using the OCIA as a powerful way to reflect on their learning process and reported they recommend using it in occupational therapy programs and in practice as a way to remain focused on occupation-centered intervention.

Validation of Virtual Reality-Based Entrustable Professional Activities for Mental Health Pre-fieldwork Competency

Friday, 23rd October: - Poster

Ms. Chen-Ching Lin (Department of Occupational Therapy, Chung Shan Medical University), Prof. Chia-Hui Hung (Department of Occupational Therapy, Chung Shan Medical University), Prof. Shih-Chen Fan (Department of Occupational Therapy, Chung Shan Medical University), Prof. Wen-Chou Chi (Department of Occupational Therapy, Chung Shan Medical University), Ms. Yi-Chen Hsieh (Department of Occupational Therapy, Chung Shan Medical University)

Mental health occupational therapy fieldwork requires students to integrate knowledge, skills and attitude in clinical situations. Virtual reality (VR)-based assessment enables repeated practice within standardized scenarios. The study developed VR-based Entrustable Professional Activities (EPAs) on Assessment and Evaluation to support pre-fieldwork competency and examined preliminary psychometric properties and feasibility. Two VR modules were developed and covered nine core competencies, using Miss 360, each comprising 10 items. Third-year undergraduate students completed assessments using Meta Quest headsets with interactive cursor control and voice input. A total of 79 and 44 students completed Module 1 and Module 2, respectively. Content validity was supported by experts' review (S-CVI= 0.93 for Module 1; 0.86 for Module 2). Internal consistency was modest (KR-20= .34 and .27), and pass rates were 36.71% and 18.18% for Modules 1 and 2, indicating high task difficulty, particularly in clinical reasoning. Feasibility findings revealed system-related challenges, including a 39.63% voice recognition failure rate and a 5.33% retest rate, highlighting the need for technical optimization. Experts supported ecological validity and recommended broader competency coverage. VR-based EPAs demonstrate potential for supporting pre-fieldwork preparation and align with simulation-based learning within occupational therapy education. Further refinement is needed to improve assessment quality and implementation readiness.

Developing Simulation-Based Entrustable Professional Activities for Pre-Fieldwork Competencies in Adult Therapy

Friday, 23rd October: - Poster

Ms. Hsin-Jung Lee (Department of Occupational Therapy, Chung Shan Medical University), Prof. Chia-Hui Hung (Department of Occupational Therapy, Chung Shan Medical University), Prof. Shih-Chen Fan (Department of Occupational Therapy, Chung Shan Medical University), Ms. Hsin-Fei Lai (Department of Occupational Therapy, Chung Shan Medical University), Prof. Wen-Chou Chi (Department of Occupational Therapy, Chung Shan Medical University)

This study addresses the topic Strategic and Innovative Pathways for the Future of Occupational Therapy Education. Entrustable Professional Activities (EPAs) integrate competencies into observable clinical tasks. EPAs integration with Virtual Reality (VR) enhances assessment scalability and standardization[1]. This study developed a VR-based EPA (VR-EPA) to assess pre-fieldwork competencies in occupational therapy, based on a validated 15-competency framework[2].

The VR-EPA included 17 interactive items simulating a fracture scenario on the Oculus platform. Each item was mapped to 2 to 3 competencies, forming an item-competency blueprint. Content validity was evaluated by six experts (mean experience = 14.8 years) using a 4-point scale. Experts trialed the VR-EPA and rated item relevance, item-competency mapping, and utility/feasibility using a 4-point scale. Item-level (I-CVI) and scale-level content validity indices (S-CVI/Ave) were calculated with predefined thresholds (I-CVI $\geq$ 0.78; S-CVI/Ave $\geq$ 0.90)[2].

Scale-level relevance showed excellent validity (S-CVI/Ave = 0.97), with one item removed . A total of 42 item-competency linkages were identified, of which 36 were retained after validation (S-CVI/Ave = 0.91), covering 13 competencies. Utility and feasibility were high (mean = 3.65, SD = 0.49), particularly in supporting contextualized learning and clinical realism.The VR-EPA provides a valid approach for competency-based assessment.

Building Resilient Practice Education: Year 1 Simulation Design and Implementation

Friday, 23rd October: - Poster

Ms. Sinead Moynihan (University College Cork), Ms. Jean Harrington (University College Cork), Ms. Caroline Booth (University College Cork)

Growing student numbers call for strategic foresight and planning. This is evident across the Occupational Therapy academic landscape and across practice education demands. To address this evolving landscape and begin to build resilient and sustainable educational systems, we designed and facilitated an innovative simulation-based learning experience for the Year 1 Occupational Therapy students.

Simulation is a well-established teaching pedagogy in medicine and nursing disciplines. Increasing student numbers across Occupational Therapy and, indeed, all health and social care professions in higher education calls for adaptation to accommodate larger cohorts in practice education. As a result, simulation has become an area of growth within Occupational Therapy. Integrating global Occupational Therapy simulation research, evidence from employers' feedback on new graduates, feedback from practice educators, and a design thinking innovation framework, we sought to design and implement a simulation-based experience for Year 1 Occupational Therapy students into their practice education curriculum.

Our poster and pitch charts our simulation process from funding, design thinking learning objective co-design, implementation and impact evaluation on the process and future considerations.

Our ambition is to share our innovative simulation-based experience, as well as connect across the ENOTHE Network to further enhance our simulation offering through European collaboration.

Using innovative strategies to promote deep learning through reflective practice

Friday, 23rd October: - Poster

Dr. Kelly Layne (Baylor University), Dr. John Layne (University of St. Augustine)

Debriefing and reflective practice are essential for occupational therapists, but are we really pushing students to deep reflection in OT education? Debriefing and reflection have been shown to be effective in healthcare education with undergraduate, graduate, and post-license students (Atthill et al., 2021; Casler et al., 2022). It has been shown to enhance confidence, skills, communication, and interprofessional collaboration. Reflection has also been shown to decrease anxiety (Atthill et al., 2021; Begley et al., 2019; Casler et al., 2022). We know that debriefing and reflective practice are effective, but incorporating activities that promote deep reflection and engagement can be challenging. In this presentation, we will showcase innovative methods and technologies that can be used to foster deep reflection. We will see how these innovative methods can be paired with Kolb's (1984) experiential learning theory to help occupational therapy students enter into deeper learning and transform classroom learning into skills that they will need for OT practice. Attendees will learn to take a concreate experience and push students through the other stages of Kolb's learning cycle including reflective observation, abstract conceptualization, and active experimentation. Attendees will leave with strategies of how to transform current leaning experiences into engaging opportunities for reflection.

“Co-creating Therapeutic Narratives: A Student Initiative in Occupational Therapy Education

Friday, 23rd October: - Poster

Ms. Barbara Rubert Grimalt (EUIT University Center, Autonomous University of Barcelona), Mrs. Noemi Martin (Presentador), Ms. Estefania Reinaldos (EUIT University Center, Autonomous University of Barcelona)

This project, inspired by Participatory Action Research (PAR) and the Participatory Occupational Justice Framework (POJF), presents an interactive book serving as a therapeutic narrative for Saharawi children in the “Vacances en Pau” program. This organization ensures holidays away from armed conflict and extreme desert heat.

The story facilitates occupational transitions, addressing routines and social participation in foreign environments, such as medical consultations. It acts as a vocabulary resource and an augmentative communication tool with pictograms, including healthy habits. This bilingual (Hassaniya-Catalan) graphic book features coloring pages, interactive games, and spaces designed for cultural exchange.

This educational tool resulted from a co-creation process among OT students (EUIT), university areas, Terrassa’s City Council, and the Saharawi community. This student-led initiative demonstrates how integrating cultural humility and occupational justice into the curriculum allows for the resolution of real-world challenges. For students, this process is essential for Professional Identity Formation (PIF), preparing future practitioners for emerging roles and ensuring that ethical values remain included in the practice. The work aligns with “Values and Ethics in a Changing Educational Landscape”, focusing on diversity, humility, equity, and inclusion through the POJF of Whiteford.

Learning Across Borders in the Nordplus Occupational Therapy Intensive Courses

Friday, 23rd October: - Poster

Mr. Hans Martin Kunnikoff (VID Specialized University), Dr. Aileen Bergström (Karolinska Institutet), Ms. Ieva Jekabsone (Riga Stradiņš University), Mrs. Hulda Gisladottir (School of Health,Business and Natural Sciences-Faculty of Occupational Therapy)

For over three decades, the Nordplus Occupational Therapy Network in the Nordic and Baltic countries, has brought together students and educators for an annual five-day course hosted by one of the participating institutions. The theme shifts on a three-year basis. Between 2023 and 2025, the courses focused on everyday technology and its implications for vulnerable groups in society. Design Thinking served as the pedagogical foundation (1), supporting international collaborations while exploring a unique occupational therapy challenge. Despite yearly course evaluations, there has been no attempt to systematically analyze the evaluations regarding achieving the intended learning outcomes.

The aim of this study was to analyze how students experienced and achieved the four intended learning objectives from the courses held in Stockholm, Sweden, Stavanger, Norway and Kaunas, Lithuania (2023-25). Using the Framework Method (2, 3) for qualitative analysis, we examined 54 student's course evaluations. Preliminary findings from the ongoing analysis highlight the students' perceptions of their learning processes, development of practical and analytical skills, and engagement with the course content and methodology. The complete findings will be presented and discussed in relation to the needs of a course evaluation suited to capturing the intended learning outcomes.

Interdisciplinary Development of Assistive Technology in Occupational Therapy Education

Friday, 23rd October: - Poster

Ms. Ágata de Araujo Silva (University of São Paulo), Ms. Rafaela Freire Gomes (University of São Paulo), Ms. Isabela Vidal (University of São Paulo), Mr. Thomaz Klifson Falcão Barboza (Instituto de Tecnologia e Liderança), Dr. Ana Cristina dos Santos (Instituto de Tecnologia e Liderança), Prof. Marilia Bense Othero (Universidade de São Paulo)

In recent years, there has been an increase in the incidence of Autism Spectrum Disorder (ASD), with a subsequent need for innovative resources for the care of this population. This study presents the development of an Assistive Technology (AT) resource, constructed in an interdisciplinary manner by Occupational Therapy students from the University of São Paulo (USP), Computer Engineering and Computer Science students from the Institute of Technology and Leadership (Inteli), Brazil. It consists of an interactive device aimed at children with ASD, called the Sensory Mat, made of EVA foam, with different textures, capacitive sensors, and a microcontroller, connected to software that associates tactile stimuli with multimodal responses, such as sounds, images, and games. One of the main innovations is the possibility of customizing the mat according to therapeutic needs, and in evaluated children with ASD, an increase in engagement and attention span was observed. The device was recognized by the Technological Innovation Center at Hospital das Clínicas (InovaHC) as a technology with innovative potential. It is concluded that projects like this contribute to interdisciplinary education, promoting knowledge exchange and collaborative construction among courses, as well as fostering innovation and integration between teaching, research, technology, and practice in Occupational Therapy.

Examining Disadvantaged-Group Content in Occupational Therapy Curricula: A Qualitative Study

Friday, 23rd October: - Poster

Ms. Feyza Nur Aydın (Bezmialem Vakif University, Graduate School of Health Sciences), Dr. Gülşah Zengin Yazıcı (Bezmialem Vakif University, Graduate School of Health Sciences), Prof. Ümit Uğurlu (Bezmialem Vakif University, Graduate School of Health Sciences)

Background:
Occupational therapy education should equip students with the knowledge and skills to work effectively with disadvantaged groups and promote inclusive, equitable participation in society. Evaluating educational content from graduates' perspectives may provide insight into curriculum adequacy and future needs.
Aim:
This study aimed to examine the content related to disadvantaged groups in undergraduate occupational therapy education from the perspective of graduates.
Methods:
This qualitative study included 11 graduates of an undergraduate occupational therapy program. Data were collected through semi-structured interviews and analyzed using thematic analysis. Six themes were identified: perception of disadvantaged individuals, definition of disadvantaged groups, factors affecting disadvantage, educational content, professional preparedness, and self-efficacy.
Results:
Participants described disadvantaged individuals as those facing restrictions in social participation, inequality of opportunity, and greater need for support. The most frequently mentioned groups were people with disabilities, older adults, children, and migrants. Disadvantage was understood as a multidimensional phenomenon shaped by economic, environmental, and social factors. All participants reported receiving related coursework, and most considered the content adequate. Professional preparedness was mainly strengthened through internships and practical experiences.
Conclusion:
Although curriculum content was generally perceived as sufficient, expanding practice-based learning and strengthening theory–practice integration may further enhance occupational therapy education.

Collaborating factors influencing occupational therapists' willingness to supervise students in fieldwork education

Friday, 23rd October: - Meet-up / Symposium

Dr. Margaret L. Soevik (Western Norway University of Applied Sciences), Dr. Marte Lindstad (Norwegian University of Science and Technology, Gjøvik), Mrs. Kristin Jess-Bakken (Norwegian Association of Occupational Therapists), Mrs. Malin C. Eerola (Norwegian University of Science and Technology, Trondheim), Mrs. Kjersti L. Ellingsen (VID Specialized University), Dr. Lisebet S. Skarpaas (Oslo Metropolitan University)

Background: Fieldwork is central to developing occupational therapy students' competencies[1,2], yet, securing placements in Norway has become increasingly challenging.
Aim: To explore how collaboration between fieldwork sites and educational programmes influences Norwegian occupational therapists' willingness to supervise students.
Methods: A national survey of Norwegian occupational therapists (n=499) including quantitative items and open-ended questions. Quantitative analyses of frequencies, percentages and measures of central tendency (SD) and qualitative content analysis[3] were conducted.
Results: The quantitative and qualitative data converge in demonstrating a need for clear, early information and greater predictability regarding fieldwork (timing, expectations, supervisory role, formal requirements) and underline the need for closer institutional follow-up. Many find administrative requirements burdensome. Advance disclosure of students' needs for reasonable accomodations or prior risks of failure will facilitate supervision. Some respondents also perceive a decline in students' professional behaviour and increased demands when supervising underperforming students or students who may not be suitable for the occupational therapy profession.
Implications for practice: Educational institutions should provide timely, concise information, and enhance collaboration and support in challenging situations. To enhance occupational therapists' willingness to supervise future students there may be a need for more strategic alliances and innovative collaborations regarding fieldwork supervision.

Death Literacy among Occupational Therapy Students: from theory to practice (20 years of experience in the Interdisciplinary Program on Palliative and End- of- life care)

Friday, 23rd October: - Workshop

Ms. Sara Janquart (PXL University of Applied Sciences and Arts), Dr. Maria Kapanadze (EUIT University Center, Autonomous University of Barcelona), Mr. Filip Dejonckheere (Artevelde University of Applied Sciences), Ms. Zane Liepina (Riga Stradiņš University), Ms. Markéta Havrdová (Charles University), Ms. Helena Palacio (EUIT University Center, Autonomous University of Barcelona), Ms. Lisa Basile (PXL University of Applied Sciences and Arts)

INTRODUCTION: Ever heard about death literacy? The knowledge, skills, and values enabling individuals and communities to effectively understand, navigate, and participate in end-of-life contexts is increasingly recognized as an essential component of holistic health care education. For occupational therapy (OT), whose core philosophy emphasizes meaningful engagement, person-centered practice, and participation across the lifespan, developing death literacy is not optional but foundational.

OBJECTIVES: This workshop introduces an evidence-based, practice-oriented approach to integrating death literacy into undergraduate (and graduate) OT curricula. Through interactive activities, case-based reflection, and guided discussion, participants will translate theoretical concepts into concrete educational practices.

MATERIAL AND METHOD: Focus of the workshop is on mourning and bereavement and reflections.

OUTCOME: To enhance the participants awareness of the role of OT in palliative care. Invitation on writing recommendations on curriculum on palliative care/ end-of-life care.

CONCLUSION/DISCUSSION: The workshop ultimately aims to empower OT educators and students to cultivate confidence, ethical sensitivity, and professional readiness when working with clients and communities facing death, dying, and bereavement ensuring that occupational therapy contributes meaningfully to compassionate, competent end-of-life care.

The Occupational Leadership Palette: Strengths-Based Leadership Development for Occupational Therapists

Friday, 23rd October: - Workshop

Dr. Christine Urish (Drake University), Ms. Megan Gerasch (Drake University)

Leadership development in occupational therapy (OT) education often emphasizes clinical competencies while underemphasizing the interpersonal skills essential for effective collaborative practice. This interactive 90-minute workshop, *The Occupational Leadership Palette*, uses the Real Colors personality temperament framework to build self-awareness, team communication, and strengths-based leadership identity among occupational therapy students, educators and practitioners.

Through the four color personality trait profiles: Gold, Green, Blue, and Orange, participants explore how individual characteristics influence communication style, problem-solving, conflict response, and team roles. This framework aligns with the core values of occupational therapy: belief in each individual's inherent worth, the power of occupation to express identity, and the recognition that diverse strengths create capable, effective, and adaptive teams.

This workshop will use self-assessment, facilitated reflection, small group activity, and experiential learning to develop practical strategies for leveraging personal strengths and how to foster the strengths of peers. By the end of the session, participants will share a common understanding for navigating differences in work style and leadership approach to foster a more cohesive, psychologically safe, and occupation-centered learning community.

The Innovative Clinician: Using design thinking to support entrepreneurship in OT education

Friday, 23rd October: - Workshop

Mrs. Liath Sheehan (University College cork), Ms. Sinead Moynihan (University College Cork)

Complex healthcare systems and role-emerging practice sites are increasingly common for OT graduates, requiring clinical competence and creativity and entrepreneurial thinking. Yet entrepreneurship and innovation are often underdeveloped in OT curricula, leaving students unprepared for novel practice contexts.
This interactive workshop introduces design thinking, a human-centered, structured problem-solving framework, as a practical means to build innovation capability within OT education and to integrate entrepreneurial thinking into teaching.
Format:
40 participants
Condensed design thinking process mirroring a classroom-based learning experience

1. **Empathise** – Explore a real-world challenge.
2. **Define** – Clarify core problem from a user-centred perspective
3. **Ideate** – Rapid idea generation, creative solutions, structured brainstorming techniques
4. **Prototype** – Develop one of the ideas further
5. **Test & Reflect** – Share ideas and reflect on the process

Participants will learn principles of design thinking and cultivate entrepreneurial and innovative mindsets, equipping educators to better prepare students for the diverse, evolving pathways of contemporary OT practice.

References:
Sherratt, D. C., Butler, M., Kiriam, S., & Sellar, B. (2025). Naming the Invisible: Exploring Implicit Design Thinking in Occupational Therapy Curricula. *Journal of Occupational Therapy Education, 9* (4). https://doi.org/10.26681/jote.2025.090409
Naming the Invisible: Exploring Implicit Design Thinking in Occupation" by Dominique C. Sherratt, Mary Butler et al.

Student and Instructor Perceptions of Theories and Strategies Used in OT classrooms

Friday, 23rd October: - Oral Presentation

Dr. Katelyn Culley (U.S. Army Research Institute of Environmental Medicine (USARIEM)), Dr. Elaina DaLomba (U.S. Army Baylor University Doctor of Science in Occupational Therapy)

Introduction/Rationale: Little is known about how occupational therapy (OT) professionals learn to teach. Educators request training in theories and techniques, due to perceived lack of knowledge. Research is needed into which teaching theories/techniques are used and their effectiveness.
Objectives: We explored learning theories and teaching strategies OT instructors use for didactic content and compared relationships between instructor and students' perception of the learning/teaching environment.
Methods/ Approach: Using a mixed-methods approach, nine OT instructors and 93 students completed questionnaires, interviews, and focus groups. Eta coefficients determined strength of association between identified theories and Course Experience Questionnaire scores. Descriptive statistics showed levels of association between theory use, as identified by instructors, students, and observers. An inductive approach was used to identify qualitative themes.
Results/ Practice Implications: Instructors used various teaching strategies associated with teaching theories but often could not identify theories. No single theory or strategy significantly influenced students' perceptions of learning environments. Themes: factors impacing learning and teaching, and cultural influences. CEQ showed good reliability.
Conclusion: The study advances understanding of teaching strategies and theories in OT education and on student experiences/perceptions of learning environments. Findings highlight strategic development areas: Continuing education to optimize teaching effectiveness and enhanced instructor evaluation tools.

Relationship Between Learning Approaches, Critical Thinking and Self-Efficacy in Occupational Therapy Education

Friday, 23rd October: - Oral Presentation

Ms. Emine Cansu GÜLER (Kutahya Health Sciences), Dr. Gamze KURT (Kutahya Health Sciences)

Introduction: By identifying the relationship between critical thinking, self-efficacy, and learning approaches, this study aims to provide a foundational framework for developing more effective and adaptive educational models in occupational therapy. It emphasizes the necessity of understanding student-specific learning determinants to align educational strategies with future professional requirements. In this regard, this research directly contributes to the theme of **Strategic and Innovative Pathways for the Future of Occupational Therapy Education.**

Methods: This cross-sectional study included 126 undergraduate occupational therapy students. Participants were evaluated using Biggs' Revised Two-Factor Study Process Questionnaire, the Critical Thinking Dispositions Scale, and the Academic Self-Efficacy Scale. Academic achievement was assessed based on Grade Point Average.

Results: Results revealed a significant positive correlation between deep learning and both academic self-efficacy ($p<.001$, *rho*= 0.29) and critical thinking ($p<.001$, *rho*= 0.39). Conversely, surface learning was found to have a significant negative correlation with critical thinking ($p<.05$, r_s= -0.19) and academic achievement($p<.001$, *rho* = -0.37).

