

**Programme 17th Annual ENOTHE Meeting
Ghent, Belgium 3 – 5 November 2011**

THEME: OCCUPATIONAL THERAPY AND THE ADDED VALUE OF VOLUNTEERING

The EU year of Volunteering

Conference location

Artevelde University College Ghent

Voetweg 66

B-9000 Ghent, Belgium

Telephone number: 0032 (0)9 234 72 25

Wednesday 2nd November 2011		
Time		Location
15.30- 19.00	Registration	Entrance hall
	Preparing Market places and Poster sessions	Entrance hall

Thursday 3rd November 2011 TUNING DAY – LIFELONG LEARNING		
Time		Location
08.30- 09.30	Registration	Entrance hall
	Preparing Market places and Poster sessions	Entrance hall

Thursday 3rd November 2011 TUNING DAY – LIFELONG LEARNING		
Time		Location
09.30-09.45	Welcome Address Welcome to Gent from the Organizing Team <i>Karen Van De Putte and Marc Warmoes</i>	Aula 4
	Welcome to the 17th Annual ENOTHE meeting <i>Mrs. Anne Lawson-Porter (President, ENOTHE, University of Northampton, UK)</i>	
09.50-10.30	Keynote speaker 1	Aula 4
	“Lessons For Occupational Therapists Emerging From A Prison School “ <i>Prof. Dr. Chris Kuiper (Rotterdam University, The Netherlands)</i>	
10.35-11.15	Keynote speaker 2	Aula 4
	“Do Masters Serve The Profession Of OT And A Critical Look At The Competences” <i>Dominique Van de Velde (Artevelde University College Ghent & Ghent University, Belgium)</i>	
11.15-11.45	Coffee and tea break	Winter garden

11.45-13.15	MORNING PARALLEL SESSIONS (You may attend 1 of the following 3 parallel sessions. Please note that there are 3 oral presentations making one session while 1 workshop make a session)	
	SESSION 1: WORKSHOP The importance of internationalization and inter-cultural competence in higher education <i>Hans Jonsson (Karolinska Institute, Sweden), Eric Tigchelaar (HVA, The Netherlands), Gaynor Sadlo (University of Brighton, UK) (European Master of Science Program in Occupational Therapy)</i>	Room L.02.06
	SESSION 2: WORKSHOP Implementing a 'European-year-theme-module' in the bachelor program to pursue tuning competencies in international cooperation <i>Patricia De Vriendt, Dominique Van de Velde, Stijn De Baets, Elise Cornelis (Artevelde University College Ghent, Belgium)</i>	Room L.02.08
	SESSION 3: ORAL PRESENTATIONS oral presentation 1 Service - learning: enabling occupational therapy students to engage with 'non-traditional' communities to explore the concept of 'meaningful occupation'. <i>Fiona Douglas & Vanessa Parmenter. (University Of The West Of England, Bristol, UK)</i> oral presentation 2 The Study of Occupation through Practice – a community-based student learning experience <i>Sarah Quinn (Dublin University at Trinity College, Ireland)</i> oral presentation 3 Is video assisted training in hoist skills as effective as face-to-face training? <i>Aideen Gallagher, Robert Gilligan (National University of Ireland, Galway)</i>	Aula 4

13.15-14.45	<p>Lunch</p> <p>Marketplaces & Poster sessions</p>	<p>Lunchroom "Kantiene"</p> <p>Entrance hall</p>
14.45-16.15	<p>AFTERNOON PARALLEL SESSIONS</p> <p><i>(You may attend 1 of the following 4 parallel sessions)</i></p>	
	<p>SESSION 1: WORKSHOP</p> <p>Developing multi-media learning resources to enhance occupational therapy practice</p> <p><i>Aideen Gallagher, Margaret Mc Grath (National University of Ireland, Galway)</i></p>	Room L02.06
	<p>SESSION 2: WORKSHOP</p> <p>Exploration of the implications of involving students in 'role-emerging' and 'community development' placements through university collaboration with voluntary organisations</p> <p><i>Roana Dickson (Glasgow Caledonian University (UK), Bénédicte Dubois (IFPEK Rennes, France), Anne-Mie Engelen (University College, Gent, Belgium), Ann Johansson (Jönköping University, Sweden), Sandra Schiller (HAWK Hildesheim, Germany), Ruth Zinkstok (Hogeschool van Amsterdam, The Netherlands)</i></p>	Room L02.07
	<p>SESSION 3: WORKSHOP</p> <p>How are learning outcomes of different Bachelor-thesis described, and what is our ideal for a Bachelor-thesis?</p> <p><i>Anne Hove (Metropolitan University College, Copenhagen Denmark)</i></p>	Room L02.08
	<p>SESSION 4: ORAL PRESENTATIONS</p> <p>oral presentation 1</p> <p>Designing evidence based health education programmes with service users involvement</p> <p><i>Gaynor Reid with student(s) contributors (The University of Liverpool, UK)</i></p>	Aula 4

	oral presentation 2 The development of Volunteering on an undergraduate programme <i>Rosi Raine & Pat Eyres (University of Plymouth, UK)</i> oral presentation 3 Theatre as Occupation for Asylum Seekers: Collaboration, Relationship and Liberation. <i>Sissel Horghagen (Sør-Trøndelag University College, Norway)</i>	
16.15-18.00	Coffee & tea break Market Places and Poster Sessions	Winter garden
18.00-19.30u	Welcome Reception	10th Floor, A room with a view

Thursday 3rd November 2011 TUNING DAY – LIFELONG LEARNING		
Time		Location
16.00-18.00	Registration	Entrance Hall
	Market places and Poster sessions	Entrance hall

Friday 4th November 2011 (ENOTHE MEETING)		
Time		Location
08.00-09.00	Registration	Entrance hall
	Preparing Market places and Poster sessions	Entrance hall

Friday 4th November 2011 (ENOTHE MEETING)		
Time		Location
09.00-09.40	<p>Welcome <i>Prof.Dr. Veeckman</i> <i>(Artevelde University College GHENT, Belgium)</i></p> <p>Introduction of the Theme of the year <i>Mrs. Anne Lawson-Porter (President, ENOTHE, University of Northampton, UK)</i></p> <p>A short compilation of the programme: Student participation and marketplaces <i>Karen Van De Putte and Marc Warmoes</i> <i>(Artevelde University College GHENT, Belgium)</i></p>	Aula 3
09.45-10.25	<p>Keynote Speaker 1</p> <p>“Research about students and volunteering”. <i>Prof. Dr. Lesley Hustinx (Faculty center for Social Theory, Department of Sociology, Ghent University, Belgium)</i></p>	Aula 3
10.30-11.10	<p>Keynote speaker 2</p> <p>“Experiences with volunteering in ELSITO” <i>Ms. Chris van der Molen</i> <i>(Amsterdam School of Health Professions, OT Dept, Hogeschool van Amsterdam, The Netherlands)</i></p>	Aula 3
11.10-11.40	Coffee & tea break	Lunchroom “Kantiene” Winter garden
11.40-12.40	General Assembly Meeting &	Aula 3
11.10-12.40	Students Forum	Aula 4+ Tower rooms
12.40-14.10	Lunch	Lunchroom “Kantiene” Winter garden
	Marketplaces & Poster	Entrance hall