Conclusion: The findings indicate that OT education must strategically prioritise critical thinking in order to facilitate deep learning and mitigate the negative impact of surface learning. By shifting toward active clinical reasoning, institutions should create innovative pathways that ensure future therapists possess the strategic skills necessary for modern healthcare.

Work Readiness among OT Students in the United States: Associations with Approaches to Studying and Study Efforts

Friday, 23rd October: - Oral Presentation

Dr. Adele Breen-Franklin (Alliant University), Dr. Colleen Maher (Columbia University), Dr. Tore Bonsaksen (University of Inland Norway)

"Work readiness" is an important concept found in much professional literature. According to Caballero et al. (2022) work readiness is a multidimensional construct that includes "personal characteristics, organizational acumen, work competence, and social intelligence" (p.41). Karp (2020) looked at student readiness for transitioning to the fieldwork environment from the perspectives of occupational therapy educators and fieldwork educators. This study examined the association between study approaches and students' feeling of readiness to practice. Thirty-five students in masters' and doctoral programs in the United States completed the Work Readiness Scale and the short 18-item version of the Approaches and Study Skills Inventory for Students (ASSIST). Analysis showed that higher scores on the strategic study approach and lower scores on the surface study approach increased feelings of readiness to practice. Occupational therapy programs may benefit from developing assignments that focus on a strategic study approach, or studying wisely to increase students' feeling of readiness to practice and self-efficacy.

Strategic Learning and Test Preparation in Online Occupational Therapy Education

Friday, 23rd October: - Oral Presentation

Dr. Kayla Collins (Baylor University), Dr. Marian Gillard (Baylor University), Dr. Susan Blair (Baylor University)

Educational models incorporating online learning are expanding globally in occupational therapy (OT) education to improve accessibility and flexibility. While these approaches create new opportunities for learners, they also require students to demonstrate strong self-regulated learning, effective study strategies, and confidence in preparing for high-stakes professional examinations. As OT education evolves, understanding how strategic learning behaviors support student success is increasingly important for educators designing sustainable and responsive curricula.

This presentation explores the role of learning and study strategies in supporting student outcomes in an entry-level OT doctoral program that incorporates online learning. Drawing on data from 212 graduates and the Learning and Study Strategies Inventory (LASSI), the session will examine how strategic learning behaviors, particularly test-preparation approaches and anxiety management, relate to key indicators of student success, including academic performance, fieldwork experience, and certification examination outcomes.

In alignment with the conference theme of shaping the future of OT education, the presentation will focus on practical educational implications. Strategies for integrating structured instruction in test preparation, metacognitive study techniques, and anxiety management into OT curricula will be discussed. These approaches aim to strengthen student readiness for certification examinations while supporting resilient, adaptable learners in increasingly digital and globally connected educational environments.

Students' Experiences of a Structured Flipped Classroom in Occupational Therapy Education

Friday, 23rd October: - Oral Presentation

Mrs. Selin Başak Arslaner (Lokman Hekim University), Mrs. Başak Çağla Arslan (Lokman Hekim University), Dr. Sedef Şahin (Hacettepe University), Prof. Aynur Ayşe Karaduman (Lokman Hekim University)

Background: In occupational therapy (OT) education, theoretically demanding courses require approaches that support understanding concepts relevant to clinical reasoning. Flipped classroom (FC) models promote active learning; structured implementations, where pre-learned content is reinforced during class, provide clearer guidance. This study examined students' experiences of a structured FC model in a Functional Neuroanatomy course. **Methods:** A mixed-methods study involved 31 second-and third-year undergraduate OT students. Data were collected via an anonymous online form of open-ended questions. Qualitative data were analyzed using inductive thematic analysis; descriptive statistics (n,%) supported interpretation. **Results:** Three themes emerged: (1) active, responsibility-based learning, (2) linking theory to clinical concepts, and (3) the model's demanding nature. Over half of the students (51.7%, n = 16) were prepared before class, and a large proportion felt more actively involved (71.0%, n = 22). Reflecting this demanding nature, 45.2% (n = 14) identified preparation and related tasks as the most challenging. Despite these demands, students emphasized that the structure encouraged more consistent study habits. **Conclusion:**A structured FC model effectively supports active engagement and meaningful understanding of theoretical content in OT education. However, educators should balance out-of-class workload to avoid excessive burden while ensuring relevance to future OT practice.

Using Visual Research Methods in Occupational Therapy Education

Friday, 23rd October: - Oral Presentation

Dr. Urša Bratun (Faculty of Health Sciences, University of Ljubljana)

Background: Visual research methods are increasingly used in qualitative research and have recently been integrated into higher education due to their participatory and action-oriented design, as well as their ability to engage students.
Aims: This meet-up session aims to explore the potential of visual research methods in occupational therapy and occupational science education, and to discuss challenges and lessons learned from previous educational projects.
Methods: The session will begin with a brief overview of visual research methods and their application in occupational therapy and occupational science, followed by three rapid-fire presentations of examples from undergraduate occupational therapy education to prompt discussion. These examples include a student research project using photo elicitation to study older women's occupations, a seminar utilising elements of photovoice to examine health and occupation, and an interdisciplinary project employing various visual methods to explore ageism. Participants will be encouraged to reflect on the use of visual research methods as an innovative, participatory educational approach. Ethical implications of using visual methods will also be discussed.
Outcomes: Participants will gain insight into the potential and relevance of visual methods in education and discuss practical applications and ideas for using these innovative methods in occupational therapy education.

Critical thinking in French occupational therapy higher education: A critical narrative inquiry

Friday, 23rd October: - Oral Presentation

Ms. Mayline HELAINE (Student of the European master of science in occupational therapy), Ms. Lilian Magalhães (Federal University of Sao Carlos, Brazil adjunct professor Occupational Therapy Department.), Ms. Lisette Farias Vera (Associate Professor and Senior Lecturer affiliated with Karolinska Institutet)

Background: Critical thinking is recognized as a core competency in occupational therapy education linked to ethical practice, social responsibility, and occupational justice. However, the concept remains unclear and inconsistently implemented across curricula. Little empirical research has examined its conceptualization within the French context, where a standardized curriculum has been implemented since 2010 and is under review.
Aim: This study explores how educators and program coordinators within French occupational therapy programs understand and enact critical thinking in curriculum design and delivery, and how these understandings are shaped by institutional and professional discourses.
Methods: Grounded in critical theory and Critical Narrative Inquiry, the study draws on 6 semi-structured interviews with educators and curriculum coordinators from 5 French occupational therapy institutes. Data was analysed thematically using a reflexive approach to examine how participants construct meanings of critical thinking in their professional narratives.
Results: Preliminary findings reveal diverse understandings of critical thinking shaped by pedagogical orientations, professional identities, and institutional expectations. It emerges as a relational construct embedded in teaching practices and curricular demands that shape its enactment.
Significance: This study informs the development of socially responsive occupational therapy curricula by highlighting how critical thinking is understood, supporting more inclusive and socially accountable programs.

Deep Listening and Dialogue as Drivers of Curriculum Innovation in Occupational Therapy

Friday, 23rd October: - Oral Presentation

Ms. Sílvia Martins (Escola Superior de Saúde do Alcoitão), Mr. Nuno Moreira (Escola Superior de Saúde do Alcoitão)

This presentation describes the participatory pathway used to adapt the Qualifications Reference Framework (QRF) for the Bachelor's degree at ESSAlcoitão (Portugal), aligning with the conference theme "Strategic and Innovative Pathways for the Future of Occupational Therapy Education."

The process was grounded in a clear ethical premise: occupational therapists must be educated as agents of social change, committed to occupational and social justice, with occupation positioned as a central determinant of health, well-being, and citizenship.

The innovation process was guided by Theory U and Sociocracy 3.0. The QRF was developed through a participatory action-research process comprising a Theory U-based workshop and a World Café session, gathering perspectives from clients, practitioners, faculty, students, NGOs, employers, and the professional association. Findings were benchmarked against the Tuning/CALOHEE Qualification Reference Framework, and the resulting seven-domain matrix was validated through a two-round Delphi panel.

The matrix reflects a comprehensive, future-oriented graduate profile structured around knowledge, skills, and autonomy/responsibility at EQF Level 6, including two domains emerging specifically from stakeholder input: Personal Development and Self-knowledge, and Sustainability of Practice and Environmental Regeneration.

This work demonstrates that genuine curricular transformation requires deep listening and meaningful dialogue — and that the process itself is already an act of transformation.

Innovative Curriculum Supporting Reflective Practice Development in Occupational Therapy Students

Friday, 23rd October: - Oral Presentation

Prof. Brigitte Vachon (Université de Montréal), Mrs. Winnie Daniel (Université de Montréal)

The new competency framework for Canadian occupational therapists emphasizes the importance of developing in future practitioners the skills required to maintain excellence throughout their careers. Reflective practice supports this goal by enabling professionals to evaluate, adjust, and continuously improve their actions based on experience and context (Iliff et al, 2021). Over the past three years, the Occupational Therapy Program at the Université de Montréal has been redesigning its curriculum to intentionally foster students' reflective practice competencies.

The objective of this session is to present the logic model underlying the continuum of reflective practice courses and its innovative educational approach.

Four one-credit courses, one per academic year, have been implemented to guide students' progressive development of reflective abilities. Informed by the work of Mezirow, Schön, Moon, and Kinsella, these courses aim to cultivate self-awareness, introspection, recognition of emotional influences on learning, critical analysis of one's actions, and the development of critical thinking. Through structured activities, guided reflection, and feedback, students learn to engage meaningfully with their experiences and professional identity.

This learning approach encourages sustained engagement in the continuous evolution of professional competencies, particularly those related to well-being and therapeutic use of self, effective use of feedback, and self-evaluation.

Transforming the teaching of conceptual models centred on students' needs in occupational therapy

Friday, 23rd October: - Oral Presentation

Ms. Marie-Hélène Bompard (Ecole d'Assas), Mr. Laurent Limier (GHRMSA)

Against a backdrop of curriculum re-engineering, teaching conceptual models in occupational therapy remains central to developing clinical reasoning and professional identity. Although the emergence of paradigms and conceptual models has shaped the curriculum, there is still a discrepancy between how they are taught, how clinicians explain them, and how they are applied in clinical practice. This discrepancy highlights the need for innovative teaching approaches that align with students' needs and regulatory requirements.

Healthcare simulation, which is widely recommended in training programmes, offers an opportunity to make conceptual models more explicit and operational in the learning process. However, methods for integrating these frameworks into innovative teaching approaches have yet to be explored.

A multicentre qualitative observational study adopted a holistic and iterative approach to gather the perspectives of students, trainers, and patients. The results highlight pedagogical strategies that encourage the internalisation of conceptual models and their application in clinical reasoning.

The study proposes ways to design innovative teaching approaches that integrate simulation, reflexivity and experiential learning to support the evolution of occupational therapy training and prepare students for the professional challenges they will face.

Teach the complexity of occupation: Sharing strategies & disseminating best practices

Friday, 23rd October: - Meet-up / Symposium

Dr. Elizabeth Larson (University of Wisconsin-Madison)

As a means and ends in OT, educators engage students to develop complex understandings of occupation to foster occupation-centered practice. Educators address questions such as: Is it an activity or an occupation? What makes an occupation meaningful? What theoretical foundations support students' understanding of the complexity of occupational participation? In this session, we examine how we teach students to develop and use an occupational lens to "think like an OT." The facilitator will introduce one conceptualization of occupational threshold concepts she uses to train entry-level students. Threshold concepts are transformative ideas that shape the lens with which one views the world (Meyer & Land, 2003). In groups, participants will discuss and generate their own threshold concepts to share with the larger group. Next, participants will share their best practices for teaching occupation and/or threshold concepts to students. We will gather these threshold concepts and teaching strategies in a shared document (if participants agree). Next, the facilitator will present an overview of publishing in the Journal of Occupational Science's Teaching and Learning Occupation section. Lastly, participants may choose to engage in participating in a multi-authored paper on the workshop topics or join in collaborations with other attendees to disseminate this work.

Using the Teaching Behavior Checklist for Evidence-Informed Faculty Development

Friday, 23rd October: - Workshop

Dr. Marian Gillard (Baylor University), Dr. Kayla Collins (Baylor University), Dr. Bridget Scheidler (Baylor University), Dr. Christine Davis (Baylor University)

As occupational therapy education evolves across baccalaureate, master's, and doctoral programs, educators need evidence-informed approaches to strengthen teaching quality across increasingly hybrid and distributed learning environments. This 90-minute interactive workshop presents findings from a recent study using the Teaching Behavior Checklist (TBC), a validated 28-item instrument designed to identify behaviors associated with excellent teaching. Study findings demonstrated strong alignment across students, adjunct faculty, and core faculty regarding highly valued teaching behaviors, including being knowledgeable, approachable, respectful, and an effective communicator, while also revealing differences in emphasis related to feedback, enthusiasm, and fair expectations.

Participants will be introduced to the TBC as a practical framework for examining effective teaching behaviors across degree categories and will engage in structured discussion about how the instrument may inform faculty development, mentoring, and instructional improvement across program levels. The session will also explore implications for faculty development, consistency across lecture and laboratory-based learning experiences, and development of shared expectations for teaching excellence.

This workshop aligns strategic and innovative pathways for the future of OT education by translating research into actionable faculty development strategies that support instructional quality, student engagement, and sustainable educational systems.

Strengthening Ecosystem Capacity through Global Collaboration and Neurodiversity-Informed Mentorship.

Friday, 23rd October: - Workshop

Mrs. Michelle Atanu (Avilo Pediatric Solutions & Consulting), Dr. Supriya Sen (Texas Women's University)

Current U.S. health data indicates an increase in the diagnosis of mental or behavioral conditions in the pediatric population with behaviors that significantly impede learning and social participation. While it is critical to address the challenges these children are navigating, the occupational therapy (OT) profession continues to face persistent workforce challenges, with critical shortages in the pediatric settings. The Neurodiversity Children's Coalition initiative founded in Houston, Texas was established to elevate the visibility of the profession and create a shared-value ecosystem where OT practitioners, partner organizations, and local communities co-design solutions for workforce development and education. Preliminary outcomes suggest that structured mentorship and community-led labs strengthen professional identity and foster the shared values necessary for sustainable change. The program demonstrates that addressing the pediatric health crisis requires a shift from individual OT intervention to a 'Global Vision' of collective empowerment and strategic partnership in education and practice. This initiative reimagines OT education and practice through four pillars: an Annual Conference, a dedicated Magazine, a Community Lab, and a Professional Mentorship Program. This presentation explores how the Neurodiversity Children's Coalition initiative could serve as a blueprint for global OT networks to expand their impact through dedicated community partnerships and collaborative advocacy.

Strategic integration of interprofessional collaboration: Innovations for occupational therapy education

Friday, 23rd October: - Workshop

Ms. Lisa Mendez (University of Manitoba), Ms. Jodene Neufeld (University of Manitoba), Ms. Leslie Johnson (University of Manitoba), Ms. Lisa Diamond Burchuk (University of Manitoba), Dr. Cara L. Brown (University of Manitoba)

Interprofessional education is essential to prepare students for collaborative, client-centred practice with individuals facing complex, multifaceted health needs[1]. Grounded in the Canadian Interprofessional Health Collaborative Competency Framework for Advancing Collaboration[2], our occupational therapy program provides a rich portfolio of innovative interprofessional experiences woven intentionally through the curriculum. The experiences are designed so that students develop skillsfor working within interprofessional teams that are known to be integral to enhanced care coordination and improved patient outcomes[3].

This workshop provides participants an overview of our interprofessional learning opportunities and the creative strategies that bring them to life. The workshop will start with an overview of the learning opportunities. We will showcase classroom-based activities such as reality TV inspired games to learn about teaming; unfolding scenarios that mirror real-world complexity; and standardized patient interviews that facilitate communication and role clarification. We will also discuss strategies for integrating collaboration within authentic clinical and community-based environments. Then attendees will move through interactive stations that will provide hands-on experience with selected learning activities. Participants will leave with practical ideas and strategies to implement in their educational contexts

We invite occupational therapy educators interested in creative approaches to embedding interprofessional education within their program to this workshop.

Gen-Z and AI-proof? How to guide Gen-Z OT's in a complex digital and physical world?

Friday, 23rd October: - Workshop

Mr. Hill Jonker (HAN university of applied science), Mrs. Minjou Lemette (Rotterdam University of Applied Science)

Generation Z (Dimock, 2019) has grown up in a world characterized by rapid technological advancements. This generation is often referred to as "digital natives" (Prensky, 2001), given their early exposure to digital tools such as smartphones, tablets, and social media platforms. Their familiarity with technology has influenced their learning behaviors, fostering a preference for interactive and personalized educational experiences (Seemiller and Grace, 2019). At the same time, concerns regarding ethical use, bias, and over-reliance on AI remain salient, requiring critical reflection and guidance from educators (Dewalska-Opitek et al., 2024). Next to this, we see that the mental health of Gen-Z is decreasing rapidly and research shows the negative influence on the social development of children and adolescents (Haidt, 2024). The integration of AI technologies provides personalized learning paths and real-time feedback, supporting self-regulated learning. However, over-reliance on AI poses risks to the development of critical thinking and self-regulatory skills.

In this workshop we give an overview of the technological advancements and how this is influencing the development of Gen-Z. Together we explore how we can use technology like AI in a responsible way and compare this with learning in the physical world that is important for children and adolescents.

Theory–practice transfer in occupational therapy education: A scoping review informing practice guidance

Friday, 23rd October: - Oral Presentation

Mrs. Lena-Louisa Minge (Bochum University of Applied Science), Prof. Renée Oltman (Bochum University of Applied Science)

Practice education is a central component of undergraduate occupational therapy programmes. Despite its importance structured academic guidance during practice placements remains inconsistent. In Germany, no national framework defines how universities should support students integrating theoretical knowledge into clinical practice Consequently, students frequently report challenges applying theory in real-world settings., while approaches to academic support varies considerably. This highlights the need for structured and evidence-based approaches to support theory–practice transfer in practice education.

This scoping review aims to map concepts, educational strategies, and pedagogical approaches that support theory–practice transfer in undergraduate occupational therapy education, and to inform the development of structured evidence-informed practice guidance.

A scoping review was conducted following PRISMA-ScR guidelines. Systematic searches were performed in ERIC, Pubmed and PeDocs, complemented by hand searching. Studies addressing theory–practice transfer, evidence-based practice learning, and practice education in occupational therapy were included on predefined criteria. Included studies were mapped and analysed using descriptive mapping and thematic analysis.

The presentation will present the existing approaches and frameworks for developing a practice-based support program for undergraduate occupational therapy students. It will also discuss the factors influencing the transfer of theory to practice, as well as supervision and reflective learning approaches.

Key Components of a Successful Clinical Education Model in OT

Friday, 23rd October: - Oral Presentation

Dr. Kirsten Davin (Baylor University)

Preparing occupational therapy students for clinical competence requires intentional curriculum design that aligns educational experiences with real-world clinical practice demands. This presentation introduces a replicable model of clinical education and fieldwork program design derived from a five-year evaluation of a hybrid occupational therapy program.

The model emphasizes key components that support student readiness, including early integration of clinical reasoning, progressive scaffolding of complexity, simulation-based learning, and alignment between didactic content and fieldwork expectations. Across approximately 350 students and 700 Level II fieldwork placements, this approach has been associated with consistently successful clinical outcomes.
This presentation relates to the theme of innovative educational pathways by outlining a structured framework that integrates evidence-based teaching strategies with evolving educational demands. The model supports development of competence, confidence, and adaptability in students preparing for increasingly complex healthcare environments.
Participants will gain a practical framework for designing curricula that promote clinical readiness and can be adapted across diverse educational settings.

Learning Needs Assessment of Competency-Based Medical Education Among Allied Health Clinical Educators: A Cross-Sectional Survey

Friday, 23rd October: - Oral Presentation

Mr. Guang-Hsing Liu (China Medical University Hospital), Ms. Pei-Chen Chung (China Medical University Hospital), Mr. Shih-Yu Chen (China Medical University Hospital)

Introduction: Competency-based medical education (CBME) has been widely adopted across healthcare professions, yet little is known about allied health clinical educators' familiarity with CBME concepts and their preferred instructional formats. This study aimed to assess CBME learning needs among clinical educators in rehabilitation and psychology disciplines.

Methods: A cross-sectional survey was conducted among 52 clinical educators, including occupational therapists, physical therapists, speech-language pathologists, and clinical psychologists. A structured questionnaire using a 4-point Likert scale assessed CBME concept familiarity, implementation awareness, and preferred teaching formats.

Results: Overall CBME familiarity was low to moderate (M = 1.80–2.47). Occupational therapists reported the highest familiarity, while speech-language pathologists scored lowest. Teaching experience showed a nonlinear relationship with familiarity, where novice and senior educators scored higher than mid-career peers. Despite low familiarity, participants expressed strong preferences for practice-oriented formats, particularly case demonstrations (M = 3.57), assessment form introductions (M = 3.56), and simulation-based practice (M = 3.52).

Discussion: These findings highlight a gap between current CBME knowledge and learning motivation among allied health educators, suggesting that tailored, practice-oriented training strategies differentiated by profession and experience level are needed to advance CBME implementation.

Strengthening practice-based learning through professional body led occupational therapy placements

Friday, 23rd October: - Oral Presentation

Ms. Carolyn Hay (Royal College of Occupational Therapists), Mrs. Sue Waters (Independent Occupational Therapist), Dr. Katherine Ward (Royal College of Occupational Therapists)

The Royal College of Occupational Therapists (RCOT) is the professional body for occupational therapy in the UK.