14.10-15.40	FIRST PARALLEL SESSIONS <i>(You may attend 1 of the following 8 parallel sessions. Please note that there are 3 oral presentations making one session while 1 workshop make a session)</i>	
	SESSION 1: WORKSHOP Implementing Service Learning in European Occupational Therapy Curricula – A Framework to Guide Practice <i>Margaret Mc Grath (National University of Ireland, Galway) Saskia Hofstede-Wessels (Hogeschool van Amsterdam, The Netherlands)</i>	Room L.02.06
	SESSION 2: WORKSHOP Voluntary learning in a program for Internationalization at Home <i>Ton Satink (Hogeschool van Arnhem en Nijmegen, The Netherlands), Inge Blondeel (Hogeschool West-Vlaanderen-Howest, Belgium), Elisabeth Fattinger (FH JOANNEUM University of Applied Sciences, Austria), Sabine Akande (Hogeschool van Arnhem en Nijmegen, The Netherlands)</i>	Room L.02.07
	SESSION 3: WORKSHOP TAPAS association: Therapy for All patients in All Situations <i>Luc Vercruysse (HUB Brussel, Belgium), Reninka De Koker, Cristina de Diego Alonzo (TAPAS- Therapy for All Patients in All Situations)</i>	Room L.02.08
	SESSION 4: WORKSHOP Emergent roles: voluntary occupations, social entrepreneurs <i>Nick Pollard (Sheffield Hallam University, UK) Dikaïos Sakellariou (Cardiff University, UK)</i>	Room L.02.09
	SESSION 5: ORAL PRESENTATIONS oral presentation 1 Developing the evidence base in occupational therapy: Students as Co-Researchers (SCoRe) <i>Katrina Bannigan, Mandy Boaz, Rebecca Eaton (York St John University, UK)</i>	Aula 1

	<p>oral presentation 2</p> <p>“@ctive Student”: a university scheme to support student volunteering <i>Gaynor Sadlo, Beth Thomas-Hancock, Student (University of Brighton, UK)</i></p> <p>oral presentation 3</p> <p>Increasing Occupational Therapy Students’ Feelings of Civic Responsibility through Service-Learning Experiences <i>Maggie Maloney, OTR/L, Ph.D (Saint Louis University, USA)</i></p>	
	<p>SESSION 6: ORAL PRESENTATIONS</p> <p>oral presentation 1</p> <p>Motivating students to perform voluntary activities; every lecturers’ challenge <i>Alex de Veld and Dore Kemmeren (Hogeschool van Arnhem en Nijmegen, The Netherlands)</i></p> <p>oral presentation 2</p> <p>Voluntary Learning in a program for Internationalization at Home <i>Janne van Dalen, Marijke Bijvank, Lieke Kuipers (Hogeschool van Arnhem en Nijmegen, The Netherlands)</i></p> <p>oral presentation 3</p> <p>Understanding occupation through volunteering: a student perspective <i>Aisling Dempsey and Orla Sullivan (Trinity College Dublin, Ireland)</i></p>	<p>Aula 3</p>
	<p>SESSION 7: ORAL PRESENTATIONS</p> <p>oral presentation 1</p> <p>Experiences and benefit of volunteering as OT-students <i>Banek Birgit, Irk Regina, Seyss-Inquart Angela, Steingruber Theresa (FH Gesundheitsberufe OÖ GmbH, Austria)</i></p> <p>oral presentation 2</p> <p>Enabling Self-Care and Competent Service: OT Students</p>	<p>Aula 4</p>

	<p>Support Young Volunteers <i>Nicole Günzel, Rebekka Horstmann, Pia Meißner, Janne Bünning (HAWK Hildesheim , Germany)</i></p> <p>oral presentation 3</p> <p>Voluntary work and mental health: an important factor for social inclusion. <i>Aude ABELLAN, Romain BERTRAND, Milena HILLER, Claire PITOLLET (University of Applied Sciences of Western Switzerland)</i></p>	
	<p>SESSION 8: ORAL PRESENTATIONS</p> <p>oral presentation 1</p> <p>Volunteering as a meaningful occupation: Motivations and experiences of young adults in an area of regeneration. <i>Brian O’Sullivan (University of Limerick, Ireland)</i></p> <p>oral presentation 2</p> <p>A DVD Intervention Improves OT Mental Health Practice with Older Adults <i>Cathy Lysack, PhD, OT(C) & Peter Lichtenberg, PhD(Wayne State University, Institute of Gerontology, USA)</i></p> <p>oral presentation 3</p> <p>Occupational Possibilities in Unemployment Situations: The Feasibility of Volunteering for Discouraged Workers. <i>Rebecca M. Aldrich, Ph.D., OTR/L (Saint Louis University, USA)</i></p>	Room L01.10
15.40-16.10	Coffee & tea	Lunchroom “Kantiene” Winter garden
16.10-17.40	<p>SECOND PARALLEL SESSIONS</p> <p><i>(You may attend 1 of 8 parallel sessions. Please note that there are 3 oral presentations making one session while 1 workshop make a session)</i></p> <p>SESSION 1: WORKSHOP</p> <p>Community-University Partnership – A Preliminary Analysis <i>Hetty Fransen (Higher School of Health Sciences and Techniques of Tunis, Tunisia), Saskia Hofstede Wessel (Hogeschool van Amsterdam), Ines Viana Moldes (Universidade da Coruna), Karin</i></p>	Room L.02.06

	<i>Lillenberg (Talin Healthcare College), Margaret Mc Grath (National University of Ireland)</i>	
	SESSION 2: WORKSHOP SHOUT working in Schools <i>Lexie Freedman & Lauren Auger (Sheffield Hallam University, UK)</i>	Room L.02.07
	SESSION 3: WORKSHOP Voluntary work in the light of occupation science, identity en inclusion <i>Daniel Norena (Artevelde University College Ghent, Belgium)</i>	Room L.02.08
	SESSION 4: WORKSHOP Occupational Therapists guiding volunteers in palliative care: results of a qualitative research. <i>Maryke Moens (Artevelde University College Ghent, Belgium)</i>	Room L.02.09
	SESSION 5: ORAL PRESENTATIONS oral presentation1 Volunteering as a method in integration of young, unaccompanied refugees. <i>Vegard Eide Dall, Liv Nilsen, Marianne Bangsund and Beate Lysøbakk (Sør-Trøndelag University College in collaboration with Trondheim Community, Norway)</i> oral presentation 2 GOING OVER THE WALL:Volunteering with Children with life limiting Conditions <i>Victoria Nolan (Lecturer) Ann-Marie Concannon, Chloe Bateman, Corrine Keating and Gabriella Laki (Coventry University, UK)</i> oral presentation 3 HOW OTs CAN CONTRIBUTE TO VOLUNTEERS' WORK - Training Clinics For Volunteers <i>Veronika Hörfarter, Franziska Riss, Kerstin Rockenschaub, Barbara Rümmele (Fachhochschule Salzburg - University of Applied Sciences Salzburg, Austria)</i>	Aula A1