With over 15 occupational therapists in our workforce, we have been offering pre-registration practice-based learning opportunities for five years. We have reflected on our approach and designed a sustainable, inclusive placement model rooted in the guiding principles of the *Learning and development standards for pre-registration education* (RCOT, 2026) and the *AHP principles of practice-based learning* (CSP, 2023).

As the professional body, it is vital that we demonstrate leadership in creating and delivering high quality, future-focused learning opportunities. Our placements enable learners to explore the wider impact of occupational therapy from a strategic and system-level perspective, helping them understand how professional influence, policy, advocacy and leadership shape practice across the four nations of the United Kingdom.

We support learners to contextualise their strategic leadership placement within the occupational therapy process and the Person–Environment–Occupation-Performance (PEOP) model, making clear links between professional strategy, population needs and occupational outcomes. Through this work, we are practising what we advocate for the profession - showing leadership, modelling quality, and contributing directly to a confident, capable future workforce.

Enhancing Student Learning and Client Care Through Effective Feedback in Education

Friday, 23rd October: - Oral Presentation

Dr. Kelly Layne (Baylor University), Dr. Bridget Scheidler (Baylor University), Dr. Kaitlyn Cremer (Baylor University)

The ability to give and receive feedback effectively is a critical skill for occupational therapists. This presentation examines the role of feedback in developing competent healthcare providers and its impact on client care. Drawing on current literature and practical applications, it highlights how strengthening feedback skills among occupational therapy (OT) educators and students can improve client outcomes.

Feedback is essential for learning and professional growth, yet many healthcare professionals lack confidence in delivering and receiving it, especially in challenging situations (Kauan, 2019). Addressing this gap offers opportunities to enhance both education and clinical practice.

The presentation reviews key literature on feedback in healthcare education and introduces strategies to improve faculty and student proficiency. A central focus is translating educator-to-student feedback into effective practitioner-to-client communication. Mastering constructive feedback supports clear, empathetic, and actionable guidance, improving client understanding and adherence to therapy (Prastiyani et al., 2020).

Interactive elements, including case scenarios and discussion, allow participants to apply concepts in real time. Emphasizing the link between educational feedback and client care highlights the essential role of educators in improving health outcomes.

Integrating Professional Reasoning and Evidence: A Framework for Ethical, Adaptive, Research-Informed Practitioners

Friday, 23rd October: - Oral Presentation

Dr. Patricia Laverdure (Old Dominion University)

Professional reasoning is foundational to competent occupational therapy practice, yet evidence-based practice (EBP) is often taught as a discrete research competency rather than as an integrated element of clinical judgment. This separation may limit students' ability to internalize evidence as an ethical and professional responsibility. In response, this presentation introduces a developmental Professional Reasoning Arc that intentionally embeds EBP across Occupational Therapy curriculum.

The framework conceptualizes reasoning as a progressive arc: (1) foundational knowledge and basic EBP skills; (2) applied clinical reasoning integrating research, client values, and context; (3) integrative reasoning within complex scenarios; and (4) systems-level reasoning influencing programs, policy, and population health. Across each phase, evidence is scaffolded to match increasing cognitive complexity and professional identity formation.

Educational strategies include longitudinal EBP assignments, simulation-based reasoning labs, structured ethical reflection, and capstone experiences focused on knowledge translation. Preliminary outcomes suggest enhanced student confidence in articulating research-informed decisions and improved alignment between academic preparation and practice expectations.

This framework offers an adaptable model for global occupational therapy education committed to ethical, adaptive, and research-informed professional formation.

Strengthening Clinical Reasoning through Simulation-Based Learning in OT Education

Friday, 23rd October: - Oral Presentation

Mrs. Ulrike Holy Padevit (Hochschule Campus Wien), Mrs. Michaela Stoffer-Marx (Hochschule Campus Wien)

The rapid digital transformation in higher education has increased the replaceability of traditional self-study tasks by artificial intelligence tools, thereby diminishing their educational impact on professional identity formation and clinical reasoning. In alignment with the conference theme *Strategic and Innovative Pathways for the Future of Occupational Therapy Education*, the Bachelor Programme in Occupational Therapy at Campus implemented a pilot project using its new Simulation Lab.
The traditional self-study COPM task was changed into a structured simulation scenario for part-time students. One student acted as the therapist, while others observed the session live from a dedicated debriefing room. After the simulation a guided debriefing session was led by the teachers.
To evaluate this learning format, an anonymous structured survey was conducted among all participating students (n=25).
Students rated the simulation-based learning format as very effective. Active participants (therapist role) report significant gains in confidence and professional skills. Observing students rated the experience as deeply instructive.
Watching the session live and reflecting together during the debriefing helped students develop stronger clinical reasoning and peer learning than written reflections alone.

This pilot project illustrates how simulation-based methods can strengthen educational quality and foster authentic professional competence in an era of increasing AI use.

An Interdisciplinary Experiential Learning Approach to Home Visit Education in Occupational Therapy

Friday, 23rd October: - Oral Presentation

Ms. Hsin-Fei Lai (Department of Occupational Therapy, Chung Shan Medical University), Prof. Chia-Hui Hung (Department of Occupational Therapy, Chung Shan Medical University), Ms. Hsin-Jung Lee (Department of Occupational Therapy, Chung Shan Medical University), Prof. Shih-Chen Fan (Department of Occupational Therapy, Chung Shan Medical University)

Home visits are essential to understand clients' occupational performance and contextual barriers[1]. However, education remains largely classroom-based, with limited authentic and interdisciplinary learning[2]. Addressing the need for strategic and innovative pathways in occupational therapy education, this study examined the effectiveness of the interdisciplinary experiential learning approach on home visit education. Experiential learning emphasizes knowledge construction through experience, reflection, and application[3].

Twenty students participated in 16 course sessions. The first three sessions covered the Kalamazoo communication model, occupational profile, and COPM interviewing. Students then interviwed with older adults and received training in home visit procedures from an experienced therapist. Interdisciplinary sessions with architects, electricians, masons, and ergonomic engineers covered architectural drawings, spatial design, partitions, and universal design. Experiential sessions involved home visits to assess environmental features and identify modification needs. Students completed intervention reports using a top-down approach, addressing environmental modification and task adaptation. Students completed a Home Visit Skills Questionnaire pre- and post-course and a course satisfaction questionnaire with a 5-point Likert scale. Home visit competency significantly improved (2.6 ± 0.96 to 3.56±0.8, $p < .001$), with high course satisfaction (4.32 ± 0.72). Qualitative feedback indicated enhanced understanding of material selection, structural constraints, and hidden utilities in environmental modification.

Precision Teaching: A Multi-Tiered System of Approach to Human Movement in Occupational Therapy Education

Friday, 23rd October: - Oral Presentation

Prof. Jamie Rognes (Drake University)

As occupational therapy education evolves, innovative instructional frameworks are essential to ensure student success. This study investigated the effectiveness of a Multi-tiered System of Support (MTSS) model within a foundational first year course: Human Movement and Occupational Therapy course.Grounded in precision teaching principles, the MTSS framework delivers differentiated instruction calibrated to individual student performance. All students received universal Tier 1 lecture and laboratory instruction. Students identified through quiz performance as needing additional support were placed in Tier 2, receiving peer-facilitated and teaching assistant-supervised study sessions. Tier 3 provided intensive 1:1 instructor support, individualized coaching, and focused instructional intervention.Course grade data was analyzed upon completion to evaluate the model's impact. Findings contribute to the evidence base for MTSS in health professions education and offer a replicable, strategic framework for occupational therapy educators seeking innovative pathways to foster the success diverse learners to advance the profession of occupational therapy.

Advancing Reflexive Scholarship: Understanding the Role of Autoethnography in Occupational Therapy Education and Research

Friday, 23rd October: - Oral Presentation

Dr. Marta Figueiredo (Escola Superior de Saúde do Alcoitão), Dr. Adele Breen-Franklin (Alliant University)

Occupational therapy (OT) education is evolving within complex and globally interconnected contexts, requiring methodologies that support reflexivity, professional identity formation, and inclusive knowledge generation. Autoethnography, which integrates autobiographical narrative with cultural and analytical interpretation, aligns with occupational therapy's person-centred and contextually grounded epistemology. However, its role in occupational therapy education and research remains insufficiently understood.

This international cross-sectional survey explored OT educators' and researchers' knowledge and use of autoethnography. Sixty-eight participants completed an anonymous online survey examining professional characteristics, research methodologies, conceptual models, familiarity with autoethnography, and its application in teaching and research. While 38.2% reported using autoethnography rarely, 29.4% reported never using it, and 32.4% reported limited or no knowledge. Use increased consistently with knowledge level, indicating a strong capability–adoption relationship. Autoethnography was applied both as a research methodology and as pedagogical tool supporting reflective learning and professional identity development.

Participants reported methodological pluralism, with mixed methods (42.6%), thematic analysis (41.2%), and descriptive research (38.2%) most common, alongside widespread use of occupation-centred conceptual models including MOHO (70.6%), PEO (52.9%), and CMOP-E (51.5%). These findings highlight autoethnography's emerging but underutilized role and its potential to strengthen reflective, and future-oriented OT education aligned with shared professional values and global educational transformation.

From Clinical to Transformational Reasoning: Educational Pathways for Complex Practice

Friday, 23rd October: - Meet-up / Symposium

Dr. Patricia Laverdure (Old Dominion University), Dr. Supriya Sen (Texas Women's University), Dr. William Sit (Texas Women's University)

As occupational therapy practice increasingly engages with complex health systems and policy environments, educational programs must cultivate forms of reasoning that extend beyond individual clinical decision-making. Systems-level reasoning is not simply clinical reasoning scaled upward; rather, it represents a shift in the unit of analysis, epistemological positioning, and ethical responsibility. While individual-level reasoning focuses on assessment, intervention, and outcomes with a single client, systems reasoning requires understanding organizational dynamics, policy structures, interprofessional collaboration, and population health contexts. In the symposium, we explore how innovative educational pathways prepare graduates for evolving practice demands. Presenters will examine a trajectory of professional reasoning that moves from individual clinical reasoning toward transformational reasoning, enabling graduates to translate evidence across contexts, critically evaluate service systems, and lead initiatives that reshape service delivery.

Examples of innovative curricular approaches (leadership development, evidence translation, policy engagement, and capstone experiences) will illustrate how educational environments can intentionally cultivate these capacities. Discussion will focus on how occupational therapy education can prepare graduates to practice effectively within systems and re-engineer systems to address occupational injustice and improve participation outcomes. Participants will be invited to reflect on strategic educational pathways that support students as innovators and change leaders in complex health environments.

Shaping Master's Education in European Occupational Therapy: what for?

Friday, 23rd October: - Workshop

Dr. Cynthia Engels (Faculty of health, UPEC), Dr. Isabel Margot-Cattin (University of Applied Sciences and Arts of Western Switzerland (HES-SO), School of Social Work and Health – Lausanne (HETSL), Occupational Therapy Division), Mrs. Claudia Galli (Zurich University of Applied Sciences), Dr. Debbie Kramer-Roy (Amsterdam University of applied Sciences), Dr. Ursula M Costa (Health University of Applied Science Tyrol)

In Europe, registered occupational therapists now have access to several Master of Science programs, notably in occupational therapy. However, the offering remains limited, with only a handful of Master's programs in occupational therapy available in European countries. Although the Tuning document helped to develop content, many questions continue to fuel discussions about what we can expect from a Master's education in occupational therapy.

Our purpose is to engage colleagues from Bachelor's and Master's programs, together with students from both levels in a discussion, to obtain feedback about what is expected when people engage in a Master's program in OT.

The objectives of this workshop are to (i) briefly present the benefits perceived by occupational therapists who have completed a Master's program in occupational therapy (ii) discuss the expectations regarding the expected outcomes of holding a Master's degree in OT and (iii) discuss the roles and/or job-positions that occupational therapists with a master's degree could take on.

The workshop will be organized in several parts, allowing participants to reflect in small groups and then share their thoughts to open a discussion with the whole group.

After the workshop, a report will be written and shared with interested participants.

Improving professional identity among occupational therapy students through clinical placement

Friday, 23rd October: - Workshop

Ms. Banuja Sivapalan (Karolinska Institutet), Ms. Anna Johansson (Karolinska Institutet)

Professional identity is a challenge for students adapting to a new profession during education. It is a broad concept with varying definitions, yet important for future practice. In recent years, a shift has been observed among occupational therapy students in their approaches to developing professional identity during clinical placements. There is a tendency for students to engage in superficial learning and rely on strategic approaches. In clinical practice, students often expect placements to adapt to their needs rather than adapting themselves, which affects their pedagogical approach and capacity for critical reflection. Clinical supervisors report that students are insufficiently prepared to apply learning objectives in practice. Previously, students received oral and written preparation, but this was considered insufficient.

This project aims to include learning activities prior to clinical placements to support self-regulated learning as part of professional identity.

A mandatory workshop was introduced before each clinical placement in autumn 2025. Students participate in group discussions about learning objectives, interpret them, and present reflections to the class.
Most students reported increased understanding of learning objectives, though some still struggled to apply them.
Mandatory workshops are effective in supporting professional identity, but further adjustments are needed.

From climate awareness to action: developing climate literacy through XR in OT-education

Friday, 23rd October: - Workshop

Mrs. Christine Spevak-Grossi (IMC University of Applied Sciences Krems), Mrs. Rita Weber-Stallecker (IMC Krems University of Applied Sciences), Prof. Barbara Prinz-Buchberger (IMC Krems University of Applied Sciences)

Climate change exacerbates existing social and health inequalities especially of vulnerable people. For occupational therapists, this emphasizes the importance of systematically integrating planetary health into their training. In Austria, the new Professional Act and Training Regulations have recently reinforced this, making climate literacy a mandatory part of the curriculum.

In the GreenTouch research project, 'XR in Occupational Therapy for the Ecological Handprint', we are investigating the use of extended reality (XR) technologies to teach climate literacy in occupational therapy. As a result of a co-creative process involving occupational therapists, students and clients, two Virtual reality (VR) scenarios have been developed.

These form part of a didactic framework program combining theory with practical exercises. Students acquire knowledge about climate, health, and professional ethical responsibility. Climate issues are brought to life in the course through the use of VR headsets. The VR scenarios support the development of intervention strategies in occupational therapy and help generate ideas for climate protection projects. The course strengthens students' ability to act despite potential dilemmas and develop contributions to climate protection and resilience in occupational therapy. By incorporating students' feedback into the improvement of the XR scenarios, students are actively involved in the research project.

Defining Competencies for Occupational Therapists in an AI-Driven Landscape

Friday, 23rd October: - Workshop

Ms. Julia Mischner (School of Health Sciences, Eastern Switzerland University of Applied Sciences (OST)), Dr. Marc-André Pellerin (Occupational Therapy Department, University of Applied Sciences and Arts Western Switzerland (HES-SO)), Ms. Kristine Ann Carandang (Analytics, Computing and Complex Systems Laboratory, Asian Institute of Management (AIM)), Prof. Vera Kaelin (School of Health Sciences, Eastern Switzerland University of Applied Sciences (OST))

Artificial intelligence (AI) is transforming healthcare at unprecedented speed, for example through AI-facilitated clinical decision support and automated documentation. Occupational therapy (OT) is no exception.[1] These developments create opportunities, but also raise important questions:[1,2] When should an AI system be used? How should its output be interpreted? What biases may be embedded? How is client data managed?

Current professional standards in OT emphasize technological competence; however, the responsible integration of AI requires additional competencies to ensure safe, ethical, sustainable, and equitable practice. While initial AI competency frameworks exist in other health professions,[3-4] they do not reflect OT roles and responsibilities.

This workshop aims to present and discuss preliminary findings from the first round of an ongoing e-Delphi study, supported by the World Federation of Occupational Therapists (WFOT), which seeks to establish a global consensus on the competencies OTs need in an AI-influenced landscape.

The workshop will begin with a brief introduction about AI and OT, followed by a presentation of preliminary findings from the first round of the e-Delphi study. Using the World Café method, participants will discuss required AI competencies and implications for OT education. The session will conclude with a plenary discussion and reflections on next steps.

Community Engaged Learning: Occupational Therapy Students & Faculty

Friday, 23rd October: - Oral Presentation

Dr. Rachel Allen-McHugh (Drake University), Dr. Christine Urish (Drake University), Ms. Keira Kreuzenstein (Drake University)

This meet up proposes to explore strategies utilized by one OT program to embed community engaged learning within each course throughout the curriculum. Two faculty and one student will present from their representative perspectives during the session. Students in the OT program engage in community engaged learning activities as part of their didactic coursework requirements, using a structured model that includes four components (Meurer, 2011):
(1) orientation to the community/population served
(2) adequate preparation to ensure quality performance
(3) community engagement
(4) opportunity for reflection and integration into future practice
This approach has been used to support meaningful collaborations with community partners. Each component is required in order to support growth in health literacy skills, therapeutic use of self, and cultural humility. This approach has recently been applied to support and expand the impact of community engaged learning during an international study abroad in India. This session seeks to share best practices and participant experiences with using community-engaged learning to support occupational therapy education.

Embedding Global Learning Through Innovative Curriculum from a Role Emerging Zanzibar Placement

Friday, 23rd October: - Oral Presentation

Mrs. Rosemary Bailey (University of Salford), Ms. Kate Brady (University of Salford)

As occupational therapy educators prepare students for practice in an increasingly interconnected and culturally diverse world (Royal College of Occupational Therapists, 2025), integrating global perspectives into domestic curricula is essential (Mahoney & Kiraly-Alvarez, 2019). This presentation outlines pedagogical innovations developed by two UK-based educators supporting a role-emerging international placement in Zanzibar, offered to students at the University of Salford. Drawing on insights from supervising the six-week placement, the educators extended learning by embedding global scenarios, ethical complexity, and cultural competence into the classroom. Initiatives included digital case studies, interactive online community environments modelled on Zanzibar contexts, and scenario-based activities exploring cultural humility, power dynamics, global health inequalities, and ethical reasoning in unfamiliar settings.

These resources support a broader strategy promoting sustainable, far-reaching educational impact (World Federation of Occupational Therapists, 2024), benefitting both international placement students and those learning on campus (Shimmell et al., 2016). Embedding authentic global narratives enhances professional identity development, supports resilience, and prepares students for emerging occupational therapy roles (Kokorelias et al., 2025). The presentation will outline the design process, student feedback, challenges in cultural accuracy and ethical representation, and the value of international partnership, demonstrating how global experiences can be effectively translated into the home curriculum.

Cultivating Cultural Humility: Experience-Based Didactics in Occupational Therapy Education

Friday, 23rd October: - Oral Presentation

Ms. Tanja Braunecker (Hochschule Campus Wien), Ms. Petra Paukowitsch (Hochschule Campus Wien), Dr. Georg Gappmayer (Hochschule Campus Wien)

As a second-year occupational therapy student, I have been learning about culture and international perspectives throughout my studies. Yet the idea of cultural humility was new to me until I encountered it at last year's ENOTHE conference. The presentations I attended sparked a key question: How can cultural humility be taught? That question became the basis of the literature review for this presentation and guided me to the research question: Which didactic strategies and methods are employed in international OT education to develop and foster cultural humility?

Although measuring the impact on cultural humility is challenging, reviewed studies indicate embedded community encounters, immersive "on-country" experiences, theatre-based pedagogy, and OT-related international travel can sensitize students and foster cultural humility.

The findings highlight active encounters—consisting of immersive, in-person visits to diverse communities where students challenge their personal biases through direct interaction. When paired with structured reflection, these encounters are essential for developing the ethical mindset required to navigate human diversity. The central takeaway is that fostering cultural humility is not a final educational goal, but a conscious ethical commitment to ongoing self-awareness. By implementing these experiential modules, educational institutions empower future therapists to advocate for occupational justice and provide inclusive care.

Bridging Classroom-to-Practice Gaps Through a Student-Led Community Wheelchair Basketball Club

Friday, 23rd October: - Oral Presentation

Ms. Kayla Holmes (Brunel University of London), Ms. Hannah Mathew (Brunel University of London), Dr. Liana Nagy (Brunel University of London), Ms. Amy Ainslie (Brunel University of London), Ms. Olivia Boles (Brunel University of London), Ms. Sara Janoowalla (Brunel University of London), Ms. Avanthikaa Radhakrishnan (Brunel University of London), Ms. Daniela Solis (Brunel University of London), Ms. Emma Wells (Brunel University of London)

Brunel University MSc Occupational Therapy (OT) students have facilitated the relaunch and development of an on-campus community wheelchair basketball (WCB) club for children (n=8) since March 2025. The initiative is supervised by academic OT staff as part of a strategic effort to bridge classroom-to-practice gaps by providing a safe, supportive environment to develop OT skills.

Students assume roles as either volunteers (n=7) or student coordinators (n=2). Volunteers support participant engagement while student coordinators facilitate volunteer learning opportunities and club development, liaising with the academic supervisor. Volunteer learning opportunities include planning and leading group sessions, writing SOAP notes, and supporting small groups to facilitate skill acquisition. Student coordinators gain experience in supervising others, leadership, risk management, quality improvement projects, and adapting communication to volunteers, children, academic staff, parents, and coaches.

The Royal College of OT's Career Development Framework was used to reflect on learning following each three-month block, highlighting MSc OT students' increased confidence in clinical skills, application of theory, collaboration, improved therapeutic use of self, and a deeper understanding of the OT process.

Student involvement in this club offers a unique pedagogical model that encourages risk-taking, learning from mistakes, enables authentic professional growth, and offers peer-supported learning beyond placement environments.