<p>SESSION 6: ORAL PRESENTATIONS</p> <p>oral presentation 1</p> <p>The Marselis Walk – a client-centred day in beautiful surroundings <i>Nanna-Rozalina G.E Jensen, Naja Benigna Jensen, Anne Christine Linnet Lutzen, Mette Saabye Jensen (VIA University, Aarhus, Denmark)</i></p> <p>oral presentation 2</p> <p>The Dutch perspective on ‘mantelzorg’ in relation to International occupational therapy <i>Kelly Ackroyd, Miriam Bruning, Franziska Lohmeyer, Hélène Weusten (Hogeschool Zuyd, The Netherlands)</i></p> <p>oral presentation 3</p> <p>Voluntary Work in Switzerland – An example based on the OTPF area “Leisure” <i>Roxanne Maritz, Irene Christen, Melanie Marchner & Esther Marthaler (ZHAW Zürcher Hochschule für angewandte Wissenschaften, Switzerland)</i></p>	<p>Aula A3</p>
<p>SESSION 7: ORAL PRESENTATIONS</p> <p>oral presentation 1</p> <p>Volunteering to Help Children having Learning Disability Cope with Educational Challenges. <i>Lusia Oganezovi, Larisa Jalaghania (Center of Child Neurology and Neurorehabilitation, Georgia)</i></p> <p>oral presentation 2</p> <p>Occupational therapy in primary education. <i>Yvonne Komen & Marcella Durkstra (Hogeschool van Amsterdam, The Netherlands)</i></p> <p>oral presentation 3</p> <p>How to be(come) a ‘professional’ volunteer... <i>Nancy Duivendijk, Melissa Groenewegen, Marjolein de Zoete, Nynke Kranenburg, Lieke Kuipers, Linda Neruda (University of Applied Sciences, Rotterdam School of Health Care Studies, The Netherlands)</i></p>	<p>Aula A4</p>

	SESSION 8: ORAL PRESENTATIONS oral presentation 1 Older people as volunteers. <i>Kjersti Jørgensen, Kristin Jess-Bakken, Beret Hoddevik, Anette Lund (Oslo University College, The Netherlands)</i> oral presentation 2 “Safe-drinking-truck” - a tour through the cities to inform about alcohol abuse. <i>Anja Walter, Marina Lauffenburger, Corinna Jethon, Judith Emde (ET-Schule Reutlingen, Germany)</i> oral presentation 3 Time To Read Stories. <i>Maria Markova, Veronica Vladkova, Militsa Plamenova Ivanova (University of Ruse “Angel Kanchev”, Bulgaria)</i>	Room L.01.10
18.-30-19.30	Dinner Reception <i>(teachers only)</i>	downtown
20.00- Till U Drop 😊!	Social Dinner	downtown

Saturday 5th November 2011		
Time		Location
10.00-11.00	Keynote speaker 1 “Politics – voluntary work” <i>Sir Stuart Etherington (CEO, NCVO, UK)</i>	Aula 3

11.00- 12.00	<p>Keynote speaker 2</p> <p>“The Role of Occupation in the Construction of Meaning”</p> <p><i>Dr. Charles Christiansen (Executive Director of the American Occupational Therapy Foundation, Bethesda, MD, USA)</i></p>	Aula 3
12.00-13.30	<p>Lunch</p> <p>Marketplaces and poster sessions till 13.00 (without presenter)</p> <p>13.00-13.30 Student Evaluation</p>	<p>Lunchroom “kantiene”</p> <p>Winter garden</p> <p>Aula 4 (students)</p>
13.00	Closure of Market places & poster sessions	
13.30- 14.30	<p>Hanneke Van Bruggen Lecture: “In praise of diversity”</p> <p><i>Jennifer Creek (DipCOT, Freelance Occupational Therapist, North Yorkshire)</i></p>	Aula 3
14.30-15.00	Welcome: 2012 host	Aula 3
15.00-15.30	Closing ceremony	Aula 3
15.30-16.30	<p>Closing reception Departure Return of badges Collection of certificates</p> <p><i>(Reception sponsored by NBFE and VE)</i></p>	Wintergarden

THURSDAY 3RD NOVEMBER 2011 (TUNING/ EDUCATION MEETING)**Session 1: The importance of internationalisation and inter-cultural competence in higher education**

Hans Jonsson (Karolinska Institute, Sweden), Eric Tigchelaar (HVA, The Netherlands), Gaynor Sadlo (University of Brighton, UK) - European Master of Science Program in Occupational Therapy

In a changing world of mass-communication and larger mobility specific knowledge about diversity and inter-culturalism becomes of critical importance in higher education. Professional occupational therapy should be able to offer culturally sensitive intervention strategies and inclusive services to diverse communities in each country. Cultural understanding is also important because of the combination of disability, poverty, stigma and discrimination experienced by many recipients of occupational therapy.

As a post-graduate education for more than 10 years the European Master Program in Occupational Therapy has tried to build in these competencies within the very structure of the education. Five different universities within Europe are partners in this program and recruit students from all over the world. The program has recently received a special award for internationalisation as one of only ten programs in the Netherlands.

In the workshop participants will work with examples on how problem-based education can be organised to achieve this competencies and how students can experience them. We intend to inspire both students and teachers with ideas on how to organise education and learning situations as well as how to establish co-operation over cultural borders.

Session 2: Implementing a 'European-year-theme-module' in the bachelor program to pursue tuning competencies in international cooperation

Patricia De Vriendt, Dominique Van de Velde, Stijn De Baets, Elise Cornelis (University College Artevelde,)

Volunteering was the central subject of a new course into the bachelor curriculum, to achieve 2 competences: (1) Management and promotion of occupational therapy and (2) Research en development of occupational therapy/science. The competencies are assessed based on the first level descriptors (Tuning Project Group).

The course has an equivalent of 5 ECTS and starts in the first year, and reaches its climax at the Enothe conference when students are in their final year. The outcome of the course is (a) to disseminate the students' supervised research work by means of posters, workshops, lectures and market places at the Enothe conference and other scientific congresses and articles; (b) to disseminate their work through vulgarizing articles by working together with bachelor students in journalism. The course methodology can be applied to the subsequent European year themes.

It is the goal of this workshop to share knowledge and expertise of this 'socially relevant' module. It would be interesting to organize the course in cooperation with European Partners. The development process,

the structure and implementation of this module into the curriculum will be presented as a starting point to open a discussion and it is hoped that it results in a joined organization.

Session 3: ORAL PRESENTATIONS

Oral Presentation 1: Service - learning: enabling occupational therapy students to engage with 'non-traditional' communities to explore the concept of 'meaningful occupation'.

Fiona Douglas & Vanessa Parmenter. (University of The West Of England, Bristol, UK)

The aim of this presentation is to describe an Occupational Therapy Programme initiative which has embedded the issues of civic responsibility and public engagement in addition to experiential learning of the concept of 'meaningful occupation'.

Changes in delivery of care models in the UK are challenging allied healthcare professionals to consider wider contexts for practice. This has led this Occupational Therapy Programme team to look for alternative practice opportunities.

Since 2006, the Occupational Therapy Programme has collaborated with the University's Community Volunteer Programme to enable the first year students to spend two weeks working as volunteers with a broad range of voluntary organisations. Initially the purpose of this experience was suggested by evidence from Furco (2001) who defined a pedagogy linking academic study with public service activities as 'service-learning'. In addition it became clear that this event could also be an opportunity for the students to have practical experience of the value of 'meaningful occupation' and explore their reactions to this. This two week experience has become known as 'Widening Occupations Weeks' – WOW weeks.

The WOW weeks have run annually now for 5 years and the contents of the presentation will include student feedback on the experience, along with feedback from the contributing organisations and the development of new practice areas.

Oral Presentation 2: The Study of Occupation through Practice – a community-based student learning experience

Sarah Quinn (Dublin University at Trinity College, Ireland)

The Study of Occupation Practice course, taught through service-learning (a community-based learning experience), requires students to volunteer with community partners for two hours per week across two academic years. Second year students are required to spend time getting to know a person and to facilitate that person's engagement in meaningful occupation.