Developing an Interprofessional Digital Course for Communication in Rehabilitation: “Talk Together, Work Together”

Friday, 23rd October: - Oral Presentation

Dr. Fanny Alexandra Jakobsen (Oslo Metropolitan University, Faculty of Health Sciences, Department of Occupational Therapy, Oslo,)

Background
Communication is a core skill in rehabilitation and a central learning objective in occupational therapy and other health and social care education. To address the need for accessible, practice-relevant learning resources, we developed a digital course aimed at strengthening relational communication, user involvement, and interprofessional collaboration in rehabilitation.
Aim
The aim was to develop an innovative digital learning resource that enhances communication competence, prepares students for placement, and supports interprofessional collaboration in rehabilitation.
Methods
A interprofessional project group from OsloMet collaboratively designed the digital course, integrating filmed clinical scenarios, reflective learning tasks, and practice-based examples. To ensure authenticity and relevance, a pilot version was evaluated with nine health and social care students, seven faculty members, and two rehabilitation professionals.
Results
The course is aligned with national curriculum regulations and is freely accessible through OsloMetX. The open publication supports sustainable educational systems by making the resource available to other educational programs as well as to the rehabilitation field. This accessibility may strengthen learning transfer and prepare students for emerging professional roles.
Conclusion
This project demonstrates how innovative digital pedagogy can strengthen interprofessional communication competence, support emerging professional roles, and contribute to future-oriented educational pathways in occupational therapy.

Meaningful Gamification in Occupational Therapy Education: Player Types and Learning Orientations

Friday, 23rd October: - Oral Presentation

Mrs. Selin Başak Arslaner (Lokman Hekim University), Mrs. Başak Çağla Arslan (Lokman Hekim University), Mrs. Meryem Betül Eriş (Hacettepe University), Dr. Sedef Şahin (Hacettepe University), Prof. Aynur Ayşe Karaduman (Lokman Hekim University)

Background: Gamification's effectiveness in higher education depends on its alignment with students' motivational and learning profiles. In practice-oriented fields like occupational therapy (OT), traditional reward-based models may fall short.

Objectives: This study identified HEXAD player types and experiential learning orientations of OT students, examining their relationship with attitudes toward gamified learning.

Methods: A cross-sectional study was conducted with 137 undergraduate OT students. Data were collected via the HEXAD framework, Kolb's Experiential Learning Inventory, and gamification attitude scales. Analyses included descriptive statistics and Partial Least Squares Structural Equation Modeling (PLS-SEM).

Results: Philanthropist (39%) and Free Spirit (23%) were the dominant player types, while the Converging style (51%) was the most prevalent learning orientation, reflecting a preference for practical application. PLS-SEM analysis revealed that player types significantly predicted learning orientations. Specifically, an active learning orientation was positively associated with attitudes toward gamified learning ($\beta = 0.41$, $p < .001$), serving as a key mediator.

Conclusions: OT students possess distinctive helping-oriented, autonomous, and practice-focused profiles. Effective gamification in this field should move beyond simple points and leaderboards. Instead, designs emphasizing collaboration, autonomy, and real-world problem-solving are essential to align with the professional values and learning needs of OT students.

Unmasking Cognitive Biases in Occupational Therapy Clinical Placements: A Card Game-Based Learning Approach

Friday, 23rd October: - Oral Presentation

Mrs. Sophie Domenjoud (Institut Régional de Formation en Ergothérapie (IRFE), La Réunion)

What if a deck of cards could transform the way students and clinical supervisors understand each other?
Clinical placements are complex learning environments where cognitive biases silently shape reasoning, judgment, and communication — often without anyone realising it. The Dunning-Kruger effect, confirmation bias, the halo effect, authority bias: these are just a few of the many biases that can create misunderstandings between students and supervisors, undermine feedback quality, and affect the fairness of assessment.
This presentation introduces an innovative pedagogical tool: a set of illustrated cognitive bias cards designed to make these invisible mechanisms visible, nameable, and actionable. Used in workshops with both occupational therapy students and clinical supervisors in Reunion Island, France, the cards have opened up surprising conversations, shifted perspectives, and equipped participants with practical strategies to recognise and navigate their own biases.
Come ready to play, some insights being better understood by participation than by listening. Real-life placement situations and participant testimonials will bring the presentation to life and perhaps prompt you to recognise a few familiar faces among the biases.
Shaping the future of occupational therapy education starts with understanding and harnessing how minds work in learning and teaching occupations.

Playing the Planetary Health Game

Friday, 23rd October: - Oral Presentation

Mr. Hill Jonker (HAN university of applied science)

The climate crisis is also a health crisis. Climate change and environmental pollution directly affect human health, and healthcare professionals observe these effects in their daily practice. At the same time, healthcare itself contributes to climate change and environmental pollution, and therefore poses a threat to patients' health. This means that healthcare professionals must consider how they can promote their clients' health in ways that do not place an unnecessary burden on the environment. This includes lifestyle advice that benefits both health and the environment, choosing treatments that are medically optimal while also protecting the environment, sustainable housing and material use, mobility, and awareness of changing epidemiology with emerging diseases resulting from climate change.

The *Planetary Health Game* is an educational game for healthcare professionals and students focuses on finding an optimal balance in care - providing high-quality care in an efficient, sustainable way. Participants play together, as Planetary Health is a shared goal that can only be reached through cooperation. As a team, they complete assignments in different domains, involving knowledge sharing, discussion, and exchanging experiences. By engaging in this game, participants gain valuable insights into how they can integrate planetary health perspectives into their professional thinking and practice.

Building Futures: Using LEGO® SERIOUS PLAY® to Nuture Creativity, Resilience and Entrepreneurship

Friday, 23rd October: - Oral Presentation

Ms. Sinead Moynihan (University College Cork)

Health and social care professions are rapidly evolving, demanding occupational therapy educators and students be agile, creative and entrepreneurial. Preparing graduates for emerging professional roles requires pedagogies that develop imagination, collaborative problem-solving, reflective practice and resilient learning cultures.

This hands-on workshop presents LEGO® SERIOUS PLAY® (LSP) as an evidence-informed, experiential pedagogy for higher education. LSP is a facilitated, build–explain–build method in which participants construct tangible models with LEGO bricks to represent ideas, challenges and solutions. By combining "hands-on" construction with "minds-on" reflection and structured dialogue, LSP fosters inclusive, democratic learning environments that encourage curiosity, risk-taking, team cohesion and immersive learning. Research indicates LSP increases engagement, supports creative inquiry and cultivates conditions for innovation, qualities critical to sustainable curriculum design and evolving workforce preparedness.

Workshop objectives (30 participants):

- Experience the LSP build–explain–build methodology and reflect on its pedagogical mechanisms.
- Explore integration of LSP into occupational therapy curricula to nurture creativity, reflective practice, and entrepreneurial mindsets.
- Consider strategic foresight applications of LSP in developing resilient, adaptive learning ecosystems.

This workshop equips educators with actionable strategies and concrete tools to redesign learning experiences through LSP, to nurture creativity, resilience and entrepreneurial thinking in Occupational Therapy Education.

A Taste of Occupation: Creating Accessible Austrian Recipes in OT Education

Friday, 23rd October: - Oral Presentation

Mrs. Larisa Baciu (IMC University of Applied Sciences Krems), Mrs. Christine Spevak-Grossi (IMC University of Applied Sciences Krems), Prof. Barbara Prinz-Buchberger (IMC Krems University of Applied Sciences)

Many people who grew up in Austria and are now receiving professional home care and want to eat familiar Austrian dishes. However, traditional German-language cookbooks can present challenges for formal caregivers from different cultural backgrounds, as complicated recipes and language barriers can make the preparation steps difficult to understand. Consequently, Austrian dishes often cannot be prepared independently or together. To address this issue, the Bachelor Occupational Therapy program at the IMC University of Applied Sciences Krems developed the leichtgekocht.at teaching project. Students create recipes in simple language with step-by-step instructions illustrated with photographs. These recipes are published in a freely accessible digital cookbook at www.leichtgekocht.at, which is updated annually.

Through this process, students learn to apply activity analysis, write instructions for everyday activities and explore the concept of occupational justice. The accessible digital cookbook is used in interprofessional practice. It promotes participation, facilitates cooking together for formal caregivers and clients, and shows students how they can apply their theoretical knowledge to create an inclusive everyday product.

Student-Led internationalization at home: Building global competencies through campus activities

Saturday, 24th October: - Poster

Ms. Karoline Fink (Zurich University of Applied Sciences), Ms. Nadja Schmid (Zurich University of Applied Sciences), Ms. Mja Wengi (Zurich University of Applied Sciences), Ms. Saskia Ellerkamp (Zurich University of Applied Sciences), Ms. Eleonore Jubin (Zurich University of Applied Sciences), Ms. Anouk Salvator (Zurich University of Applied Sciences)

Internationalization has become a key component of occupational therapy (OT) education, fostering cultural awareness, collaboration, and global competencies. While international exchange programs are valuable, "internationalization at home" offers inclusive opportunities for all students to engage in global learning and cultural awareness within their local context. Our poster presents student-led initiatives of the miniSPOT group at Zurich University of Applied Sciences (ZHAW), affiliated with SPOT Europe.

As the first OT miniSPOT in Switzerland, we promote internationalization through diverse campus-based activities. These include student-led workshops for new OT students, introducing OT practice areas and interdisciplinary game evenings connecting healthcare students. In addition, the miniSPOT organized a death café before students first clinical placements. Furthermore, "Lunch Lectures" are organized, where students share their experiences from international congresses, mobility weeks, and exchange semesters, making global perspectives accessible to peers on campus. Additionally, we joined an international miniSPOT project where a video was created. Participation in the ENOTHE Congress and the organization of student meet-and-greets further enable us to network with other students and miniSPOTs.

Future directions focus on strengthening collaboration with other miniSPOTs in Europe and building a national student network with other OT-Universities in Switzerland.

Building Sustainable Partnerships through COIL in Education

Saturday, 24th October: - Poster

Ms. Therese Bruland (Western Norway University of Applied Sciences), Ms. Tove Werner (Arcada University of Applied Sciences)

This poster presents experiences of how a Collaborative Online International Learning (COIL) initiative has evolved into a sustainable international partnership in Occupational Therapy (OT) education.
Over three consecutive years, OT programmes in Bergen, Norway and Helsinki, Finland, have co-designed and implemented a two-week COIL module involving joint learning activities, student collaboration, intercultural competence, and shared supervision. COIL is an educational approach that, with the help of technology, brings international students and teachers together to engage in a shared topic, and enables internationalization at home.
During the COIL students explore future work areas for OTs and provide peer support in developing professional identity. In addition to enhancing intercultural competence, the collaboration between the institutions has deepened. We are exploring exchanging lectures across our institutions which can lead to optimized use of resources for both partners.
Our experience suggests that COIL is not just a pedagogical tool but also functions as a catalyst for building and sustaining international partnerships. Key factors include regular inter-institutional planning meetings throughout the academic year, fostering a developing community of practice among educators and commitment between partners. The poster highlights practical lessons and offers transferable insights for educators aiming to establish sustainable global collaboration in OT education.

Cross-cultural virtual exchange: Memorable student learning that “goes beyond a text book”

Saturday, 24th October: - Poster

Dr. Kyle Karen (New York Institute of Technology), Prof. Satu Kontiainen (Metropolia University), Dr. Alex Lopez (New York Institute of Technology), Prof. Jasu Forss (Metropolia University)

Background:
In a multicultural and interconnected world, OT education must equip students to understand diverse service systems, collaborate across cultural boundaries, and form global professional identities. Responding to this professional demand, a chance encounter between two OT educators—one Finnish and one American—sparked the development of a virtual international exchange program between Metropolia University of Applied Sciences (Finland) and New York Institute of Technology (USA). The exchange was successfully implemented and is becoming a component of both institutions’ curricula.
Problem:
Cross-cultural communication, cultural humility, and global awareness are essential competencies for future OTs. While international immersion is effective in fostering these skills, financial and logistical barriers limit student participation. This raised the question: Can virtual exchanges provide accessible yet meaningful learning experiences supporting international competence development?
Population:
Entry-level OT students
Implementation:
Students from two continents met online to compare occupational therapy within the social and health service systems of each national context. Facilitated discussions supported reflection on cultural perspectives, professional values, and shared challenges.
Outcomes:
Students reported gaining cultural awareness, strengthened communication skills, and broader understanding of global OT practice.
Implications:
The project exemplifies ENOTHE 2026 priorities by fostering global visions, shared values, and strategic alliances through innovative digital pedagogy.

PIE-OT: Advancing Cross-Border Mobility Through Culturally Diverse OT Education Pathways

Saturday, 24th October: - Poster

Dr. Susan Forwell (University of British Columbia), Prof. Michael Lee (University of British Columbia)

Introduction: Cross-border mobility in occupational therapy (OT) education enriches the profession by fostering cultural diversity, global perspectives, and more inclusive approaches to practice[1][2]. Internationally educated occupational therapists (IEOTs) bring knowledge shaped by diverse cultural, social, and health-system contexts[3]. To support their transition into new practice environments, many countries require competency assessments (CA) and licensure examinations. The Program for IEOTs (PIE-OT) was developed to help IEOTs navigate these requirements and strengthen their readiness for practice across borders.

Objective: The PIE-OT is a four-month online education program accessible to participants worldwide. This presentation outlines the program's evaluation protocol, examines its effectiveness in preparing IEOTs for the CA, reports participants' success rates, and identifies opportunities for enhancement.

Methods: Anonymous pre- post-program surveys assessed participants' perceived readiness for the CA. With consent, CA outcomes were tracked to explore the relationship between program participation and assessment performance and to identify areas for refinement.

Results: Participants reported increased confidence and preparedness for the CA. They identified program components that most supported their learning and offered suggestions for improvement, which informed subsequent revisions.

Conclusions: The PIE-OT promotes cross-border professional mobility by equipping IEOTs for competency assessment and supporting culturally diverse contributions to OT education and practice globally.

Networking and Global collaboration through Nordplus in Baltic and Nordic Countries

Saturday, 24th October: - Poster

Mrs. Karina Jensen (University College of Northern Denmark), Ms. Anna Johansson (Karolinska Institutet), Ms. Tove Werner (Arcada University of Applied Sciences), Ms. Anne-Mari Viikman (Tallin Health University of Applied Science), Ms. Ieva Jekabsone (Riga Stradiņš University), Mr. Hans Martin Kunnikoff (VID Specialized University), Mrs. Hulda Gisladottir (School of Health,Business and Natural Sciences-Faculty of Occupational Therapy), Mrs. Giedrė Sasnauskienė (Kauno kolegija Higher Education Institution), Ms. Camilla Renå (Norwegian University of Science and Technology, Trondheim), Ms. Mette Falk Brekke (University College Absalon), Ms. Johanna Åkerlund (Karelia University of Applied Sciences)

The Nordplus network within Nordic and Baltic countries was established in 1992. The network consists of 11 partners from 8 countries. Higher education institutions having occupational therapy programmes can join; two institutions per country are allowed. Approximately 750 students and many teachers have attended the collaboration.

Every year, funding from Nordplus Higher Education Nordic Council of Ministers is applied for. The main focus is to support students to attend the annual intensive course (2 ECTS physical mobility) along with student and staff exchange.

A letter of intent is signed early by each partner, committing them to actively engage in the network and share responsibility. Guidelines have been developed to support partners, assure quality, and increase transparency. Every second year a new coordinator is chosen, helping to distribute responsibility and resources more equally.

Impact of the longstanding network: It builds bridges between institutions, academic environments, and countries. Collaboration contributes to developing high-quality teaching, new curricula, methods, and formats. The network facilitates long-term student mobility, short-term “express mobility,” and teacher exchanges. Mobility is one of the strongest impacts from both student and teacher perspectives and takes place on location, not online. Students also form lasting friendships and professional relationships.

Communities in Occupational Therapy: An Overview of Occupational Science

Saturday, 24th October: - Poster

Ms. ALICE BARREAU (IFPEK), Ms. LOUANE CHARRIER (IFPEK), Ms. LOUANN GUIHARD (IFPEK), Ms. Diane LEON (IFPEK), Ms. Sofianne Penndu (IFPEK), Ms. Bénédicte DUBOIS (IFPEK)

Introduction

A community of practice refers to a group of individuals who share a deep common interest or passion for a given practice and engage in ongoing interaction. In occupational therapy practice, we observe a necessary triangulation

between field professionals, educators, and students.

In 2026, occupational therapy is defined as an occupation-centered practice. We question the relationship between these three actors in occupational therapy and the implications for this community of practice. No specific research on this foundation was found.

Therefore, this study aims to establish an overview of communities of practice within the field of occupational science.

Methods

A national exploratory survey will be conducted across France. Questionnaires will be distributed to educators, students, and practitioners in occupational therapy using Microsoft Forms. Data collection will begin on Monday, May 4, 2026, and will continue until July 19, 2026. Data analysis will begin on Monday, July 20, 2026.

Results

Results are not yet available, as the study is ongoing. However, we are confident that the findings will have a potential impact on future collaboration between educators, students, and practitioners in occupational therapy. From a long-term perspective, this research aims to improve communities of practice.

OT Overseas: Inspiring Global Practice and Experiential Learning Through a Student-Run Podcast

Saturday, 24th October: - Poster

Ms. Marya Mozumdar (Brunel University of London), Ms. Elizabeth Woodward (Brunel University of London)

Introduction

There remain limited spaces for occupational therapy (OT) students to engage with diverse international perspectives. OT Overseas, a student-run podcast exploring professional journeys and global practice, was created to start conversations, enhancing collaboration and learning. This presentation reflects the podcast's development as a learning experience in networking and digital practice.

Methodology

An episode protocol was developed, requiring brainstorming of topics and potential guests. Informal meetings with OTs who have podcasts were held to learn about the process, while interacting with technical staff and using recording equipment and editing software.

Results

Podcast development enhances technical, networking, and communication skills alongside creativity and professional resilience. Technical skills were developed using audio equipment and editing software. Professional skills grew through engaging prospective guest speakers, networking, and overcoming barriers. Managing logistical challenges contributed to personal and professional resilience, highlighting the complexities of developing service projects that aim to amplify diverse OT perspectives.

Conclusion

Student-led digital initiatives facilitate global partnerships, networking, and enhance OT education beyond traditional environments. Increasing the visibility of student voices and engagement in personal projects strengthens professional identity by providing alternative learning opportunities, promoting broader representation within the profession, and enabling practicing OTs to hear student voices and emerging practitioners.

Sustainability across educational and institutional frameworks in Switzerland

Saturday, 24th October: - Poster

Ms. Wassana Mermod (University of Applied Sciences and Arts Western Switzerland), Ms. Samantha Nosella (University of Applied Sciences and Arts Western Switzerland)

Sustainability has become a central orientation in health professions education within the University of Applied Sciences and Arts Western Switzerland [HES-SO], through curricular and institutional frameworks. In the 2022 Practical Training Framework [PEC 22], it is integrated as a competence contributing to the development of the occupational therapy curriculum, while the 2025-2030 sustainability strategy reinforces commitment to environmental, social and economic responsibility (HES-SO, 2025).

Beyond these frameworks, sustainability is considered essential for addressing global health challenges, particularly the environmental impact of healthcare systems (Huss et al., 2020; Lozano et al., 2015). In occupational therapy, it is linked to well-being, occupational performance and social justice, implying practices that support individual and environmental health (World Federation of Occupational Therapists [WFOT], 2012).

This study compares how sustainability is conceptualized and articulated within these two frameworks to analyze their coherence and complementarity. A qualitative documentary analysis is conducted using official documents from the PEC 22 and the HES-SO sustainability strategy, focusing on sustainability's definition and its integration into competencies and training structures, and highlighted priorities.

This study aims to better understand how sustainability is implemented across curriculum and institutional strategies, to strengthen coherence in health professions education.

Keywords: *sustainability; health education; curriculum strategy*

As Homes Get Smarter - Aging Gets Easier

Saturday, 24th October: - Poster

Dr. Marlene Morgan (The University of Scranton), Ms. Sofia Bredice (The University of Scranton), Ms. Samantha doughty (The University of Scranton), Ms. Kaitlyn Gelman (The University of Scranton), Ms. Alanna Kelly (The University of Scranton), Mr. Christopher Spencer (The University of Scranton), Ms. Samantha Zaic (The University of Scranton)

Worldwide, older adults want to “age in place”. Installation of smart home technology (SHT) is an intervention strategy used by occupational therapists (OT) to address this challenge. With age, many begin to experience mild cognitive deficits and a decline in occupational engagement.

This research project explored the impact of SHT to address these aging changes. A convenience sample of 10 older adults received a home visit. Student researchers collected data on participant’s demographics, cognitive processing, readiness for change and perspectives of SHT. A smart home technology “package” was installed. Participants were taught to use the technology and kept a log to record its use. Log activity was analyzed using the Person-Environment-Occupation Performance Model.

Participants reported that SHT helped compensate for normal age-related memory changes, slower processing speed, reduced working memory and difficulty multitasking. Technology supported occupational engagement in IADL, provided easy access to leisure activities and hobbies, and facilitated social and community engagement. Participants shared positive perspectives on SHT in the areas of perceived usefulness, ease of use, social influence, facilitating conditions, trust, technology anxiety, and behavioral intention.

This faculty-mentored research project represents a capstone experience– integrating research, evidence and technology into curriculum design, preparing learners for emerging professional roles.