This presentation will describe the course objectives, practices and supports. Through the use of case studies, it will illuminate the successes and challenges in building collaborative community partnerships and

developing reciprocity. It will explain how students are supported to contribute to the community through means of 1. Specifically designed podcasts and e-discussion forums on Moodle (an e-learning platform), 2. Weekly reflective journal keeping using guided prompts, and 3. Classroom-based sessions.

In line with best delivery of service-learning courses, student-reflection on their personal, academic and civic development is central to students' learning experiences (Bringle & Hatcher, 1995). The presentation will highlight the essential position the e-moderator plays in supporting reflection on Moodle and the pivotal role that clear communication between the university and community partners plays in the success of the course.

Oral Presentation 3: Is video assisted training in hoist skills as effective as face-to-face training?

Aideen Gallagher Robert Gilligan (National University of Ireland, Galway)

Occupational Therapists (OTs) are valued professionals in health services, recognised for their skill in understanding the impact of the environmental demands, personal demands and task demands on the overall performance of an activity (AOTA, 2008). With this expertise, OT's are prominent professionals in the education of volunteers and family members in the use of assistive technologies such as hoists/mechanical lifts (Benton and Eillis, 2008).

This project, funded by the National Academy for the Integration of Research, Teaching and Learning (NAIRTL) involved the creation and evaluation of an evidence based, cost effective video tool in the education of OT students at undergraduate level on an ergonomic method of using a hoist. Incorporating a risk management framework, the video focused on efficiently and effectively using equipment at the therapists' disposal to its fullest potential when executing a hoist transfer.

The presentation aims to outline the background and main findings of this project confirming that video assisted training is as effective as face-to-face methods in teaching this clinical skill. Seeking to challenge traditional pedagogy in relation to teaching skills in hoist use, the project strives to provide an accessible and cost effective option for the education of volunteers in the community.

AFTERNOON PARALLEL SESSIONS

Session 1: Developing multi-media learning resources to enhance occupational therapy practice

Aideen Gallagher Margaret Mc Grath (National University of Ireland, Galway)

The value of multimedia resources to enhance learning and is broadly acknowledged within the research and practice literature (Gallagher-Thompson et al 2010; Isbye et al, 2006) and provides a cost effective opportunity to engage in learning (Lee et al., 2007). Although there are a significant amount of digital resources available on line, occupational therapy educators may struggle to identify and source learning

materials which are of high quality to meet the learning needs of students. Recognizing this opportunity to engage students in effective learning using digital resources, occupational therapists are in a position to develop quality learning resources tailored towards specific learning needs.

This workshop will provide a step-by-step guide to enable participants develop an idea for a digital resource into a final product.

Session 2: Exploration of the implications of involving students in 'role-emerging' and 'community development' placements through university collaboration with voluntary organisations

Roana Dickson (Glasgow Caledonian University (UK), Bénédicte Dubois (IFPEK Rennes, France), Anne-Mie Engelen (University College, Gent, Belgium), Ann Johansson (Jönköping University, Sweden), Sandra Schiller (HAWK Hildesheim, Germany), Ruth Zinkstok (Hogeschool van Amsterdam, The Netherlands)

In recent years there has been a move for some occupational therapy undergraduate programmes to involve students in 'role-emerging' (Totten and Pratt 2001) and 'community development' (Doll 2010) placements. Some of the aims of these placements include assisting students in developing competencies in health promotion and disease prevention (Scaffa 2001) through joint working with project staff, volunteers and service users.

According to research studies, involvement with voluntary services helps students to develop a strong professional identity and promoted creativity in intervention planning.

Should occupational therapy services be provided free of charge to voluntary organisations and do they promote or inhibit the establishment of paid occupational therapy posts? Can students develop a specific occupational therapy role in working with community volunteers? Does involvement in a placement in the voluntary sector promote active citizenship in the students? Are such collaborative projects sustainable and do they really have an impact on 'capacity building' (Chino and De Bruyn 2006) within communities?

Working methods: introductory presentation of the topic + group work, using images to stimulate creative thinking

Outcome: Statements on key topics presented by the workshop leaders

Session 3: How are learning outcomes of different Bachelor-thesis described, and what is our ideal for a Bachelor-thesis?

Anne Hove (OT programme Metropolitan University College, Copenhagen, Denmark)

There are discussions amongst educators regarding the intentions of the Bachelor-thesis. Is this the arena where the students show that they can work following scientific / academic methods or is the most important that they are able to explore clinical work issues in relation to current practice?

Based on such dilemmas we would like to facilitate a discussion about the aims different educations have for their Bachelor-thesis, how they describe their learning-outcomes and further to discuss what would be the ideal of the Bachelor-thesis.

The workshop will alternate between presentations and guided discussions.

Session 4: ORAL PRESENTATIONS

Oral Presentation 1: Designing evidence based health education programmes with service users involvement

Gaynor Reid with student(s) contributors (The University of Liverpool, UK)

Background: This paper aims to contribute to the sparse literature on service user involvement in higher education by describing a model used in Occupational Therapy of service users who volunteer their expertise.

The anticipated impact of service user involvement on future practitioners' skills, knowledge and attitudes will be explored and the practice of working "with patients to support them with their health needs." (DH 2005 piii). This approach was underpinned by the concept of inclusivity in practice and the belief that consumer involvement is important in providing a 'holistic interpretation of health' (Boote 2002 p 217).

Methods: An action learning approach was used to develop an evidence based health education programme which was informed by current research and constructive feedback from peers, service users and tutors. Service users contributed to the teaching of allied health professionals using tutorials and didactic lecture formats. This new initiative was evaluated from a student, staff and service user perspective using small focus group sessions and a module evaluation survey.

Results: The scope and limitations of involvement were identified and these will be acted upon to optimise service user involvement in the future. Evaluation demonstrated positive benefits. Themes related to:

Support: face to face contact

Knowledge: ideas, signposting and information

Programme evaluation: constructive feedback, realistic intervention designs, multiple perspectives.

Conclusion: Preliminary evaluation suggests positive benefits for students, staff and service users when service users are actively involved in the teaching of evidence based interventions.

Keywords: Service user, evidence based interventions.

Oral Presentation 2: The development of Volunteering on an undergraduate programme

Rosi Raine & Pat Eyres (University of Plymouth, UK)

Main issues: Development of volunteering opportunities and use of volunteering in the undergraduate curriculum

Aim of presentation: To report on feasibility study undertaken at Plymouth and the development of a module in which volunteering is used.

Employment opportunities for OTs within the third sector in the UK are rapidly developing (DoH 2008), in addition to transformational changes requiring OTs to have experience in social enterprise and business practice (Lawson-Porter and Skelton 2009). It is imperative we equip graduates with the skills to address these changes, now and in their future careers

A feasibility study established relationships with local groups, explored the feasibility for volunteering, captured recent graduate/student opinion and researchers reflections. Two research assistants collected and analysed data from 20 local organisations all of whom proved enthusiastic about the project and sufficient volunteering opportunities were established to present volunteering as a route to completing an undergraduate module on the BSc in Occupational Therapy. This module uses students' experiences as a vehicle to justify and explore the use of a wide range of occupations as intervention. Further analysis will be reported using data collected from students who have completed the module (198 words)

Key words: Volunteering, Employability, Occupation

Oral Presentation 3: Theatre as Occupation for Asylum Seekers: Collaboration, Relationship and Liberation.