Trends in Postgraduate Dissertations of Occupational Therapy in Türkiye: A Bibliometric Analysis

Saturday, 24th October: - Poster

Ms. Kardelen Yıldırım (Bezmialem Vakıf University)

Introduction: As Occupational Therapy (OT) undergoes rapid academic expansion in Türkiye, analyzing postgraduate research trends is vital to evaluate the profession's scientific trajectory. This study aimed to examine postgraduate OT dissertations in Türkiye.
Methodology: A bibliometric analysis was conducted on OT theses indexed in the Turkish Council of Higher Education (YÖK) Thesis Center up to 2026. Studies conducted within the departments and divisions of occupational therapy were included, while those without full text or outside the field were excluded.
Results: A total of 331 dissertations were identified, including 277 Master's (83.7%) and 54 Doctor of Philosophy (16.3%) theses. Dissertations produced from 2019 onward accounted for 283 (85.5%) of all studies; 2025 alone accounted for 98 (29.6%). Quantitative methods were used in n=323 (97.6%), mixed methods in n=5 (1.5%), and qualitative methods in n=3 (0.9%). Evaluation studies accounted for 49.2% (n=163), intervention studies 39.9% (n=132), validity–reliability and scale development 10.6% (n=35), and concept development 0.3% (n=1). Study populations included adults 51.4% (n=170), children 39.0% (n=129), elderly 4.2% (n=14), both child–adult 2.4% (n=8), and both adult–elderly 3.0% (n=10).
Conclusion: Enhancing methodological diversity, increasing research on underrepresented populations, and promoting occupation-based studies are essential to strengthen scientific diversity in OT.

Development of Extended Reality-Based Assistive Technology Evaluation Framework in Occupational Therapy Education

Saturday, 24th October: - Poster

Prof. Chia-Hui Hung (Department of Occupational Therapy, Chung Shan Medical University), Ms. Yi-Chien Su (Department of Occupational Therapy, Chung Shan Medical University), Ms. Yu-En Lin (Department of Occupational Therapy, Chung Shan Medical University), Prof. Shih-Chen Fan (Department of Occupational Therapy, Chung Shan Medical University), Ms. Huang Shihmin (Department of Rehabilitation, Sijhih Cathay General Hospital)

Extended reality (XR) has been increasingly adopted as assistive technology in occupational therapy; however, the lack of competency standards and structured evaluation limits how educational programs support XR-based assistive technology design learning. This study aimed to develop a theoretically grounded, practice-informed evaluation framework to guide teaching and assessment in occupational therapy education.

The framework was constructed through integration of ontological, epistemological, and methodological considerations, informed by the Person-Environment-Occupation-Performance model, underpinning XR application in clinical occupational therapy. Psychometric properties were examined through content validity established by six expert occupational therapists and reliability testing using 19 XR project artefacts.

An XR evaluation framework being operationalized through a checklist comprising 15 rubric-based items across three domains, each rated on a five-point scale. Internal consistency was excellent (Cronbach's α= .93), with content validity indices ranging from 0.71 to 1.00 (S-CVI= 0.82). Expert feedback supported refinement of items, emphasizing human-system interaction-based assessment. The framework enables systematic appraisal of XR design across technical performance, interaction logic, and contextual coherence.

The framework supports the teaching and assessment of XR-based assistive technology design competencies by enabling evaluation of student design processes and outcomes. Alignment with outcome-based education highlights its potential to inform future competency standards in occupational therapy.

Therapist Involvement in Virtual Reality Exposure Therapy: A Meta-analysis and Educational Implications

Saturday, 24th October: - Poster

Prof. Chia-Hui Hung (Department of Occupational Therapy, Chung Shan Medical University), Mr. Yu-Chi Chang (Department of Occupational Therapy, Chung Shan Medical University), Prof. Jun-Ding Zhu (Department of Occupational Therapy, Chung Shan Medical University), Prof. Kai-Jie Liang (Department of Occupational Therapy, Chung Shan Medical University), Mr. Chi-Hsi Yu (Department of Occupational Therapy, Chung Shan Medical University)

Virtual Reality Exposure Therapy (VRET) is increasingly applied in mental health practice; however, therapist involvement within immersive environments remains insufficiently conceptualized. The present study examined how variations in therapist facilitation influence emotional outcomes and derived implications for occupational therapy education. A systematic review and meta-analysis were conducted following PRISMA guidelines. Searches of PubMed, Web of Science, MEDLINE, Embase, and CINAHL identified 22 VRET trials from 4,162 records. Studies were categorized by therapist involvement patterns. Overall, VRET demonstrated a moderate effect on emotional outcomes (g =0.591, I^2 =76.35%). Subgroup analyses indicated moderate effects for anxiety (g =0.67) and depression (g =0.52). Structured facilitation produced the largest and most consistent effects (g =0.82, I^2= 23.6%). Continuous real-time support showed moderate effects but substantial variability (g= 0.64, I^2= 87.5%). Self-guided operation yielded smaller but highly stable effects (g= 0.41, I^2= 0%). Outcomes were associated with therapist involvement structure, suggesting preparation and reflection support emotional processing. Continuous real-time support remained effective but variable, indicating unstructured in-session involvement may reduce engagement consistency, while self-guided operation may limit deeper processing. Occupational therapy education should incorporate training in pre-session briefing, graded guidance, and post-session reflection, with emphasis on structuring therapeutic processes and facilitating emotional processing in VRET.

Virtual Reality as Relational Mediator for Novice Therapists: Enhancing Alliance and Engagement

Saturday, 24th October: - Poster

Ms. Huang Shihmin (Department of Rehabilitation, Sijhih Cathay General Hospital), Prof. Chia-Hui Hung (Department of Occupational Therapy, Chung Shan Medical University), Prof. Hsu-Chang Huang (Songde Branch, Taipei City Hospital), Ms. LIYU CHEN (Department of Occupational Therapy, Chung Shan Medical University)

Individuals with chronic mental illness often experience pervasive avolition, limiting active participation. The conditions increase demands on the therapeutic use of self and may reduce novice therapists' self-efficacy when rapport is not readily established. Virtual Reality (VR) is known to enhance engagement; however, its function as a clinical mediator supporting therapist confidence remains insufficiently examined. This study evaluated VR intervention in a mental health context, focusing on motivation and therapeutic alliance. Thirteen individuals with chronic mental illness participated in weekly 40-minute VR leisure sessions over 8 weeks. Motivation and occupational satisfaction were assessed using the Volitional Questionnaire (VQ)and the Canadian Occupational Performance Measure (COPM). Quantitative and qualitative data were analyzed to examine therapeutic alliance. Significant improvements were observed in motivation ($p < .001$) and occupational satisfaction ($p < .001$). Volitional patterns shifted from passive to spontaneous engagement. Qualitative findings indicated that VR facilitated shared therapeutic experience, positioning it as a social mediator. Copresence enabled novice therapists to establish rapport through joint virtual engagement. VR-mediated engagement may function as a novice-oriented clinical resource, supporting early therapeutic success among novice therapists. Integration of VR competencies within occupational therapy education may enhance preparedness for relational and emotional demands in practice.

Technology Integration in Occupational Therapy Education: A Curriculum Analysis in Türkiye

Saturday, 24th October: - Poster

Mrs. Beyzanur Demirci Güven (Bezmialem Vakıf University), Ms. Sümeyye Sarışahin (Bezmialem Vakıf University), Prof. Ümit Uğurlu (Bezmialem Vakıf University)

Introduction: Occupational therapy (OT) education is undergoing rapid transformation in response to technological advancements and evolving professional roles. This study aimed to examine how technology-related courses and content are integrated into undergraduate occupational therapy curricula in Türkiye.

Methodology: Nineteen universities providing undergraduate OT education in Türkiye were included in the study. Curriculum documents, course lists, and course descriptions were obtained from official university websites and analyzed. Courses and course contents containing the term “technology” were identified and recorded. Analyses focused on the number of courses, their distribution across semesters, and theoretical and practical course hours.

Results: All universities included technology-related courses, though course hours varied. Courses appeared under different titles such as Assistive Technology, Technology in Rehabilitation, and Information Technologies. Technology-related education ranged from 28 to 168 hours, distributed across compulsory and elective courses throughout eight semesters. These courses aim to equip students with competencies in using modern technological tools in rehabilitation and integrating them into therapeutic processes.

Conclusion: The findings highlight the growing importance of technology in OT education and underscore the need to further strengthen and update course content to better prepare future therapists for innovative, technology-driven rehabilitation practices and emerging healthcare demands.

Charting Convergences and Differences: AI in Swiss Occupational Therapy Education

Saturday, 24th October: - Poster

Ms. Elisa Jung (University of Applied Sciences and Arts of Western Switzerland (HES-SO), School of Social Work and Health – Lausanne (HETSL), Occupational Therapy Division), Mr. Robert Wright (University of Applied Sciences and Arts of Western Switzerland (HES-SO), School of Social Work and Health – Lausanne (HETSL), Occupational Therapy Division)

Health care systems are undergoing major changes due to financial pressures, rising costs, workforce shortages, and an ageing population. To help address these issues, assistive technologies such as artificial intelligence (AI), are developing quickly (Bulan et al., 2025; Fahim et al., 2025). These rapid advances raise important questions about whether current occupational therapy (OT) practice aligns with what future occupational therapists are being taught in university programs.

Objective: The aim of this study is to analyse how current Swiss OT curricula address AI, to characterize the application of AI reported un recent OT literature, and to compare these findings to identify areas of convergence and divergence.

Methodology: To address this objective, we will conduct a review of current literature to identify documented applications of AI in OT practice. In parallel, we will catalogue AI-related courses and instruction context included in Swiss OT curricula and examine institutional guidelines pertaining to the integration of AI in OT education. Subsequently, we will compare these data points to determine areas of convergence and divergence.

Conclusion: The findings may inform the integration of AI technologies into OT curricula and clarify how such training can prepare future practitioners to respond effectively to evolving professional demands.

Bridging the Gap: Robotics in Occupational Therapy Education from Students' Perspectives

Saturday, 24th October: - Poster

Ms. Vanesa Carrión Téllez (Pathology and Surgery Department at the Miguel Hernández University of Elche (UMH).), Dr. José Ángel Pastor Zaplana (Pathology and Surgery Department at the Miguel Hernández University of Elche (UMH). Being + Doing & Becoming Occupational Research Group (B+D+b), Miguel Hernández University), Ms. Cristina Espinosa Sempere (Pathology and Surgery Department at the Miguel Hernández University of Elche (UMH). Being + Doing & Becoming Occupational Research Group (B+D+b), Miguel Hernández University), Dr. Paula Peral Gómez (Pathology and Surgery Department at the Miguel Hernández University of Elche (UMH). Being + Doing & Becoming Occupational Research Group (B+D+b), Miguel Hernández University)

The integration of robotic technologies in neurorehabilitation is rapidly advancing; however, their incorporation into Occupational Therapy (OT) education remains limited. Understanding students' perspectives is essential to support future-oriented curricula and interdisciplinary collaboration.

This pilot cross-sectional study aimed to explore knowledge, attitudes, and educational needs regarding robotics among OT students in Spain. An online questionnaire was distributed across Spanish universities (n=48), and descriptive analyses were performed.

Findings reveal limited exposure to robotics within current training: only 45.8% of students reported receiving related content, and just 23% had practical experience. Knowledge levels were predominantly low, with 77% reporting low or no knowledge, consistent with previous reports on gaps in digital health education.

Despite this, students demonstrated highly positive attitudes. A total of 77% rated robotics as highly relevant ($\geq$4/5), while 81% expressed strong interest in further training. Additionally, 88% supported its inclusion in the curriculum and over 60% indicated interest in specialization, reinforcing the need for competency-based educational innovation.

This pilot study highlights a mismatch between student motivation and current educational provision, supporting the need for curricular innovation and strategic interdisciplinary alliances.

Theory–Practice Gap in Occupational Therapy Education: Qualitative Study of Clinical Reasoning

Saturday, 24th October: - Poster

Ms. sena albay (Ankara Medipol University), Ms. Cemre Bafralı (Ankara Medipol University)

Introduction: Translating theoretical knowledge into clinical practice remains a persistent challenge in occupational therapy (OT) education, particularly in neurodevelopmental settings where clinical reasoning and individualized intervention planning are essential. Methodology: A qualitative descriptive study was conducted with undergraduate OT students (n=32). Data were collected through open-ended online responses and analyzed using inductive thematic analysis to identify recurring patterns. Results: Four main themes emerged: a clear understanding of the occupational therapist's role in promoting participation and independence; frequent exposure to common approaches such as sensory integration and play-based interventions; a pronounced theory–practice gap, particularly in initiating, selecting, and individualizing interventions; and a strong need for practice-oriented learning, including case-based and experiential methods. Despite reporting confidence in theoretical knowledge, students experienced difficulty applying this knowledge in clinical decision-making. Discussion: Findings highlight the need to strengthen clinical reasoning training and integrate practice-based learning into OT education. Case-based learning and real-life scenarios may help bridge the theory–practice gap and improve students' readiness for clinical practice. Reorienting OT curricula toward experiential and clinically integrated learning may play a critical role in preparing future occupational therapists for complex and evolving practice environments.

ErgoMission: A Game-Based Learning Tool for Teaching Community-Based Occupational Therapy and Advocacy

Saturday, 24th October: - Poster

Ms. Selin Kuzu (Istanbul Atlas University)

Introduction: One of the primary goals of occupational therapy education is to prepare students not only for clinical practice but also for community-based work, advocacy, and ethical decision-making processes. Game-based learning approaches have emerged as innovative methods that increase student engagement, support critical thinking, encourage experiential learning.
Methodology: The board game is based on a "community map" simulation in which participants assume the role of occupational therapists serving diverse community groups, such as children with special needs, older adults, unemployed youth, immigrants, and individuals with chronic illnesses. Students will develop intervention plans for case scenarios using limited resources (time, budget, collaboration) and will fulfill their tasks of introducing occupational therapy services to stakeholders. Students' experiences will be explored.
Results: It is expected that students will report increased awareness and understanding of community-based occupational therapy practice, including resource management and professional advocacy. Improvements in critical thinking, problem-solving, and collaboration skills, as well as increased confidence in intervention planning and communication with stakeholders, are anticipated.
Discussion: ErgoMission may provide an engaging learning experience that supports students' understanding of community-based occupational therapy and advocacy processes. This approach may contribute to bridging the gap between theoretical knowledge and real-world practice.

Global Partnerships for Advancement in Occupational Therapy Education: An Evolving Process

Saturday, 24th October: - Oral Presentation

Dr. Maggie Hayes (University of Puget Sound)

Global partnerships in occupational therapy (OT) education are important for advancing the profession. This presentation explores the ongoing academic partnership among two occupational therapists and an OT student working and learning in different countries: Kosovo, the United States, and North Macedonia. Aligned with the principles of the World Federation of Occupational Therapists for ethical practice, this partnership focuses on occupation as the focus, a collaborative approach, and responsibility toward local and global societies.

Using a reflective case-based narrative, the collaborators describe the initial stages of the collaboration, including relationship-building, identifying shared priorities, and implementing low-cost, sustainable resource development and sharing within practice and academic settings.

Outcomes of the collaboration include resource development, global student and practitioner engagement, and a strengthened commitment to occupation-focused practice. Challenges such as language barriers, the need to increase awareness of occupational therapy, and limited resources are discussed.

The presentation concludes with strategies for educators seeking to initiate or strengthen global partnerships, starting with collaboration, communication through technologies, and occupation-focused resource development and implementation. By sharing this evolving partnership, the session contributes to ongoing dialogue on how global collaboration can advance OT education and practice.

Dutch–Tanzanian collaboration and networking to advance intercultural and transprofessional health education

Saturday, 24th October: - Oral Presentation

Mrs. Esther Jansen-Polak (Rotterdam University of Applied Science), Mrs. Eline van der Scheer (Rotterdam University of Applied Science)

Cultural responsiveness is increasingly recognized as a core component of occupational therapy practice, supported by global directives from the WHO and WFOT. Over the past five years, our programme has strengthened the internationalisation of the curriculum, including a successful 20-day transdisciplinary study trip to Tanzania. This immersive experience offers students unique opportunities to explore Tanzanian culture and healthcare systems while simultaneously developing deeper self-awareness. Unlike in their home context—where many students rarely experience minority positions—students abroad confront their own norms, values, and habits, enabling them to better empathise with future clients.

In this workshop we present our educational approach in which students select a comparative assignment prior to travel, initiate contact with partner organisations, and analyse differences in healthcare, education, and cultural practices between the Netherlands and Tanzania. Reflection is central, supported by structured tools such as the Social Cultural Talk Cards that guide students to examine their assumptions and interpretations.

The workshop aims to explore how the transformative personal learning typically achieved during the study trip can be meaningfully translated to students who do not physically participate, and vice versa. We invite participants to discuss scalable pedagogical strategies that foster intercultural competence across diverse learning contexts.

From Placement to Partnership: Cultural Humility, Resilience, and Sustainable Practice in Zanzibar.

Saturday, 24th October: - Oral Presentation

Ms. Sophie Williams (University of Salford), Ms. Edan Morris (University of Salford), Ms. Stephanie Adams (University of Salford), Ms. Isabelle Fahy Nanci (University of Salford)

As occupational therapy education responds to globalised and interconnected contexts, international placements offer opportunities for transformative learning and partnership development (Button et al., 2005). This presentation explores the experiences of four occupational therapy students from the University of Salford, UK, who completed a six-week role-emerging placement in Zanzibar, Tanzania, in collaboration with local health and community partners.

Students navigated cultural differences, demonstrated adaptability, and co-designed sustainable, occupation-focused initiatives within a resource-limited mental health context with limited occupational therapy provision and resources (World Federation of Occupational Therapists, 2024). Students developed cultural humility (Kokorelias et al., 2025), insight into global health inequalities, and the role of occupation across sociocultural contexts, alongside resilience and collaborative problem-solving.

Working with community stakeholders, students developed a small-scale project aligned with local priorities, demonstrating the unique and integral role of occupational therapy within a predominantly biomedical mental health setting (Adelle et al., 2025). Occupational therapy groups evidenced the impact of culturally responsive interventions on engagement and recovery, initiating ongoing collaboration between Zanzibar organisations and the University.

This presentation will discuss learning outcomes, challenges, ethical considerations, and how international partnerships can foster reciprocal learning and support professional identity formation (Humbert et al., 2011), strengthening global occupational therapy networks.

What changes when you centre Indigenous perspectives in a curriculum revision?

Saturday, 24th October: - Oral Presentation

Mrs. Renee Fitisemanu (Te Arawa, Ngati Ranginui, Ngai Te Rangi, Auckland University of Technology), Mr. Jake Tahitahi (Ngati Manuhiri), Mr. Chaz Brown (Ngati Raukawa ki Wharepuhuna, Ngati Apakura), Ms. Georgia Brown (Ngati Hine, Ngapuhi, Ngatiwai, Te Waiariki, Ngati Whatua), Dr. Heleen Reid (Auckland University of Technology), Prof. Daniel Sutton (Auckland University of Technology), Dr. Wendy Burrows (Auckland University of Technology), Dr. Kate Charlesworth (Auckland University of Technology)

For 20+ years, AUT's occupational therapy programme was underpinned using Western-centric models. Despite our obligations to Indigenous Māori through Te Tiriti o Waitangi (1840), the curriculum treated Indigenous perspectives as supplementary.

Rather than adding Māori content to existing courses we rebuilt them from an indigenous foundation. Working in partnership with Māori occupational therapists and key stakeholders, we went beyond curriculum enhancement to structural transformation. Centring indigenous perspectives fundamentally shifted our epistemological foundation, with indigenous knowledge now preceding Western theory in every course, establishing alternative ways of understanding occupation, health, and wellbeing. Pedagogy deepens through cultural immersion experiences, community-based learning, and relational approaches. Identity transforms as students learn to examine their own positionality, privilege, and complicity in colonial systems before claiming their therapeutic authority and leadership. Graduate practice becomes accountable through competencies that explicitly require redressing colonial harms, not merely acknowledging cultural differences.

Centring Indigenous perspectives revealed uncomfortable realities such as staff development needs, resource implications, resistance from stakeholders comfortable with Western dominance. Decolonising curricula requires confronting institutional power structures, not just diversifying content.

For European audiences, our experience raises critical questions: Whose knowledge counts as legitimate? Who benefits from maintaining Western frameworks? What does authentic partnership with Indigenous communities require?

Strengthening the Future Occupational Therapy Workforce: Building Sustainable Global Partnerships in Education

Saturday, 24th October: - Workshop

Ms. Team SPOTeurope (Presentador)

Many countries face significant shortages of healthcare professionals, including occupational therapists. These shortages increase pressure on healthcare systems and may affect access to services and quality of care. Several factors contribute to this challenge, including aging populations, limited access in rural areas, migration to countries with better working conditions, and limited capacity in educational programs to train enough practitioners. As a result, many professionals experience high workloads, stress, and burnout.

Occupational therapy education plays an important role in addressing these challenges. Building sustainable international partnerships between institutions, students, and practitioners can support capacity building, knowledge exchange, and professional development. Collaboration can also expand learning opportunities through mobility, shared resources, and joint curricula that prepare students for diverse practice contexts.

This interactive workshop, organised by SPOTeurope (Student Platform of Occupational Therapy in Europe), invites participants to reflect on workforce shortages in their national contexts and explore the role of education in addressing them. Through discussions and collaborative activities, participants will identify key issues affecting workforce sustainability and explore how global partnerships in occupational therapy education may strengthen the future workforce.

Participants will leave with new perspectives and practical ideas adaptable within their institutions and professional networks and educational programs in practice.