Sissel Horghagen (Sør-Trøndelag University College, Norway)

Keywords: Asylum Seekers, Occupational science, Participation

This presentation is based on a published article that focuses on theatre as an occupation for asylum seekers living in immigration centres. The aim is to describe the engagement of asylum seekers in a theatre production that presents their narratives and experiences. The participants came from a Norwegian reception centre for people seeking asylum and originated from Asia and Africa.

The study had an ethnographic design and used participatory observations. Data was analysed using an interpretative method. The findings identified themes of waiting for a future, making narrative turning

points, becoming visible through participation and creating meeting places with possibilities through theatre, will be deepened in the presentation.

The discussion and conclusion addresses how engagement in theatre activities might serve to liberate people in locked situations, how participants in such occupations creates relational aesthetics that can construct collaboration and social relations, and how stories of life experts can create art expressions in the context of applied theatre without being a professional artist.

FRIDAY 4TH NOVEMBER 2011 (ENOTHE MEETING DAY)

FIRST PARALLEL SESSIONS

Session 1: Implementing Service Learning in European Occupational Therapy Curricula – A Framework to Guide Practice

Margaret Mc Grath (National University of Ireland, Galway), Saskia Hofstede-Wessels (Hogeschool van Amsterdam, The Netherlands)

SL is a form of experiential learning during which students engage in meaningful service in the community, which is linked to their academic studies. Emerging from the United States SL is increasingly popular in European education. In order to use SL effectively educators must be sensitive to local needs. Therefore, SL is frequently 'localised' i.e. adapted to accommodate the local context. Limited attention has been paid to the processes involved in 'localising' SL and little guidance is available regarding factors that must be considered when developing SL opportunities.

This workshop facilitates participants to analyse key factors, which will determine how and why SL may be implemented in their local context. Participants will be guided through this process using a framework designed to analyse the development of SL in European and their local context (Hofstede & McGrath, 2010).

Session 2: Voluntary learning in a program for Internationalisation at Home

Ton Satink (Hogeschool van Arnhem en Nijmegen, The Netherlands), Inge Blondeel (Hogeschool West-Vlaanderen- Howest, Belgium), Elisabeth Fattinger (FH JOANNEUM University of Applied Sciences, Austria), Sabine Akande (Hogeschool van Arnhem en Nijmegen, The Netherlands)

(Elaine GLAVANOVITS and Lisa Maria GERNER FH JOANNEUM University of Applied Sciences, Austria)

ICC@home is a program that students join on a voluntary base to deepen their knowledge and insight in occupational therapy in an European context. It offers students the opportunity to work and learn together

with a fellow student from another country. They learn to face the development of OT not only on national but also on international level. Therefore students design a 'comparison question' about a case (client group) in an international context.

By sharing data's they reflect about similarities and differences.

They compare about the quality of care of OT services in general (organization health care and OT) and also for a specific client group (methods, attitudes, organisational structures) in different EU countries and they reflect on intercultural issues.

This program aims to stimulate their awareness as an international and intercultural being.

Workshop: PPT, simulation, discussion

As ICC@home has started as a pilot project, this workshop will present the first experiences from the perspective of the tutors and of the participating students.

The participants will be invited to discuss the project and explore the possibilities to extend the partnership.

Preferred outcome

Refining the program with innovative ideas from the participants.

Extensions of the partnership and network for ICC@Home

Session 3: TAPAS Association: Therapy for All patients in All Situations.

Luc Vercruysse, Reninka De Koker, Cristina de Diego Alonzo

(TAPAS: Therapy for All Patients in All Situations)

An interdisciplinary approach in an international context.

Our mission is bringing the necessary therapy to patients who are deprived of it because of any reason (politically, religiously, poverty, ...)

We also organize formation of therapists, therapy students and volunteers by giving courses, congresses

We try to make local publications about our association as much as possible.

Projects:

Klenica (Poland): in collaboration with OTwB

Jazskotle (Poland): in collaboration with OTwB, TAPAS since 2007

Esteli los pipitos (Nicaragua):TAPAS project since 2008

Esteli Escuela CRISTAL (Nicaragua) :TAPAS project since 2009

El cotelengo de Don Orione: (Argentina), Claypole: TAPAS project since 2010

Lights of hope. Calcuta (India): TAPAS project since 2010

Publications :

Uso Terapeutico del Aprendizaje de un Idioma., Revista APETO n°39, 4/06, pag.49-61.ISSN 1575-5606

Experiencia e Ilusión: Una rehabilitación pediátrica en Polonia., Revista APETO n°42, 4/07, pag.36-47.

Diversity of articles in local newspapers.

Television interview on ROB (local television Leuven - Belgium)

We worked together already with:

Hogeschool Universiteit Brussels (HUB) , dept. Occupational Therapy (Belgium)

University of Reus (Catalunya/Spain), dept. Of Physiotherapy

Universidad de ciencia de Salud, OT dept. Zaragoza(Spain)

Escola Universitària Creu Roja. OT dept.Terassa Barcelona (Spain)

University of Applied Sciences, Turku (Finland) dept. Occupational Therapy

CVU Vest Esbjerg (Denmark), dept. OT

OTwB , Spirit of survivors. Barcelona (Spain)

BUSO Terbank Heverlee (Belgium)

De Twijg , basisschool Wijgmaal (Belgium)

The workshop will go over our mission and goals.

We will use interactive creative methods to inform the attendants of the workshop about that interdisciplinary work in an international environment and try to inspire the audience to collaborate with us.

Session 4: Emergent roles: voluntary occupations, social entrepreneurs

Nick Pollard (Sheffield Hallam University, UK) Dikaïos Sakellariou (Cardiff University, UK)

Social enterprise is one of the approaches which is being proposed to address changes in health and social care policy. Community based initiatives such as social enterprises are often presented as a solution to issues such as an ageing population or widening disparities in health. However, the altruism of volunteers is not enough by itself to sustain a project; not enough attention is paid to the need for careful management and very good communication skills. How can occupational therapists prepare themselves to meet these new demands? What kind of occupation based initiatives might social enterprise approaches be able to offer?

We will begin with an overview of social enterprises involving volunteers and some examples of projects in Wales and Yorkshire which involve occupational therapy input. Small groups of 4-5 first discuss voluntary experiences and social enterprises, and identify key needs that they can agree to develop a model social enterprise project outline for. Through groupwork and guided discussion the workshop will explore some of the presentation, planning, development and sustainability issues which occupational therapists may need to address in setting up social enterprises. The learning outcome will be that participants will develop a critical awareness of social enterprise issues

Session 5: ORAL PRESENTATIONS

Oral Presentation 1: Developing the evidence base in occupational therapy: Students as Co-Researchers (SCoRe)

Katrina Bannigan, Mandy Boaz, Rebecca Eaton (York St John University, UK)

Historically pre-registration education students have been precluded from engaging in primary research for governance and ethical reasons. Although this has changed, facilitating a learning experience that enables students to engage in meaningful research is difficult. Anecdotally students report that they would rather be involved in research that is relevant otherwise they feel like they are 'jumping through hoops'. Many academics find it challenging to balance the demands of teaching and scholarship. One solution to both dilemmas is to involve students as co-researchers in projects facilitated by academics. The aim of this presentation is to report the SCoRe project; an innovation of York St John University's occupational therapy programme. It will be explored in terms of the:

- concept of students as knowledge creators,
- enhanced learning experience, in which students can develop transferable skills, e.g. teamwork, even if they choose not to pursue a research career,
- need to create an environment in which pre-registration students can engage in meaningful research alongside academics as co-researchers,
- opportunity to develop the evidence base within the profession, and
- a model for student collaboration that can be adopted by other institutions.