Building Internationalisation@Home through COIL: Facilitating Student Engagement on Digital Platforms

Saturday, 24th October: - Workshop

Ms. Leonie Friedrich (Amsterdam University of applied Sciences), Mrs. Angelika Echsel (Zurich University of Applied Sciences), Ms. Uta Jakobs (Zurich University of Applied Sciences), Dr. Mandana Fallahpour (Karolinska Institutet), Ms. Karoline Fink (Zurich University of Applied Sciences), Mrs. Magdalena Schlögl (health university of applied sciences Tyrol), Dr. Claire Gleeson (Trinity College Dublin), Mr. Alexander Lukavsky (health university of apllied sciences Tyrol), Dr. Christina Athanasopoulou (UniWa), Ms. Kate Brady (University of Salford), Mr. Chris McKenna (University of Sunderland), Dr. Michael Sy (Zurich University of Applied Sciences)

As occupational therapy programmes seek to broaden students' exposure to internationalisation without requiring physical mobility, digital internationalisation@home and Collaborative Online International Learning (COIL) offer valuable opportunities alongside distinct challenges. This workshop addresses the increasing need for online formats that promote meaningful international collaboration, active student engagement, and sustained cross-border connections.

Starting in 2021, drawing on a five-year experience from the International Partner Programme (IPP), a sustained and expanding partnership between HvA, KI and ZHAW, participants will be invited to explore practical strategies for the design and implementation of collaborative online international learning experiences. The workshop will consider both opportunities, including greater accessibility, online participation, and sustained relationship-building across institutions, and challenges such as barriers to engagement and the facilitation of authentic dialogue in virtual environments.

Through interactive exchange, participants will share experiences and co-create knowledge around key questions: How can COIL and related online formats move beyond superficial interaction to foster deep student engagement? Which pedagogical approaches support meaningful relationship-building across borders? How can staff effectively scaffold such experiences while managing limited resources?

The workshop welcomes educators and students at all stages of developing digital internationalisation initiatives within the ENOTHE network.

Service-Learning Occupational Therapy Project VALTO: Enhancing Participation, Networking, and Global Collaboration

Saturday, 24th October: - Oral Presentation

Dr. Estibaliz Jiménez (Faculty Padre Ossó), Ms. Zaida Fernández Platas (Faculty Padre Ossó), Mrs. Eva Fernández Morán (Faculty Padre Ossó), Mrs. María González Alonso (Faculty Padre Ossó)

Service-learning (ApS) methodologies are increasingly recognized as effective approaches for integrating academic learning, community engagement, and professional competency development in health sciences education. The VALTO Project is an occupational therapy service-learning initiative designed to promote occupational participation, social inclusion, and accessibility for vulnerable populations while fostering experiential learning among students.

The project involved occupational therapy students working collaboratively with community organizations within the third sector to identify occupational needs, co-design interventions, and implement participation-focused strategies. Activities included environmental adaptations, development of accessible resources, health education, and participation-centered interventions. Students were supervised by academic and clinical mentors throughout the process.

Beyond its local impact, VALTO emphasizes networking and global collaboration by establishing partnerships between universities, community organizations, and international academic institutions. This collaborative framework facilitates knowledge exchange, promotes intercultural learning, and supports the dissemination of good practices in occupational therapy education and community-based rehabilitation.

Results indicate positive outcomes in both community participants—through improved occupational engagement and access—and students, who reported enhanced clinical reasoning, professional identity, teamwork, and global competence.

The VALTO Project demonstrates how service-learning can function as a bridge between education, community needs, and international collaboration, contributing to socially responsive and globally connected occupational therapy training.

Together Online Across Borders: Developing a Joint Online Workshop

Saturday, 24th October: - Oral Presentation

Mrs. Marina Arell-Sundberg (Arcada University of Applied Sciences), Mr. Jesper Andersson (Umeå University)

Introduction

In 2023, a cross-national collaboration was initiated between Arcada University of Applied Sciences (Finland) and Umeå University (Sweden) to create shared learning opportunities for first-year occupational therapy students. With both curricula introducing occupational science early, overlapping content enabled jointly designed online learning activities.

Methodology

Using the Community of Inquiry (CoI) framework[1], the programmes developed a sequence combining asynchronous preparation with a synchronous workshop. The design emphasized cognitive presence through guided reflection and structured discussions, while social and teaching presence were supported through teacher facilitation, scaffolding, and opportunities for interaction across institutions.

Results

The workshop was implemented in 2023 and refined in 2024 and 2025. Student feedback indicated that the learning activities supported a deeper understanding of occupational science concepts. Learners valued the balance between individual tasks, small-group dialogue, and whole-class discussions, as well as the opportunity to meet peers from another country. The preparatory assignment was viewed as important yet demanding. Some students preferred face-to-face formats or wanted more detailed instructions about the workshop beforehand.

Conclusion

The collaboration demonstrates that a CoI-based design can enable meaningful online learning across institutional and geographical boundaries and support professional identity development.

Building Bridges: Co creating an Interdisciplinary Learning Game Across Continents

Saturday, 24th October: - Oral Presentation

Ms. Anne-Mie Engelen (HOGENT University of Applied Sciences and Arts), Dr. Hadijah Nansamba (Mountains of the Moon University), Ms. Sarah Matovu (Uganda Association of Occupational Therapists (UAOT))

Building Bridges is an interdisciplinary game originally developed at HOGENT and used across several health and social care programmes at HOGENT and Ghent University. The educational game supports students in exploring their professional identity and understanding the perspectives of other disciplines. In a collaborative effort between Belgian and Ugandan educators and professionals, the game is being redesigned to ensure cultural relevance, inclusivity, and flexibility, enabling it to be used both within local programmes and during international exchanges in either direction.

The co-development process focuses on creating new case scenarios that reflect the professional realities in Belgium and Uganda. Game materials, facilitation guidelines, and reflection tools are adapted to suit diverse learning environments, from local student cohorts to mixed international groups participating in mobility programmes.

This project directly aligns with the conference theme Networking and Global Collaboration by demonstrating how co-creating educational tools can strengthen international partnerships, build mutual understanding, and support sustainable knowledge exchange, strengthening reciprocal learning and knowledge exchange between institutions in Belgium and Uganda. By developing one shared, context-sensitive tool, the initiative strengthens interprofessional collaboration and prepares students to work effectively across cultural and disciplinary boundaries. It also builds essential collaborative skills for global health and social care.

An international student week to build a community of practice in occupational therapy

Saturday, 24th October: - Oral Presentation

Ms. Marie-Hélène Bompard (Ecole d'Assas), Mrs. Julienne Devroedt (Ecole d'Assas)

The training institute's occupational therapy students organised an international week, hosting four delegations from occupational therapy schools in: Spain, Germany, Poland, and Italian-speaking Switzerland. Adhering to the principles of project-based learning, the students drew up the schedule, selected the themes, contacted the speakers, organised the reception of the delegations and managed the event's logistics and communication.
This project enabled the students to develop their soft skills in a real-world setting. They were able to forge social bonds with international peers and benefit from a collective, transcultural learning experience in occupational therapy. The school has also strengthened its international partnerships with occupational therapy training institutions.
In an era of evolving teaching methods, participating in this project has set students on a path towards professional autonomy.
Students from all year groups were involved in the project, each working towards the specific educational objectives set out in their training curriculum.
The project's goal is to extend this type of initiative to all partner schools, creating a community of practice where students, trainers, and clinicians can develop their reflective practice in an international context.

Enabling future ready occupational therapists: updating our learning and development standards

Saturday, 24th October: - Oral Presentation

Ms. Carolyn Hay (Royal College of Occupational Therapists), Mrs. Anna Clampin (Royal College of Occupational Therapists), Dr. Katherine Ward (Royal College of Occupational Therapists)

High-quality pre-registration education is essential to the future of occupational therapy. As the professional body for occupational therapy in the UK, the Royal College of Occupational Therapists (RCOT) sets the expectations education providers must meet through its Learning and development standards for pre-registration education (RCOT In press). This presentation outlines the revision of these Standards in response to significant growth and change across the profession and the wider higher education landscape.

Since the previous Standards (2019), pre-registration student numbers have increased by 42%, with over 8,500 learners enrolled in 2024-25, alongside more than a 50% rise in graduates entering the workforce. Apprenticeships have expanded rapidly, and over 130 programmes now operate across the UK. At the same time, universities face financial pressures, regulatory complexity, rising learner support needs, digital transformation and renewed commitments to equity and inclusion.

The revised Standards strengthen the profession's ability to lead through change. They focus on core knowledge, skills, professional identity and leadership capabilities, aligned with the Occupational Therapy Workforce Strategy (RCOT 2024a) and WFOT requirements. They set clear expectations without prescribing curriculum content, enabling diversity and innovation across programmes while ensuring graduates are prepared for contemporary practice.

Be prepared for emerging professional roles!

Saturday, 24th October: - Oral Presentation

Prof. Sabine Dielacher (FH Gesundheitsberufe OÖ), Prof. Renate Ruckser-Scherb (FH Gesundheitsberufe OÖ)

OT-students will enter a system marked by rapid transformation. Evolving healthcare structures, shifting sociodemographic trends, and a population with increasing health literacy demand new professional competencies and greater adaptability. To ensure that students are well prepared for these emerging challenges, we have to develop curricula further and shape the future.
But what will professional roles look like in the future - what competencies are needed in our educational programmes?
Methods:
Expert interviews were initially conducted with relevant stakeholders, alongside interprofessional workshops, to develop scenarios relating to the 'graduate of the future'. Subsequently, in a facilitated interprofessional workshop, the skills required in the future were identified based on these scenarios.
Results:
In line with the identified emerging professional roles, competencies have been defined - following areas:
• interprofessional collaboration
• health literacy
• digitalisation
• innovation, entrepreneurship
• planetary health
• advocacy
Conclusion:
Occupational therapists are increasingly becoming key contributors in areas such as community-based health promotion, primary care, telehealth, or assistive technology. They are also emerging as consultants, researchers, and advocate for equitable access to meaningful occupations.
Educational programs can equip future professionals with the skills, resilience, and critical thinking needed to navigate and shape the healthcare system of tomorrow.

Shaping future occupational therapists: Integrating innovation into OT- education

Saturday, 24th October: - Oral Presentation

Ms. Jolien Spinnewyn (Howest University of Applied Sciences), Dr. Lieze Mertens (Howest University of Applied Sciences), Ms. Ilse Meerschaert (Howest University of Applied Sciences)

The increasing complexity of occupational therapy practice, together with rapid technological and societal developments, requires professionals who can act flexibly, creatively, and innovatively in contexts where traditional frameworks alone may not always be sufficient. Innovation is therefore a core professional role, enabling occupational therapists to design solutions that support participation in daily life. Educational programs must respond accordingly by aligning with societal change and fostering critical, creative, and problem-solving skills, supported by technology.

Aligned with the strategic focus of Howest University of Applied Sciences as an agile and future-oriented institution, the OT curriculum is designed as a longitudinal, scaffolded learning pathway. In the first year, students explore three elective minors to broaden perspectives and engage with alternative methodologies. In the second year, innovation is addressed through two complementary approaches. Assistive Technology for Everyone focuses on technological creativity through the design of assistive tools and games, while Occupation for Everyone emphasizes societal trends and emerging perspectives on occupation. In the third year, innovation is embedded in project-based learning, focusing on collaborative problem-solving in real-life contexts.

This progressive design builds students capacity to move from exploration to creation and ultimately to innovation in practice.

AI Use in Occupational Therapy Students: A Qualitative Study

Saturday, 24th October: - Oral Presentation

Ms. Melike Selin İkinci Kaya (Istanbul Atlas University), Ms. Sümeyye Sarışahin (Bezmialem Vakıf University), Dr. SELMA ERCAN DOGU (University of Health Sciences Hamidiye Faculty of Health Sciences Department of Health Sciences, Istanbul)

Introduction: This study explores occupational therapy students' perceptions, experiences, and ethical reflections regarding the use of artificial intelligence in their education.
Methodology: A qualitative study was conducted with 25 undergraduate OT students. Data were collected through semi-structured face-to-face interviews and analyzed using thematic analysis.
Results: Seven themes were identified: (1) AI as a beneficial learning tool, (2) negative effects of overuse, (3) use in academic and professional contexts, (4) ethical ambiguity, (5) user responsibility, (6) concerns about reliability, and (7) lack of structured education. Participants largely perceived AI as facilitating learning and improving efficiency. However, excessive use was associated with reduced cognitive engagement and potential dependency. AI was widely used in academic tasks, while its role in professional practice was considered supportive but limited. Ethical uncertainty emerged as a key issue, with students emphasizing individual responsibility in AI use. Concerns regarding the accuracy and trustworthiness of AI-generated information were frequently reported. Additionally, participants highlighted the absence of formal education or clear guidelines for AI use within occupational therapy programs.
Conclusion: Artificial intelligence presents both opportunities and risks in occupational therapy education. Integrating structured training, ethical frameworks, and critical evaluation skills into curricula is essential to ensure responsible and effective use.

Leveraging Predictive Analytics to Inform Strategic Decision-Making in Occupational Therapy Education

Saturday, 24th October: - Oral Presentation

Dr. Kayla Collins (Baylor University)

Occupational therapy (OT) education is evolving within increasingly complex and data-rich environments, requiring innovative approaches to support student success and workforce readiness. In alignment with the ENOTHE theme *Strategic and Innovative Pathways for the Future of Occupational Therapy Education*, this project describes the development and implementation of a Power BI–based predictive analytics system designed to inform decision-making across the OT student lifecycle.

In partnership with a university career center, admissions and programmatic data were integrated to identify predictors of success on the National Board for Certification in Occupational Therapy (NBCOT) exam. Regression analyses revealed a set of variables that collectively predict over 70% of the likelihood of passing the NBCOT within one year of graduation. These findings were translated into an interactive dashboard that supports strategic admissions decisions and enables early identification of students who may benefit from targeted academic support.

This work demonstrates how digital tools and data integration can enhance program-level planning, strengthen student outcomes, and align educational processes with certification and employment expectations. Emphasis is placed on using predictive analytics to support, rather than exclude, learners, contributing to more responsive, sustainable, and student-centered OT education systems.

Development and implementation process of the Occupational Therapy Fieldwork Assessment in Canada

Saturday, 24th October: - Oral Presentation

Ms. Caroline Storr-Ordolis (McGill University), Ms. Susanne Murphy (Queen's university), Ms. Manon Boucher (Université Laval), Dr. Mary Roduta Roberts (University of Alberta), Prof. Annie Rochette (Université de Montréal and Centre de recherche interdisciplinaire en réadaptation de Montréal)

In 2021, the Competencies for Occupational Therapists in Canada (COTC) were adopted following a rigorous consultation to ensure that the framework captured the breadth of occupational therapy practice. The consensus-building process created a unique opportunity to develop and implement the Occupational Therapy Fieldwork Assessment in Canada, a new national fieldwork assessment tool that aligns with evolving practices and the COTC. The tool development process involved a review of existing fieldwork assessment tools in 2022 and earlier studies. A draft tool was developed (2023-24) by the core working group embedding ongoing consensus consultations regarding assessment in student learning, design, content, utility and scoring. A Delphi study was conducted (2025) targeting fieldwork experts followed by a pilot of the revised draft tool (2025-26) for further refinement through an online survey, focus groups and think-aloud interviews. Supporting materials for full implementation by all 14 Canadian university programs are planned for 2026. Continued data collection of students' competencies enactment will be instrumental to learners for improved readiness for practice, and to provide curricular feedback on program strengths and areas needing improvement. A single national assessment tool represents a strategic and innovative pathway for the Future of Occupational Therapy Education (selected topic).

Development of Calibration in Occupational Therapy Fieldwork: Implications for Education

Saturday, 24th October: - Oral Presentation

Dr. Ashley Murray (Drake University), Ms. Taylor Bohannon (Drake University), Ms. Maggie Payette (Drake University), Ms. Cana Phillips-Jones (Drake University), Ms. Hanna Reeg (Drake University), Dr. Gustavo Reinoso (University of Southern California)

Accurate self-assessment is foundational to professional identity, ethical practice, and lifelong learning in occupational therapy, yet the developmental trajectory of "calibration" between student and educator performance evaluations during Level II fieldwork remains underexplored. This study examined changes in alignment between ratings across two sequential fieldwork placements (IIA, IIB), two time points (midterm, final), and six competency domains (A-F) using the American Occupational Therapy Association (AOTA) Fieldwork Performance Evaluation (FWPE). A repeated-measures design (N = 139) and General Linear Modeling (GLM) were used to analyze the effects of fieldwork level, time of rating, rater (student vs. educator), and competency section. Overall performance scores increased significantly from midterm to final ($p < .001$). There was no overall tendency for students to systematically overrate their performance; however, significant Rater × Time and Rater × Level interactions indicated early, domain-specific overestimation that diminished across time and training level. Discrepancies were concentrated in FWPE Sections A-C at midterm of IIA (small-to-moderate effect sizes) and approached zero by the IIB final evaluation. These findings suggest that miscalibration is an early developmental phenomenon concentrated in specific competency domains. Targeted academic focus on Sections A-C may accelerate calibration and strengthen alignment between student and educator assessment.

Technology-Enhanced Lab Testing: Improving Efficiency and Inter-Rater Reliability Across Clinical Backgrounds

Saturday, 24th October: - Oral Presentation

Dr. Kelli Cabrera (Baylor University), Dr. Bridget Scheidler (Baylor University)

Ensuring consistent, high-quality assessment in occupational therapy lab immersions is increasingly complex as programs rely on adjunct faculty with diverse clinical backgrounds. This presentation aligns with ENOTHE 2026 conference theme, *Strategic and Innovative Pathways for the Future of Occupational Therapy Education*, by describing a scalable, technology-enhanced framework designed to improve adjunct confidence, instructional alignment, and inter-rater reliability during lab examinations.

At Baylor University, we implemented a multimodal instructional and assessment model using a multimedia environment to standardize expectations before, during, and after lab instruction. Evidence supports video-based instruction and assessment to enhance psychomotor skill acquisition and scoring consistency when paired with structured rater training (Leysens et al., 2025). Core strategies included pre-lab instructional videos for students and adjunct faculty, multi-camera demonstrations to improve visualization of transfers, and student-submitted video recordings for formative feedback prior to summative practicals. Adjunct calibration sessions using student videos and standardized rubrics further supported inter-rater reliability (Abbott et al., 2025). Additionally, a real-time “Muddy Points” collaborative document prior to the practicals allowed learners to anonymously identify confusion, enabling immediate clarification and instructional refinement.

This approach demonstrates how intentional integration of educational technology and faculty calibration supports assessment integrity, adjunct development, and student success in OT education.

Known-Groups Validity of a Cognitive Flexibility Assessment for OT Education

Saturday, 24th October: - Oral Presentation

Mr. Lin-Jye Huang (Department of Psychiatry, Taipei City Hospital Yangming Branch, Taipei, Taiwan), Prof. Hui-Fen Mao (School of Occupational Therapy, College of Medicine, National Taiwan University, Taipei, Taiwan), Dr. Yi-Hong Yang (Department of Psychiatry, Taipei City Hospital Yangming Branch, Taipei, Taiwan), Ms. Shu-Chun Lee (Occupational Therapy Department, Taipei City Hospital Songde Branch, Taipei, Taiwan), Ms. Yi-Ching Wu (Occupational Therapy Department, Taipei City Hospital Songde Branch, Taipei, Taiwan), Dr. Chien-Te Wu (Department of Occupational Therapy, College of Public Health and Health Professions, University of Florida)

Cognitive flexibility is a core component of executive functioning and a critical target in occupational therapy (OT) practice for individuals with schizophrenia. This study examined known-groups validity of the Instrumental activity of daily living (IADL) context-based Cognitive Flexibility Assessment (ICFA) using propensity score matching and a two-way mixed-design ANOVA to compare intra-dimensional (ID; easier) vs. extra-dimensional (ED; harder) shifting performance between 54 individuals with schizophrenia and matched controls. Findings showed that participants with schizophrenia demonstrated significantly lower performance across all cognitive flexibility indices and exhibited a significant Group × Shifting interaction, $F(1, 106) = 26.24$, $p < .001$, partial $\eta^2 = .20$, indicating reduced differentiation between ID and ED shifting and poorer adaptation to higher-order task demands.

These findings suggest that OT education should place greater emphasis not only on assessing cognitive flexibility, but also on helping students interpret differences between basic (ID) and complex (ED) task demands. Integrating tools like the ICFA into education may facilitate this process, deepening students' grasp of how cognitive flexibility deficits in schizophrenia affect daily occupational tasks. This approach supports the application of cognitive assessments to clinical reasoning, intervention planning, and evaluation of functional performance in daily activities.

Occupational Therapy Education and Simulation in Ireland and the UK – a Scoping Review

Saturday, 24th October: - Poster with a pitch

Mrs. Jean Harrington (University College cork), Ms. Anna Moynihan (University College Cork)

Simulation education involves creating hypothetical yet authentic clinical scenarios, that require students to actively participate, evaluate and reflect (Bland et al., 2011). It's purpose is to support the development of key clinical skills and at times, complement or replace traditional clinical placements (Imms et al., 2017).

This innovative and inclusive teaching pedagogy is increasingly used in occupational therapy programmes (Grant et al., 2021). This may be in the context of increasing student intake and placement pressures. However, simulation activities can vary widely from use of role play to high fidelity activities in clinical environments (Shea, 2015).

The aim of this scoping review is to map and provide an overview of the current research on simulation practices in occupational therapy education in the UK and Ireland. The objectives are to:

- Establish the extent to which simulation practices are used
- Identify the nature of simulation methods being applied

The scoping review will follow the framework proposed by Levac et al. (2010). The poster and pitch will summarise and present the results, as well as discuss implications for future practice in the area of simulation and occupational therapy education in Ireland and in the UK. (Note: project will be completed by ENOTHE '26).