Key words: research, education, collaboration

Oral Presentation 2: "@ctive Student": a university scheme to support student volunteering

Gaynor Sadlo, Beth Thomas-Hancock, Student (University of Brighton, UK)

Volunteering is on the increase, partly due to rising unemployment and people's innate need to be productive, and partly due to a growth volunteer agencies supported by national politics and international policies and promotions, like this European Year. Volunteering provokes interesting aspects of occupational therapy theory, being an example of a productive, purposeful and also altruistic activity. Well conducted

research strongly supports volunteering as a way of enhancing quality of life through reduced stress, improved perceptions of happiness self-worth, increased social networks (Lum & Lightfoot 2005) and even spiritual growth (Borgonovi 2008). The University of Brighton has a proactive network, called @ctive Student, where especially appointed staff support students through preliminary site visits, health and safety checks including risk assessments, and by advice about preparing personal portfolios to include descriptive and analytical accounts of their experiences of volunteering.

The aim of the presentation is to share our experiences, through the example of a current project, Getting in iTouch, where occupational therapy students volunteer to work with older people in care homes, to introduce them for the first time to the internet, including emailing and electronic media, via more user-friendly iPads. Volunteering is also being incorporated within other research projects.

Oral Presentation 3: Increasing Occupational Therapy Students' Feelings of Civic Responsibility through Service-Learning Experiences

Maggie Maloney, OTR/L, Ph.D (Saint Louis University, USA)

Service-learning (SL) is a growing component in numerous MOT curricula as a way for students to link the academic with the practical. SL students report they often feel “changed” and “inspired” after their course. SL also challenges students’ preconceptions of the community, organization, or populations served and may lead students to develop a life-long commitment to civic engagement, social responsibility, and volunteerism.

This qualitative study verified the benefits of using SL as a method to (1) enhance MOT students’ competency with theoretical concepts and (2) challenge their feelings of civic responsibility. MOT graduate students at an urban university were enrolled in a semester-long SL experience at homeless shelters or community mental health centres during which they maintained weekly reflective journals. Following IRB approval, six volunteers de-identified and submitted their journals for analysis. Three analysts found themes of increased self awareness, awareness of homeless individuals as persons, awareness of social issues, professional self-efficacy, and the development of a desire for future volunteering as a method to demonstrate professional advocacy and leadership skills.

This presentation will provide basic information about SL principles and evidence of the positive benefits experienced by students as they test their burgeoning occupational therapy professional skills with ‘real-life’ clients.

- Keywords: Qualitative Research, Education, Service-Learning

Session 6: ORAL PRESENTATIONS

Oral Presentation 1: Motivating students to perform voluntary activities; every lecturer's challenge

Alex de Veld and Dore Kemmeren (HAN, The Netherlands)

Introduction

De OT professional is continuously developing his qualities. In the Netherlands EN has organized a quality system in which OT professionals collect what is called 'qualitypoints' for their registration. To make student aware of the necessity to work on developing personal quality the study at the HAN University of Applied Science has integrated a similar program in the curriculum. A lot of different activities like organizing workshop/ clinical lessons or attending symposia/ presentation are possibilities to gather 'qualitypoints'. On voluntary base students choose whatever they experience as meaningful for their professionalization. Next to the purpose is that students develop awareness for developing qualities they are stimulated to create a personal point of view regarding lifelong learning.

Workshop: PPT, discussion

As this system has been used for year, examples will be given. Also the concept of the system will be explained.

The participants will be invited to discuss this example and explore the possibilities to extend this to their own country.

Preferred outcome

Inspiration in challenging students to perform voluntary activities, to implement 'qualitypoints' in their own country and collecting suggestions to improve our system.

Oral Presentation 2: Voluntary learning in a program for Internationalisation at Home

Ton Satink, Janne van Dalen, Marijke Bijvank, Lieke Kuipers (Hogeschool van Arnhem en Nijmegen, The Netherlands), Elaine GLAVANOVITS and Lisa Maria GERNER (FH J, Austria)

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Workshop: PPT, simulation, discussion

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The participants will be invited to discuss the project and explore the possibilities to extend the partnership.

Preferred outcome

Refining the program with innovative ideas from the participants.

Extensions of the partnership and network for ICC@Home

Oral Presentation 3: Understanding occupation through volunteering: a student perspective

Aisling Dempsey and Orla Sullivan (Trinity College Dublin, Ireland)

The presentation will address the experiences of two occupational therapy students learning about occupation through volunteering. As part a second year 'Study of Occupation' module, the students spent at least two hours per week with an assigned person, and were to facilitate meaningful occupational engagement with this person.

In the presentation, the students will give accounts of their involvement with their people. They will discuss the learning involved in building a relationship with the person, understanding what was meaningful to the person, and identifying factors that enabled or hindered occupational engagement for that person. The presentation will focus particularly on the process and outcome of engagement in meaningful occupation. The students will describe how OT theory enhanced their understanding of the person and their engagement in occupation of meaning. The students will discuss the experience of the person with whom they volunteered, and what the students gained personally and professionally from this volunteering opportunity, including enabling them to think about how occupation is experienced in everyday life (Hasselkus, 2011) .

Key-words: volunteering; occupation; learning

Session 7: ORAL PRESENTATIONS

Oral Presentation 1: Experiences and benefit of volunteering as OT-students

Banek Birgit, Irk Regina, Seyss-Inquart Angela, Steingruber Theresa (FH Gesundheitsberufe OÖ GmbH, Austria)

In 2006 the volume of voluntary work in Austria was around 14.692.700 weekly working hours. This is about 11% of the salaried employment activity which demonstrates that the work of volunteers is an important economic factor (see Statistik Austria 2008).

2011 is the year of volunteering (see Year of Volunteering). Like mentioned above we started volunteering in a project in Upper Austria which allows people with disabilities to learn scuba-diving supervised by scuba-diving instructors and therapists (see Hackl 2011).

In the search for the answer to the question, why people volunteer, we found out our research question.

Research Question

Which experiences and benefit owing to volunteering are useful for us as OT-students and future OTs?

Method

All participating students have to join at least two afternoons at the scuba-diving-project. The experiences are going to be deliberated and written down in a group interview in the end. Adjacent all statements are going to be classified and put in categories. A member-check is going to be done to verify the outcome.

Keywords: experiences, benefit, occupational therapy students, volunteers

Oral Presentation 2: Enabling Self-Care and Competent Service: OT Students Support Young Volunteers

Nicole Günzel, Rebekka Horstmann, Pia Meißner, Janne Bünning (HAWK Hildesheim, Germany)

Many young school-leavers in Germany do volunteer work to gain insight into future work areas. In order to recruit new professionals in healthcare, it is important that these young people make positive experiences during their volunteer service. However, many volunteers working in health and social care are often ill-equipped to face difficult and strenuous situations, where they are expected to function like professionals, and as a result regularly have difficulty in maintaining their physical and mental well-being.