Inclusive OT Education: Fostering Cultural Competence Through Learning Alongside People with Disabilities

Saturday, 24th October: - Poster with a pitch

Dr. Kareem Nasser (Zefat Academic College, Department of Occupational Therapy), Dr. Yonat Ivzori (Zefat Academic College, Department of Occupational Therapy), Dr. Dalia Sachs (Zefat Academic College, Department of Occupational Therapy)

Inclusive experiences in health care professional education can foster positive attitudes toward people with disabilities (PWD) and promote cultural competence. This study evaluates the effect of an innovative inclusive program regarding OT students' attitudes (behavioral, cognitive and emotional), knowledge, and perceived competence, as well as on PWDs' self-advocacy.

A mixed-methods design was employed across two cohorts (2024–2026) of academic course on both groups' perceptions. OT students (40) completed the MAS and CCSOT-A, and PWD (15) completed a self-advocacy questionnaire, before and upon program completion. For qualitative analysis, both groups participated in semi-structured interviews and focus groups at program completion.

OT students demonstrated significant improvements in knowledge, perceived competence and in behavioral attitudes towards PWD ($p<0.001$). A not significant improvement was found in cognitive attitudes, and no significant changes were found in emotional attitudes. Among PWD, no significant changes were found in self-advocacy components. Qualitative analysis revealed 2 major themes: "Learning from them", and "Getting to know and connecting", deepening the understanding of results and highlighting the importance and contribution of inclusive learning experiences for both OT students and PWD.

This presentation will highlight insights and recommendations regarding inclusive education and research in occupational therapy.

University Mental Health and Wellbeing: Initial Insights from the UNICARE Project

Saturday, 24th October: - Poster with a pitch

Dr. Loreto González-Román (Research Group on Complex Health Diagnoses and Interventions from Occupation and Care (OCCARE), EUIT Centre Universitari, Universitat Autònoma de Barcelona, Terrassa, Spain.), Dr. Maria Kapanadze (EUIT University Center, Autonomous University of Barcelona), Dr. Laura Vidaña-Moya (Research Group on Complex Health Diagnoses and Interventions from Occupation and Care (OCCARE), EUIT Centre Universitari, Universitat Autònoma de Barcelona, Terrassa, Spain.), Dr. Núria Codern-Bové (Research Group on Complex Health Diagnoses and Interventions from Occupation and Care (OCCARE), EUIT Centre Universitari, Universitat Autònoma de Barcelona, Terrassa, Spain.), Dr. Ma Teresa Sanz Osorio (Research Group on Complex Health Diagnoses and Interventions from Occupation and Care (OCCARE), EUIT Centre Universitari, Universitat Autònoma de Barcelona, Terrassa, Spain.), Dr. Silvia Bleda-Garcia (Research Group on Complex Health Diagnoses and Interventions from Occupation and Care (OCCARE), EUIT Centre Universitari, Universitat Autònoma de Barcelona, Terrassa, Spain.), Mrs. Marta Alegre-Moreno (EUIT Centre Universitari, Universitat Autònoma de Barcelona, Terrassa, Spain.), Mrs. Jana Calderón-Sadurní (EUIT Centre Universitari, Universitat Autònoma de Barcelona, Terrassa, Spain.)

The increasing prevalence of mental health challenges among university students is a significant public health concern. This study, conducted within the UNICARE project at the University Occupational Therapy Service (SUTO) of EUIT University Centre, examines students' emotional well-being and healthy lifestyles at the Terrassa University Urban Campus (CUTU).

Employing a mixed-methods approach, the project investigates routines and habits such as sleep, nutrition, physical activity, social participation, substance and screen use, occupational balance and engagement in meaningful occupations.

The quantitative phase utilised validated surveys (CSMPSF18, OBQE, HPLPII), while the qualitative phase incorporated focus groups to deepen understanding of daily life, balance and meaning. Additionally, the research team has engaged student groups in linking several degree subjects into research activities. In total, 436 students have been involved as respondents; the study foregrounds the voices and diverse realities of university communities.

Preliminary analysis indicates a clear need for guidance on positive mental health issues, fostering non-formal interactions, and creating occupation-based environments. These insights will inform educational practices that address inequities and adapt to the evolving demands of university communities. The overall findings will contribute to the development of a health education programme to advance positive mental health and foster inclusive campus environments.

Development of an online community for occupational therapists working in higher education

Saturday, 24th October: - Poster with a pitch

Dr. Katherine Ward (Royal College of Occupational Therapists)

This poster presents the development of an online engagement platform designed to connect occupational therapy educators working in higher education who are involved in preregistration occupational therapy programmes. Hosted by the Royal College of Occupational Therapists (RCOT), the platform provides a dedicated, safe and inclusive space where members can share expertise, exchange resources and explore best practices with others beyond their individual institutions.

In a context of increasing challenges in the higher education sector, such as financial pressures, competing workload demands and barriers to retention and career progression, online communities can provide a valuable source of support and flexible professional development opportunities for university lecturers (Booth and Kellogg 2015; Wynants and Dennis 2018). Furthermore opportunities for peer support can contribute to reducing educator burnout (Cao, Hassan and Omar 2025).

The poster highlights how this online professional community supports educators at all stages of their academic careers through enhancing networking and collaboration, encouraging reflective practice, facilitating collective problem solving and strengthening professional identity. Professional bodies such as RCOT play a key role in fostering communities that enhance collective capability and promote a culture of continuous learning. Ultimately this will contribute to the delivery of high quality occupational therapy education.

Building Intercultural Competence Through Universal Design and Placemaking within Euregio OT Education

Saturday, 24th October: - Poster with a pitch

Ms. Lisa Basile (PXL University of Applied Sciences and Arts), Ms. Loeka Vanderborcht (PXL University of Applied Sciences and Arts)

Occupational therapy students increasingly require strong international and intercultural competencies to function effectively within an evolving and diverse cross-border professional landscape. Traditional educational approaches often lack such opportunities, as learning remains situated within local contexts. To bridge this gap, we brought together students from Belgium, the Netherlands, and Germany in a multilateral Euregio learning environment where Universal Design (UD) and placemaking served as the thematic framework and a shared professional language.

Working in mixed international intercultural groups, the students analysed public spaces, compared cultural perspectives, and designed inclusive environments based on the seven principles of UD. This collaboration created opportunities to develop intercultural sensitivity, mutual understanding, and professional communication skills, while strengthening their insight into how environmental factors shape participation and inclusion—and what roles they will assume as future professionals in this process.

By positioning UD and placemaking as connecting tools, the project became a catalyst for international knowledge exchange and for building sustainable trilateral networks between PXL University College, Zuyd University of Applied Sciences, and LVR Klinik Düren. Early reflections show that students gain substantive expertise in inclusive design principles and acquire essential international and intercultural competencies required for their future professional practice within the Euregio region and beyond.

Beyond Clinical Placements: Innovative Fieldwork Models for Community-Centred Practice

Saturday, 24th October: - Poster with a pitch

Mrs. Angelika Echsel (Zurich University of Applied Sciences), Mrs. Vanessa Heinrich (health university of applied sciences Tyrol), Mrs. Magdalena Schlögl (health university of applied sciences Tyrol), Mrs. Roswitha Hoerder (Zurich University of Applied Sciences), Mrs. Nicole Markwalder (Zurich University of Applied Sciences)

Due to challenges such as a shortage of clinical placements, increasing student numbers, and the evolving community-centred practice addressing the health and well-being of various groups, many occupational therapy (OT) programs face an increasing need for placements beyond clinical settings.
A Role Emerging Placement (REP) is a fieldwork model where students work in settings without an established OT role or on-site OT supervisor. In these placements, students collaborate with communities and institutions, identify occupational needs, and co-create solutions with various stakeholders. REPs offer opportunities to address emerging practice areas and community-based roles that align with contemporary and developing understandings of health and well-being. However, implementing this fieldwork model requires careful planning and reflection on several aspects.
Drawing on a collaboration between the Health University of Applied Sciences Tyrol (Austria) and the ZHAW Zurich School of Health Sciences (Switzerland), this workshop aims to build a community of practice within the ENOTHE network. Participants are invited to exchange about REP and related ethical considerations, challenges, and learnings for developing sustainable community partnerships while preparing students for emerging professional roles. Through an interactive exchange, we examine the triangle of collaboration among communities, students, and institutions/lecturers within REP, learning from and with each other.

Beyond the Bachelor: Continuing Occupational Therapy Education in Italian speaking part of Switzerland

Saturday, 24th October: - Poster with a pitch

Dr. Giulia Borgonovo (Department of Business Economics, Health and Social Care, University of Applied Sciences and Arts of Southern Switzerland (SUPSI)), Dr. Christian Pozzi (University of Applied Sciences and Arts of Southern Switzerland), Dr. Maria Giovanna Colatrella (Department of Business Economics, Health and Social Care, University of Applied Sciences and Arts of Southern Switzerland (SUPSI)), Dr. Mariano Cavolo (Department of Business Economics, Health and Social Care, University of Applied Sciences and Arts of Southern Switzerland (SUPSI))

Introduction: Continuing education in occupational therapy demands flexible instructional models accommodating professionals' time constraints and financial resources. Modular programmes delivered over an extended period enable practitioners to balance professional development with work and personal commitments. Despite growing interest, empirically grounded descriptions based on systematically collected data remain scarce.

Methods: This retrospective observational study analysed course evaluation data from SUPSI's continuing education programmes in Occupational Therapy across two academic years (2024/2025 and 2025/2026). Outcomes were assessed through structured questionnaires administered via Qualtrics at course completion, covering four domains: knowledge and skills development, identification of improvement areas, transferability to practice, and perceived teaching quality.

Results: Of N = 122 enrolled participants, the response rate was 70.5% (n = 86). Mean scores on a 6-point Likert scale indicated high satisfaction: knowledge development (M = 5.24), identification of improvement areas (M = 5.18), transferability to practice (M = 5.32), teacher engagement (M = 5.60), integration of theory and practice (M = 5.49), and overall course evaluation (M = 5.31).

Conclusion: These preliminary findings provide descriptive evidence supporting the effectiveness of modular continuing education in occupational therapy, contributing to pedagogical reflection and informing the optimisation of future training models.

University Clinic as a Catalyst for Innovative Community-Based Occupational Therapy Education

Saturday, 24th October: - Poster with a pitch

Prof. Marie-Josée St-Pierre (Université du Québec à Trois-Rivières), Prof. Nancy Baril (Université du Québec à Trois-Rivières)

Occupational therapy education must prepare learners and educators for emerging roles that extend beyond traditional clinical practice and include prevention, intersectoral collaboration, community engagement, and innovation. This poster presents how a university occupational therapy clinic contributed to the development of *Le Cocon de l'Ouest*, a community-based psychosocial safety initiative created for a large public festival in Québec.

The project responds to identified needs related to social disorganization, vulnerability, perceived insecurity, and pressure on emergency services during the event. It includes preventive outreach, psychosocial support, rest and listening spaces, volunteer brigades, partnerships with community organizations, and student placements under supervision.

This presentation relates to the topic *Strategic and Innovative Pathways for the Future of Occupational Therapy Education* by showing how a university clinic can act as a strategic platform for curriculum innovation and socially responsive education. Through this initiative, students and educators engage in authentic learning focused on prevention, service design, partnership-building, and reflective practice in complex community settings. The project illustrates how occupational therapy education can be shaped through shared values, strategic alliances, and innovative responses to real societal needs.

clinical reasoning immersion: an educational experiment for occupational therapy students

Saturday, 24th October: - Poster with a pitch

Ms. Anaïs Giraudier (aix-marseille university), Ms. Zoé Delville (aix-marseille university), Mrs. Géraldine Deprès (aix-marseille university), Mrs. Catheline Blanc (aix-marseille university), Mr. Julien Pavé (aix-marseille university), Mr. Anthony Topkimoff (Aix-Marseille Université)

Clinical reasoning is a complex skill to acquire for occupational therapy students. Moreover, no teaching unit in the French training framework is explicitly devoted to it. The team of occupational therapy teachers in Marseille began an experimentation aiming to develop students' clinical reasoning, by allowing them to compare their own with that of their classmates and teachers.
A mixed-methods study was conducted over three years collecting data on the students' perceived performance. The self-assessment they carried out highlights difficulties arising at each stage of the reasoning process, mainly those relating to the organisation, linking and synthesis of the information gathered.Students feedback highlights the enrichment that comes from sharing perspectives : "We usually only have feedback from one teacher, so having four teachers with different work experiences leading this case study was a plus. It gave us an overview as complete as we could get.". Limitations on participation are also noted : « Because we were so many, the course went by quickly and I struggled keeping up with the pace of the class".
The educational prospects involve gradually implementing training and continuing the co-construction process initiated with students during the sequence, by sharing this work in a teacher-student collaboration.

Effectiveness of a MOHO-Based Online Healthy Lifestyle Intervention for University Students

Saturday, 24th October: - Poster with a pitch

Ms. Selin Kuzu (Istanbul Atlas University)

Introduction

University students often experience unhealthy lifestyle patterns, including poor sleep quality and excessive internet use, which may negatively affect well-being and activity–role balance. Occupational therapy interventions based on the Model of Human Occupation (MOHO) aim to support sustainable habit development through volition, habituation, and self-management processes.

Methodology

This quasi-experimental pretest–posttest study included 34 Occupational Therapy students. The intervention consisted of an eight-week online program based on MOHO principles, focusing on habit change, sleep hygiene, healthy nutrition, digital health awareness, and strategies to support self-management and activity–role balance. Data were collected before and after the intervention using the Health-Promoting Lifestyle Profile II, Pittsburgh Sleep Quality Index, Activity–Role Balance Questionnaire, and Problematic Internet Use Scale.

Results

It is expected that participants will show improvements in health-promoting lifestyle behaviors, sleep quality, and activity–role balance, along with reductions in problematic internet use.

Discussion

MOHO-based interventions may support healthy habit development and improve well-being among university students, contributing to occupation-focused health promotion in Ocuupational Therapy education.

Integrating Positive Psychology Course into Occupational Therapy Education: A mixed-methods study

Saturday, 24th October: - Poster with a pitch

Dr. SELMA ERCAN DOGU (University of Health Sciences Department of Occupational Therapy, Istanbul), Dr. SELEN AYDONER BEKTAŞ (Fenerbahçe University, Deparment of Occupational Therapy, Istanbul)

Introduction: Occupational therapy (OT) students often experience higher levels of stress and burnout compared to other peers. While Positive Psychology (PP) courses are known to enhance well-being, evidence of their structured integration into OT undergraduate curricula is limited. This study aimed to investigate the effectiveness of a 14-week PP course on the well-being, resilience, hope, and emotion regulation of first-year OT students.

Method: A mixed-methods design was utilized. Quantitative data were collected from 91 first-year OT students using standardized well-being measures at pre- and post-intervention. Qualitative data were obtained through semi-structured interviews and analyzed thematically to explore students' PP course experiences.

Results: Quantitative findings indicated significant improvements in psychological resilience, positive affect, hope, psychological well-being, and adaptive cognitive emotion regulation strategies. Three qualitative themes emerged: (1) increased personal growth and self-awareness; (2) a shift from pessimism to a positive outlook; and (3) cultivating a strengths-based lens and building resilience as a future practitioner.

Conclusion: This pilot study has shown that a 14-week structured PP course is an effective and feasible way to enhance the personal resources of OT students. These findings support the inclusion of PP course in the curriculum to support personal well-being and professional resilience in future practitioners.

Integrating Sustainability in Occupational Therapy: Experiment of an Educational approach

Saturday, 24th October: - Poster with a pitch

Ms. Virginie Gossuin (Leonardo da Vinci University of Applied Sciences (Brussels))

Considering current socio-ecological upheavals, initial occupational therapy training must evolve in order to train eco-responsible professionals who think systemically and are able of acting as agents of change.
This presentation describes a framework aimed at integrating socio-ecological issues into the occupational therapy curriculum at the Leonardo da Vinci University of Applied Sciences (Brussels).
Deployed across the three years of the programme, this framework relies on active and transformative learning approaches. It promotes the contextualization of knowledge, critical reflection, and the perceived value of the task.
Various strategies are employed, including problem-based learning, collaborative, and experiential projects, as well as targeted theoretical contributions. Practical activities punctuate the course: the creation of eco-designed toys in partnership with professional settings, community-based internships and, in the final year, the Climate Fresco workshop. Facilitated by a group of students within the academic community, the activity is showcased at a conference organized by the students.
Consistent with current WFOT recommendations and fully aligned with the graduate profile defined by the curriculum, this programme supports students' understanding of the links between occupational therapy and socio-ecological transition.

Promoting publication competence in undergraduate occupational therapy education: Insights from structured writing workshops

Saturday, 24th October: - Poster with a pitch

Mrs. Ina Roosen (Bochum University of Applied Science), Mrs. Lena-Louisa Minge (Hochschule Bochum)

The ability to contribute to professional discourse is an important competency for occupational therapists. However, publication processes are often perceived as inaccessible, leading to limited engagement among early-career professionals.

This poster-with-pitch presents writing workshops designed for graduates of a Bachelor's programme that aims to support participants in transforming their theses into publishable manuscripts and in gaining confidence in disseminating their work beyond the academic setting. A central element of each workshop is peer feedback, which enables participants to view their texts from multiple perspectives, uncover blind spots and strengthen their argumentation. The collaborative learning environment promotes mutual support, enhances motivation and helps participants understand scientific writing as an iterative and dialogical process. A culture of appreciation and mutual support creates a setting in which participants feel encouraged to share drafts, ask questions and experiment with new writing strategies.

This poster-with-pitch highlights how writing workshops contribute to strengthening the scientific culture within occupational therapy by empowering emerging practitioners to disseminate their findings, articulate their expertise and engage with the broader professional community. By building publication competence early in their careers, graduates are better equipped to communicate innovative ideas, influence practice development and contribute to the visibility and advancement of the profession.

PhD Tuning Networks for Global Collaboration in Occupational Therapy Education

Saturday, 24th October: - Workshop

Dr. Helen Lynch (University College Cork), Dr. Elke Kraus (Alice Salomon University of Applied Sciences Berlin), Dr. Maria Kapanadze (EUIT University Center, Autonomous University of Barcelona)

Strengthening doctoral education is critical to advancing occupational therapy (OT) research globally. However, inconsistencies in programme structures, funding, supervision, and research dissemination, particularly in Europe, limit progress. To achieve impactful OT research and influence health, education, and social policy, stronger international collaboration and sustained academic networks are essential.

Building on the prior ENOTHE PhD workshop, the ENOTHE PhD Tuning Group has established targeted priorities to address gaps in OT doctoral education and research. Key needs include focusing on OT research and improving its visibility, ensuring high-quality research and development, addressing barriers to doctoral publishing, supporting PhD supervision internationally, and fostering sustainable communities of practice among doctoral researchers, educators, and practitioners.

This symposium will outline initiatives and strategic directions that specifically drive global collaboration in OT doctoral education. The focus is on PhD Tuning competences, fostering international communities of practice, enabling effective cross-border supervision, and using digital networking tools to facilitate joint doctoral efforts. The goal is to strengthen capacity, leadership, and coordinated action within ENOTHE, while exploring how these efforts increase the impact, visibility, and policy influence of OT doctoral research.

Investigation and Curriculum Analysis of Occupational Therapy Bachelor's Degree Programs: Example of Türkiye

Saturday, 24th October: - Oral Presentation

Ms. Kardelen Yıldırım (Bezmialem Vakıf University), Dr. Gülşah Zengin Yazıcı (Bezmialem Vakıf University)

Introduction: As occupational therapy (OT) education evolves globally, curriculum standardization is critical for professional identity. This study examined OT bachelor's programs in Türkiye and analyzed their curricula to guide future educational strategies.

Methodology: A curriculum analysis was conducted by reviewing official websites of OT departments, the Student Selection and Placement Center (ÖSYM), and the Council of Higher Education (YÖK). Data regarding department opening dates, quotas (2020-2024), academic staff composition, and European Credit Transfer and Accumulation System (ECTS) distributions were analyzed using descriptive statistics, percentages, and ratios.

Results: In 2024, 17 active OT programs were identified, with 13 curricula available for detailed review. Over five years, 2,971 out of 3,311 allocated quotas (89.73%) were filled. Of the 113 academics employed, only 35.40% (n=40) are OT-background professionals. The average ECTS was 241.46±5.21. Programs included an average of 42.46±9.21 compulsory vocational courses and 19.53±18.22 elective vocational courses.

Conclusion: While OT education in Türkiye is expanding, there is a significant need for standardization. Enhancing the ratio of OT-background faculty and ensuring regular updates to Bologna process documents are critical steps. These findings emphasize the importance of strategic alignment with international standards to ensure quality in OT education

Lessons Learned from Transforming into an Online Distance Learning Programme

Saturday, 24th October: - Oral Presentation

Mr. Jesper Andersson (Umeå University), Ms. Maria Nordbrandt (Umeå University), Ms. Anna Johansson (Umeå University), Mrs. Susanne Sellin (Umeå University), Prof. Ingeborg Nilsson (Umeå University), Dr. Therese Nordin (Umeå University), Dr. Elin Granholm Valmari (Umeå University), Dr. Frida Degerstedt (Umeå University), Dr. Margarita Mondaca (Umeå University)

Introduction

In response to rapid digital development and declining application numbers, we initiated in 2021 the transformation of our occupational therapy programme from a campus-based format into an distance learning programme. This presentation critically examines the transformation and reflects on key lessons learned.

Methodology

This critical reflection[1] draws on documentation from the transformation process, course evaluations, as well as individual and group interviews with university teachers.

Results

The new programme was developed over two years, and launched in autumn 2023 as an online distance learning programmet that incorporates a limited number of on-campus sessions. Today, 106 students are enrolled, and application numbers have increased. The university provided financial support, and teachers received dedicated time for strategic planning together with educational developers. While successful, the transformation also presented challenges. Student evaluations and teacher experiences highlight several lessons learned: the need to recognise and challenge existing pedagogical culture, adapt to the specific demands of distance learning, make use of new online opportunities, and ensure effective onboarding for both students and teachers.

Conclusion

High-quality online distance learning in occupational therapy education depends on a coherent pedagogical approach supported by continuous evaluation. Shared understanding, collaboration, and reflective practice have strengthened the programme's educational foundations.

Successful learning from anywhere: Innovative strategy, high tech, high touch

Saturday, 24th October: - Oral Presentation

Prof. Michael Lee (University of British Columbia), Dr. Susan Forwell (University of British Columbia)

Introduction: Web-based education enables learning from anywhere, yet many learners experience isolation[1]. Research highlights the importance of a strong learning community for effective learning[2]. Our university offers a four-month online program to support occupational therapists educated outside our country in understanding occupational therapy (OT) practice in our country, developing required competencies, and preparing for the Competency Assessment (CA) exam. Alongside asynchronous, module-based learning, the program includes tutorials, office hours, and a mini-mock to foster a supportive learning community.
Objective: This study evaluated learners' readiness for the CA and their exam success after completing the program. It also explored which program components most effectively supported learning.
Methods: More than thirty learners from twelve countries participated in this mixed-methods evaluation. Pre- and post-program data were collected through anonymous surveys, interviews, and focus groups. Participants' CA outcomes were also analyzed.
Results: Participants reported feeling well-prepared for the CA and identified tutorials and virtual learning communities as essential. Many emphasized the value of personal connection within an online environment.
Conclusion: Participants indicated that the program meets their learning needs while also identifying areas for refinement. Findings highlight the value of online learning models that combine high-tech delivery with high-touch relational support to enhance success.

Digital Transformation in Occupational Therapy: Student Experiences, Motivation, and Barriers

Saturday, 24th October: - Oral Presentation

Ms. Emine Sağlamoğlu (Hacettepe University), Dr. Güleser Güney Yılmaz (Hacettepe University)

The transition to online and hybrid models in occupational therapy education directly impacts students' learning processes. This study aims to examine occupational therapy students' overall digital education experiences, factors affecting their academic motivation, and the challenges they face compared to face-to-face education. In this study an online questionnaire was administered to 17 occupational therapy students. The data collection tool consisted of open and closed-ended questions evaluating students' focus levels in online environments, motivation to participate in classes, and the effects of environmental factors. Participant feedback highlights the advantages of online education, such as spatial flexibility, time-saving, and easy access to course materials. However, distractions in the home environment, internet connection problems, and the lack of a physical classroom environment were identified as the main factors decreasing motivation. The lack of active participation and instant interaction mechanisms found in face-to-face education was stated to cause screen fatigue and difficulty focusing. While digital education models are strong in flexibility and theoretical accessibility, new pedagogical strategies are needed to maintain motivation. An ideal educational planning should adopt a balanced structure where theoretical courses are processed with online flexibility, while core vocational courses are conducted in dynamic face-to-face classroom environments.

Transforming Occupational Therapy Education Through Efficient, Digital, and Scalable Assessment Models

Saturday, 24th October: - Oral Presentation

Dr. Gustavo Reinoso (University of Southern California), Dr. Dominique Blanche Kiefer (University of Southern California), Dr. Erna Imperatore Blanche (University of Southern California)

Occupational therapy (OT) education is evolving in response to increasing demands for efficiency, digital integration, and global relevance. Traditional approaches to teaching assessment often rely on time-intensive protocols or parent-report measures, which present limitations, as they are costly and time-intensive or rely on parent report rather than direct observation of performance. This presentation aligns with the theme *Strategic and Innovative Pathways for the Future of Occupational Therapy Education* by introducing an educational model based on the Structured Observations of Sensory Integration-Motor (SOSI-M) and the Comprehensive Observations of Proprioception-Revised (COP-R). These standardized observational tools assess postural control, motor planning, and proprioceptive processing in children aged 5-14 years using 14 SOSI-M item sets and 18 COP-R items. Recent findings demonstrate moderate to strong relationships among key sensory-motor measures, with shared variance up to 53%, supporting the use of selected items to reduce assessment time while maintaining clinical validity. Administration requires approximately 20-40 minutes, supporting feasibility in both clinical and educational contexts. The integration of electronic scoring enables immediate feedback and supports competency-based learning. Implemented across more than twelve countries, including Spanish-speaking samples, this model promotes culturally responsive education and prepares future OT practitioners and educators for globally connected, technology-enhanced practice.

Developing Generative AI Literacy in Occupational Therapy Education: Preliminary Outcomes

Saturday, 24th October: - Oral Presentation

Dr. Bridget Scheidler (Baylor University), Dr. Kayla Collins (Baylor University), Dr. Marian Gillard (Baylor University), Dr. Anne Boddy (Baylor University)

As generative artificial intelligence (AI) reshapes healthcare and education, occupational therapy educators face a critical responsibility to prepare graduates who can engage emerging technologies with ethical awareness and professional integrity (Gazquez-Garcia, 2025). This session will report on the formation and preliminary findings from a generative AI literacy training program for graduate-level occupational and physical therapy students. Grounded in the Unified Theory of Acceptance and Use of Technology (UTAUT), the project examines how effort expectancy, performance expectancy, social influence, and facilitating conditions shape students' intentions to integrate AI into the clinic.

Preliminary quantitative and qualitative data will be presented, exploring students' evolving knowledge, confidence, and behavioral patterns in using generative AI. These insights aim to inform evidence-based approaches for integrating AI literacy into occupational therapy education.

Aligned with the ENOTHE 2026 theme of **Strategic and Innovative Pathways for the Future of Occupational Therapy Education**, this work advances digital transformation by presenting an adaptable AI literacy training model and early implementation insights. Findings provide evidence-informed guidance for integrating AI literacy into OT curricula and preparing learners for emerging roles in AI-enabled practice. Educators and researchers are invited to discuss scalable approaches across European and global contexts.

The revolutionizing role of generative artificial intelligence in occupational therapy education

Saturday, 24th October: - Oral Presentation

Ms. Laura Kyndt (Howest University of Applied Sciences), Dr. Els Pattyn (Howest), Mrs. Anne Dejager (Howest University of Applied Sciences)

Generative artificial intelligence (GenAI) is rapidly expanding across both education and healthcare, increasingly shaping the context in which occupational therapists operate. Preparing students for this evolving landscape requires more than technical familiarity; it calls for the development of critical and responsible use of AI within professional practice.

In response, an AI learning pathway was embedded within the occupational therapy curriculum. Grounded in the broader AI competency framework of Howest, the pathway is specifically translated to occupational therapy practice and aligned with the learning objectives of the study program.

Structured longitudinally across the program, the pathway evolves from foundational understanding and critical reflection in the first year to application within practice-oriented assignments and increasingly complex contexts in later years. First, students learn to apply AI to simple core tasks such as formulating SMART goals. From the second year onwards, they tackle more complex tasks such as designing interventions. In the third year they work independently and evaluate their work critically from both an evidence-based and practice-oriented perspective.

By integrating AI in this way, the curriculum supports the development of occupational therapists who can think critically, creatively and proactively, and who are equipped to navigate complex and rapidly changing healthcare environments.

Comparing Artificial Intelligence (AI)-Enabled Virtual Patient Platforms for Occupational Therapy Education: A Document-Based Heuristic Appraisal

Saturday, 24th October: - Oral Presentation

Mr. Ozan Demirci (University of Health Sciences, Hamidiye Institute of Health Sciences, Department of Occupational Therapy (PhD Program))

Digital simulation is expanding across health professions education, yet occupational therapy educators need clearer criteria for selecting virtual patient platforms that support occupation-centred learning and clinical reasoning. This presentation reports a document-based heuristic appraisal of four virtual patient platforms identified through documentation as artificial intelligence (AI)-enabled for health professions education.

Using official product, help, and support materials only, a 12-item appraisal matrix informed by Norman's design principles and Shneiderman's golden rules was applied across six task-flow domains: onboarding, information gathering, decision-making, feedback, error and recovery support, and session closure. Hands-on usability testing, paid-access environments, and learner performance data were excluded.

Across the reviewed platforms, strengths clustered around conversational interaction, post-scenario feedback, and performance reporting. In contrast, occupation-centred goal setting, intervention planning, reasoning transparency, and error recovery support were less consistently evident in documentation. These gaps are relevant for occupational therapy education, where learners must connect assessment findings to participation-focused goals, justify intervention choices, and reflect on clinical reasoning.

The appraisal offers educators a framework for comparing, selecting, and integrating simulation tools. It also highlights the need to examine whether AI-enabled virtual patient platforms are pedagogically aligned with occupation-centred teaching, reflective learning, and clinical reasoning development within occupational therapy curricula.

Faculty–Student Partnerships Extending Professional Identity From Graduation to Entry-Level Practice in Occupational Therapy Education

Saturday, 24th October: - Oral Presentation

Dr. Kaitlyn Cremer (Baylor University), Dr. Jana Hickman (Baylor University), Dr. Bridget Scheidler (Baylor University)

Sustaining the future of occupational therapy (OT) education requires mentorship models that extend beyond program completion and intentionally support the transition from graduation into entry-level practice, scholarship, and leadership. This presentation describes a two-phase faculty–student partnership approach designed to expand professional identity across this transition. The first phase occurs during the final year of OT education, where faculty partner with students to develop and implement an evidence-based project, culminating in a curated student showcase that emphasizes leadership, rigor, and professional impact. The second phase extends mentorship into the post-graduation year, supporting alumni as they translate their work into real-world contexts through scholarly writing, presentations, and systems-level application. Drawing on lived faculty experiences and ongoing implementation, this presentation examines how sustained mentorship across the student-to-practitioner transition supports professional identity formation, scholarly engagement, and leadership development, while also contributing to faculty scholarship. The session uses a case-based presentation format to present anonymized student exemplars that illustrate individual outcome trajectories of growth and professional development. This presentation offers concrete strategies for OT educators seeking to design faculty–student partnerships that intentionally enhance professional identity beyond graduation and invest in the next generation of entry-level practitioners, scholars, and leaders.

Wellbeing and occupational balance among Occupational Therapy educators in Spain

Saturday, 24th October: - Oral Presentation

Dr. Sandra León-Herrera (Department of Psychology and Sociology, University of Zaragoza, Zaragoza), Dr. Mª Pilar Rodríguez-Pérez (Department of Physical Therapy, Occupational Therapy, Physical Medicine and Rehabilitation of Rey Juan Carlos University, Alcorcón), Dr. Ángela Asensio-Martínez (Department of Psychology and Sociology, University of Zaragoza, Zaragoza), Dr. Cristina García-Bravo (Department of Physical Therapy, Occupational Therapy, Physical Medicine and Rehabilitation of Rey Juan Carlos University, Alcorcón), Dr. Sara García-Bravo (Department of Physical Therapy, Occupational Therapy, Physical Medicine and Rehabilitation of Rey Juan Carlos University, Alcorcón), Dr. Raquel Gómez-Bravo (Centre Hospitalier Neuro-Psychiatrique (CHNP), Ettelbruck,), Dr. Elisa Bullón-Benito (Department of Physical Therapy, Occupational Therapy, Physical Medicine and Rehabilitation of Rey Juan Carlos University, Alcorcón), Dr. Ana Poveda-García (Department of Physical Therapy, Occupational Therapy, Physical Medicine and Rehabilitation of Rey Juan Carlos University, Alcorcón), Dr. Elisabet Huertas-Hoyas (Department of Physical Therapy, Occupational Therapy, Physical Medicine and Rehabilitation of Rey Juan Carlos University, Alcorcón)

Occupational therapy (OT) educators face complex roles combining teaching, research, and practice, which may increase vulnerability to stress and burnout. Addressing educator wellbeing aligns with the conference theme *"Shaping the Future of Occupational Therapy Education"* and the topic *Values and Ethics in a Changing Educational Landscape*, as sustainable education systems depend on healthy academic environments.

This cross-sectional observational study explores perceived stress, burnout, professional quality of life, and occupational balance among OT educators in Spain. Data were collected through an anonymous online survey including validated instruments (PSS-10, OBQ-E, ProQoL) and additional items on occupational satisfaction and perceived institutional support. The analysis focuses on the OT educator subsample within a broader health sciences faculty study.

Descriptive and inferential analyses (t-tests, ANOVA, Pearson correlations) are conducted to examine associations between wellbeing outcomes and individual, occupational, and organizational factors.

Preliminary findings will provide insight into the role of occupational balance and salutogenic resources in educator wellbeing. Results may inform ethical and value-based strategies to support sustainable academic careers, enhance educator wellbeing, and ultimately strengthen the quality and resilience of occupational therapy education systems.

Educational strategies and challenges in teaching threshold concepts: a scoping review

Saturday, 24th October: - Oral Presentation

Prof. Catherine Vallée (Université Laval)

Introduction:
Scholarly papers have described threshold concepts in occupational therapy and their relevance for curriculum development. These concepts relate to occupation, the profession, practice, and building rapport. Threshold concepts are profession-specific, complex, and capable of permanently transforming learners' perspectives. When students do not internalize them, their professional identity risks being built on fragmented knowledge. This study aims to identify the challenges and pedagogical strategies involved in integrating threshold concepts.
Methods:
A scoping review was conducted to identify peer-reviewed literature in French and English published after 2000. Searches were carried out in ERIC, CINAHL, Education Source, and Embase. The Covidence platform was used to support consensus in study selection and data extraction. Results were then synthesized.
Results:

The presentation highlights key challenges associated with learning threshold concepts and identifies eight educational strategies shown to be effective. Their common aims are to actively engage students, make implicit knowledge explicit and provide structured guidance while preserving space for ambiguity.
Conclusion:
Threshold concepts form a critical foundation for occupational therapists' professional identity. Educators play a central role in recognizing associated learning challenges and applying evidence-based strategies that promote transformative learning and sustained student engagement in the face of uncertainty, complexity, and ambiguity.

School Development as a Driver of Innovation in Occupational Therapy Education

Saturday, 24th October: - Oral Presentation

Ms. Nadine Scholz-Schwärzler (Ludwig- Fresenius Schulen München)

As occupational therapy education evolves within changing social, digital, and professional landscapes, school development becomes a strategic lever for innovation and sustainability. This contribution presents a collaborative curriculum development process supported by a Curriculum Kit and shaped through shared reflection, co-creation, and visionary teamwork within the teaching team.

Building on a culture of joyful collaboration, educators explored how to strengthen alignment between theory and practice, enrich pedagogical approaches, and integrate future-oriented themes such as research, evidence-informed practice, entrepreneurship, and innovation into the curriculum. The Curriculum Kit provided a structured yet flexible framework for joint planning and facilitated the development of adaptable educational pathways that respond to emerging professional roles and the digital transformation of learning.

This initiative demonstrates how collaborative school development can foster resilient, forward-looking educational systems and position educators as active change agents. It highlights the importance of strategic foresight, collective responsibility, and innovation in preparing occupational therapy students for a dynamic and increasingly complex professional future.

Facilitating visions for a hopeful future in occupational therapy education

Saturday, 24th October: - Oral Presentation

Dr. Georg Gappmayer (Hochschule Campus Wien), Mrs. Belinda Geier (Hochschule Campus Wien)

In times of pervasive catastrophic thinking, occupational therapy students—and the clients they will support—need credible, hopeful visions of everyday life to initiate change. This reflective presentation introduces a workshop format designed to exercise “thinking practices” oriented toward hopeful futures.

Following three pilot workshops with OT students, we conducted the workshop for a public audience. Participants engaged with the miracle question (“Suppose a miracle happened—what would be different tomorrow?”) and Playback Theatre to imagine preferred futures they would like to live in. These structured, playful methods helped participants articulate concrete possibilities, reconnect with personal and collective agency, and translate vision into first steps for action.

The workshop offers an adaptable tool for OT education and community engagement, supporting individuals and groups to shift their practice of thinking, strengthen resilience, and begin purposeful action.

The career trajectories of racially minoritised occupational therapy academics: a scoping review

Saturday, 24th October: - Oral Presentation

Ms. Catherine Mann (Brunel University of London), Dr. Zeynep Celik Turan (Brunel University of London), Dr. Jou Yin Teoh (Brunel University of London)

Background: Racially minoritised academics remain underrepresented across health professions education, particularly in senior roles, despite increasing diversity amongst students and healthcare workforces. Similar disparities are evident within occupational therapy (OT) academia, yet little is known about the career trajectories of racially minoritised OT educators.

Objective: This scoping review maps and synthesises existing evidence on the experiences, barriers and facilitators influencing the career pathways of racially minoritised OT academics.

Methods: Following PRISMA-ScR and the Arksey and O'Malley framework, searches are being conducted in PubMed, Scopus, Web of Science, CINAHL Plus and APA PsycInfo for empirical studies involving allied health academic staff in higher education. Data are being charted and analysed using reflexive thematic analysis, supported by reflexive journalling.

Initial searches reveal a limited evidence base. Emerging themes include systemic barriers, disproportionate workload and burnout, and intersectional disadvantages particularly affecting racially minoritised women and gender-diverse academics.

Conclusion: This review highlights structural factors shaping the retention and advancement of racially minoritised OT academics. The findings contribute to ongoing discussions of equity, representation and the development of inclusive academic pathways that strengthen the future of occupational therapy education, aligning with the ENOTHE theme *Strategic and Innovative Pathways for the Future of Occupational Therapy Education.*

Posthuman Occupations: Rethinking Agency Beyond the Autonomous Subject (A Conceptual Perspective)

Saturday, 24th October: - Oral Presentation

Mr. Panagiotis Barmpagiannis (Occupational Therapy Department, University of Western Macedonia, Greece),
Prof. Konstantinos Georgiou (Occupational Therapy Department, University of Western Macedonia, Greece)

For over a century, Occupational Science has been grounded in a humanist paradigm that positions the individual as an autonomous agent acting upon the environment to achieve health and well-being. Within this framework, occupation is understood as a human-centered activity, while materiality, technology and environment are treated as pararrel contexts or tools.

Contemporary conditions increasingly blur the boundaries between bodies and environments, challenging this anthropocentric assumption. This presentation argues that agency can no longer be understood as an individual property but rather as a distributed enactment emerging through relational configurations.
Adopting a theoretical and diffractive approach, this work reconsiders the ontological foundations of occupation by engaging with concepts that foreground relationality, entanglement and material participation. Instead of viewing occupation as something a human does, it is proposed as a phenomenon that emerges through the dynamic intra-action of bodies, technologies, materials and environments.
This shift moves the field beyond a focus on independence and individual performance toward the sustainment of viable assemblages, inviting Occupational Science to reconsider its foundational assumptions and expand its theoretical and practical horizons.

Developing approaches to teach death and palliative care in OT training

Saturday, 24th October: - Oral Presentation

Ms. Maeva RAMSAMY (Faculty of health, UPEC), Ms. Jade REULIER (Faculty of health, UPEC), Mr. Clint FONTAINE (Faculty of health, UPEC)

During our training, we observe a shared apprehension among students regarding death and palliative care often linked to a lack of preparation. This led us to question how these topics are addressed in occupational therapy education.

In France, 643,168 deaths were recorded in 2024, corresponding to an average of 1,969 deaths per day across all ages (INSEE, 2025). Death occurs in various settings, all relevant to occupational therapy practice, including healthcare facilities (52%), homes (29%), nursing homes (16%) and road accidents (1,3%) (INSEE, 2025). Causes of death are diverse and include both chronic or progressive conditions and external factors such as accidents (DREES, 2025). Therefore, not all deaths occur within a palliative care pathway.

Palliative care aims to relieve pain, alleviate psychological distress, preserve dignity and support family and friends. (Cousin F. et al, 2023). However, death extends beyond this field and is present across occupational therapy practice. In France, education on death and palliative care is not explicitly included in the curriculum, meaning students mainly encounter these issues during placements, without prior preparation.

Our project aims to identify educational practices to better integrate these topics into occupational therapy training.

AI in Occupational Therapy Education: Student Awareness and Use Intention

Saturday, 24th October: - Oral Presentation

Ms. Esra Nur EMİROĞLU (Istanbul Atlas University), Ms. GÜLCAN ŞEN (Istanbul Atlas University), Ms. HACER MİRAY ÖZMUCUR (Istanbul Atlas University)

INTRODUCTION: The integration of artificial intelligence (AI) into health education is increasingly important. This study aimed to examine occupational therapy students' digital literacy levels, attitudes toward AI, and expectations regarding its integration into the curriculum, as well as the impact of these factors on their intention to use AI.

METHODS: The study was conducted with students enrolled in a full-time Occupational Therapy program. The sample size was determined using G*Power 3.1, and the study was completed with 86 participants. Data were collected by a Personal Information Form, Digital Literacy Scale, Educational UTAUT Scale, and AI-related questions. Analyses were performed using SPSS 23.

FINDINGS: Digital literacy significantly and positively influenced students' intention to use AI ($p<0.05$). Students with higher digital skills demonstrated greater willingness to adopt AI technologies. Within the UTAUT framework, performance expectancy, effort expectancy, and social influence significantly predicted intention to use AI ($p<0.05$). Performance expectancy showed a particularly strong positive effect.

CONCLUSION: Students' technological proficiency and perceptual acceptance are key factors in the integration of artificial intelligence into occupational therapy education. Accordingly, it is recommended that adjustments be made to the curriculum to foster the development of digital skills and support the use of artificial intelligence.

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