This is an area where OTs can apply their specific competence and professional knowledge. In our presentation we want to introduce the experience we have gained in organizing an information workshop for young volunteers (on e.g. the following topics: information on specific clinical pictures and how to deal with clients, children's development and how to support it, relaxation, ergonomics, and consultation with colleagues). By gaining information, discussing and reflecting, learning self-awareness, and exchanging experiences, volunteers are enabled to a) become conscious of strengthening and damaging factors in the workplace, to b) be able to use their own resources as well as the resources of their environment effectively, and to c) be able to better deal with stressful situations.

Keywords: self care, volunteer sector, coaching

Oral Presentation 3: Voluntary work and mental health: an important factor for social inclusion.

Aude Abellan, Romain Bertrand, Milena Hiller, Claire Pitollet (University of Applied Sciences of Western Switzerland)

Volunteering allows social inclusion and competences development related to productive role in society. Access to work or volunteering is limited for people with mental health problems in Europe, because of too few opportunities and advocacy. Using a capabilities and empowerment approach, the OT adapts and modifies the environment therefore enabling people to engage in volunteering. The aim of our presentation is to explore the potential of the OT's interventions through the example of "Magasin du Monde", a non-profit organization. Not only difficulties and barriers are illustrated through a couple of interviews with managerial staff, but solutions and interventions are also discussed.

Keywords: Empowerment, Social Inclusion, Mental Health

Session 8: ORAL PRESENTATIONS

Oral Presentation 1: Volunteering as a meaningful occupation: Motivations and experiences of young adults in an area of regeneration.

Brian O'Sullivan (University of Limerick, Ireland)

In recent years, the city of Limerick in the Midwest of Ireland, has received a lot of intense negative media attention with particular focus being placed on two main socioeconomically deprived Limerick communities, Moyross and South Hill, located on the north and south sides of the city (Fitzgerald 2007).

This paper will present a qualitative study that was undertaken to gain an understanding of the motivations and personal experiences of volunteering. Seven participants from a volunteer youth committee in a designated regeneration area of Limerick were interviewed. This project, initiated by a group of young people, arose from a wider community empowerment initiative which applied an asset-based approach to community development. The findings were analysed using thematic analysis.

The research revealed a range of motivations and experiences of volunteering including wanting to make a difference, increasing self-confidence, having a voice and being part of the community. This supports the occupational therapy philosophy that occupations need to be meaningful to hold therapeutic value.

This paper will further highlight how engagement in a volunteer role may have potential benefits to health and well-being, particularly to aspects of mental health.

The presentation will highlight the potential of Occupational therapy in working with young people in these socially deprived communities. Further, by increasing our understanding the volunteer's motivations and experiences, the use of volunteerism as an occupational therapy intervention and as a means to community development will be supported.

Key words: Volunteering, Community Development, Meaningful Occupations.

Oral Presentation 2: A DVD Intervention Improves OT Mental Health Practice with Older Adults

Cathy Lysack, PhD, OT(C) & Peter Lichtenberg, PhD (Wayne State University, Institute of Gerontology, USA)

AIM. This presentation will describe the results of an intervention study designed to strengthen the mental health skills of occupational therapists working with older adults.

STUDY PURPOSE. To assess occupational therapists' knowledge change and practice change before and after an educational intervention.

METHOD. An educational intervention using DVDs was tested in a pretest-posttest design. Occupational therapists (n = 30) completed a brief knowledge and attitude questionnaire; a chart review (n = 384) of therapists' patients at 3 months before and 3 months after DVD training was also conducted.

RESULTS. Questionnaire data showed that the percentage of therapists with correct answers increased 20%–30% for 5 of the 11 knowledge items. Chart review data showed therapists spoke more often with their older patients about mood, depression, and cognitive impairment; screened more often for depression and cognitive impairment; and reported findings more often to the treatment team after training.

CONCLUSION. Educational interventions can significantly improve mental health practice with older adults.

KEY WORDS. Depression, continuing education, aging

Oral Presentation 3: Occupational Possibilities in Unemployment Situations: The Feasibility of Volunteering for Discouraged Workers.

Rebecca M. Aldrich, Ph.D., OTR/L (Saint Louis University, USA)

A primary aim of occupational scientists and occupational therapists is to promote positive occupational possibilities for all human beings. It is imperative to attend to situational factors when analyzing what occupational possibilities are available to people. Using two examples from a collaborative ethnographic study of discouraged workers, this presentation discusses the ways in which volunteering is or is not an occupational possibility in situations of long-term unemployment. Long-term unemployment is becoming

increasingly common as economies shift away from industrial orientations. Recognized as a productive activity, volunteering is often viewed as a replacement for formal employment, but little attention is paid to the situational factors that enable people to volunteer. The lives of two discouraged workers demonstrate that, despite having common labor force classifications, relative socioeconomic backgrounds, and places of residence, different situational relations yield different possibilities for volunteering. A transactional perspective, which increasingly informs scholarship on occupation, frames the discussion of these examples. This perspective is useful for occupational scientists, occupational therapists, and educators who seek to characterize the comprehensive relations that facilitate occupational engagement. The presentation aims to advocate the use of such a perspective to better understand and effect occupational possibilities in a variety of situations.

SECOND PARALLEL SESSIONS (FRIDAY, 4 NOVEMBER 2011)

Session 1: Community-University Partnership – A Preliminary Analysis

Hetty Fransen, Saskia Hofstede Wessel, Ines Viana Moldes, Karin Lillenberg, Margaret Mc Grath (Higher School of Health Sciences and Techniques of Tunis, Hogeschool van Amsterdam, Universidade da Coruna, Talin Healthcare College, National University of Ireland)

Community-university partnerships (CUP) is one strategy to promote civic engagement and active citizenship. CUP is innovative in education and a strategy to better integrate students, university and society. It is a way to stimulate reflective, ethical and critical thinking related to the profession and its contribution to challenges of contemporary society like occupational justice, occupational deprivation and occupational development.

The workshop will highlight findings of the on-going research-project on CUP experiences across Europe.

The workshop will:

- Discuss results from the preliminary analysis of CUP practice
- Generate understanding of the nature of community-university collaboration in occupational therapy in Europe
- Begin to develop guidelines for good practice

The workshop will use a participatory approach. The results of the preliminary analysis will be presented. Participants will discuss and reflect on these results in small groups. Through discussion guidelines for good practice will be identified. Finally there will be reflection on the use of CUP in occupational therapy education, the role of the university as a social actor and how to further develop good practice guidelines.

By attending the workshop participants will:

- Explore the nature of CUP experiences in occupational therapy
- Have increased awareness and knowledge about good practice

Session 2: SHOUT working in Schools

Lexie Freedman & Lauren Auger (Sheffield Hallam University, UK)

As students who are keen on promoting Occupational Therapy and disability awareness, especially to the future generation, we are keen to share our experiences of visiting local schools. We were running a variety of interactive games and discussions in the schools.

Games were developed aimed to help children understand what the challenges of completing tasks with a disability may be. They also aimed to allow the children to think of their development and how they could help people in the future.

The workshop will consist of a mixture of group tasks and discussions where we will be using the interactive games we used during our visits to schools. Alongside this we will share our findings based on both feedback from the children involved and the students who visited the schools.

Our focus was to help children understand the value of occupation and Occupational Therapy and this workshop aims to provide other people with the framework and confidence of potentially developing this in their own areas. Alternatively people can explore the work we did and our individual findings from using our own developed outcome measures.

Session 3: Voluntary work in the light of occupation science, identity en inclusion

Daniel Norena (Arteveldehogeschool Ghent, Belgium)

Background

In this paper we aim to obtain a bigger picture of the contribution of volunteers to the 'Rock for specials' festival. A festival for disabled young adults. It is the goal of this research project to get a deeper understanding of the reason to take part in this event as a volunteer.

Methods

Based on the hermeneutical philosophy; in-depth, semi structured interviews were conducted with 3 voluntary workers in order to gain an insider perspective on their commitment. Participants were selected using a variant criterion sampling strategy.

Results

Despite the young age of the volunteers, the contribution to a good cause is the main reason why they are committed to this special population. In addition, 2 more reasons were identified from the analysis; (1) possible achievements in life experience whilst working with disabled others and (2) using the facilities of the festival for their own benefit and personal growth.

Conclusion

We conclude that voluntary work is an important tool if we make reference to social inclusion and occupational justice. We believe that occupational therapy could be an efficient route for enabling occupation through voluntary work.

Outcome: We live in a modern society with modern rules that stipulate and promote the inclusion and participation of individuals in all sectors without distinction of race, religion, sex of disabilities, but is it so? It is the goal to open a discussion concerning this topic and relate the results of this research to occupation science, more specific to identity and inclusion.

Session 4: Occupational Therapists guiding volunteers in palliative care: results of a qualitative research.

Maryke Moens (Arteveldehogeschool Ghent, Belgium)

Introduction: In contradiction to the common thoughts, volunteering is important and seems to be very present in the Belgian society; 10-14% of the Belgian people is a volunteer. Some of them choose to work in palliative care. The aim of this study was to gain more knowledge about (1) What is the motivation of a volunteer to work in the palliative care? (2) And how do they cope with the psychological burdens they are confronted with?

Research method:

- phenomenological research-philosophy
- purposive sampling
- semi-structured interview using a topic list and observations
- analyses of data: peer-debriefing method

Results: The research made clear that volunteering is a chose based on the education and ideologies of the volunteer itself. The volunteer is trained by the network to require a maximal functionality within the palliative-care.

Workshop method and outcome: The results of the research project will be presented, in relation to OT and OS. The aim of the workshop is to have a guided discussion, resulting in a statement, supported by the workshop-members. We will have several demonstrations and exercises of techniques used in palliative care.

Session 5: ORAL PRESENTATIONS

Oral Presentation 1: Volunteering as a method in integration of young, unaccompanied refugees.

Vegard Eide Dall, Liv Nilsen, Marianne Bangsund and Beate Lysøbakk (Sør-Trøndelag University College in collaboration with Trondheim, Community, Norway)

Keywords: Immigrants, volunteering, integration.

Volunteering refugees - can volunteer work help promote integration for young, unaccompanied refugees?

The purpose of this student project has been to review whether voluntary participation in the project “Joy of Living for Elders” as a joy-companion can help promote the participants’ achievements in the introductory program for immigrants. The goal of the introductory program is to help newly settled immigrants to start studies or paid employment.

We have sought to find out whether participation in such volunteer activity with elders can be beneficial to young, unaccompanied refugees’ integration into society. To do this we have gathered information through participant observation, interviews and literature, using the KAWA-model to sort and understand our findings.

We wish to present our findings and our personal experiences from this project, hoping to convey that volunteer activity should be further explored as a tool for integration into society of immigrants, and that immigrants should be viewed as an untapped resource in the voluntary sector.

Oral Presentation 2: GOING OVER THE WALL: Volunteering with Children with life limiting Conditions

Victoria Nolan (Lecturer) Ann-Marie Concannon, Chloe Bateman, Corrine Keating and Gabriella Laki (Coventry University)

- The topic: Benefits to participant’s health and wellbeing through engagement in leisure occupations provided by a charity in the voluntary sector and benefits of volunteering for OT students.
- Main issues:
 - ‘Over The Wall’ is a charity which runs residential activity camps for children affected by life limiting illnesses. The presenters have had involvement with the charity in a voluntary capacity. The charity features in the presentation as the chosen example to demonstrate benefits to health and

wellbeing for participants engaging in leisure occupations and personal development for OT students through volunteering.

- The importance of leisure occupations to an individual's health and well-being.
 - How the voluntary sector facilitates engagement in leisure occupations.
 - How volunteering can enhance and develop the skills and competencies of OTs/students.
 - Barriers to OTs/students participating in volunteer work.
 - The importance of integrating leisure occupations into our practice.
- Aim of the oral presentation: To increase OT awareness of the importance of leisure occupations in the voluntary sector as an intervention for clients to increase their health and well being. They will also gain an understanding of how volunteering as both an OT and/ or student helps build skills and competencies so they can deliver holistic practice.
 - Keywords: enabling, empowering and engaging.

It is the intention that our presentation entitled 'Going over the Wall : Volunteering with children with Life limiting conditions', will provide an overview of Over the Wall as an organisation and provide an insight into the benefits upon a child's health and well-being through attending the summer camps, .Occupational Therapy theory will be drawn upon throughout the presentation to provide an OT perspective of the experiences of both children and volunteers at the Over the Wall summer camps.Theory to be drawn upon includes the therapeutic aspects of leisure, phenomenology, Therapeutic recreation, play as a child's occupation and Occupational science focusing upon Doing, Being and Becoming. The second half of the presentation will discuss the experience of volunteering with Over the Wall as OT students. The presentation will focus upon the importance of volunteering to organisations such as Over The Wall, benefits to OT students education and practice following participation in volunteering experiences. Attention will also be given to discussion about the importance of reflection during and following a volunteering experience. Camp activities will be demonstrated to the audience at certain points in the presentation, to help provide an illustration of the camp experience for the audience.

Oral Presentation 3: HOW OTs CAN CONTRIBUTE TO VOLUNTEERS' WORK - Training Clinics For Volunteers

Veronika Hörfarther, Franziska Riss, Kerstin Rockenschaub, Barbara Rümmele (Fachhochschule Salzburg - University of Applied Sciences Salzburg, Austria)

topic:

How OTs can contribute to Volunteers' work (maybe subtitle: training clinics on medical and occupational therapy knowledge)

main issues:

presentation of the project we carried out (2 sessions with clients and 2 sessions on medical and practical OT-knowledge for volunteers), it's results (including volunteer's feedback) and our benefits and experiences from the project

aim:

providing ideas on how OTs and volunteers can work together and improving

knowledge of OT itself amongst volunteers

keywords:

- OTs working with volunteers
- Providing knowledge
- Experiences and visions

Session 6: ORAL PRESENTATIONS

Oral Presentation 1: The Marselis Walk - How to make the impossible possible

Nanna-Rozalina G.E Jensen, Naja Benigna Jensen, Anne Christine Linnet Lutzen, Mette Saabye Jensen (VIA University, Aarhus, Denmark)

keywords: Participation – Activity – Contact

The first Marselis Run, took place September 17th 1972. From the beginning, there was only one choice of distance, namely 12 km. In 2004 the Marselis Walk came along. The Marselis Weekend has grown to become the largest grassroots event in the annual Aarhus Festuge (Festival Week), where it is part of the start of the popular festival. The Marselis Walk runs on a 6 km route that goes out to the pump house, back along the forest path along the coastal road through Tivoli Friheden, around the Marselisborg Castle and home past the Memorial Park, some of the most beautiful places in Aarhus. In recent years, the Walk has attracted more and more participants and the high demand is a sign that many are happy for the exercise, the scenery and the atmosphere together with other participants. To make the Marselis Walk possible for elderly citizens in wheelchairs, occupational therapy students push them around, and together they have a fun, safe and pleasant walk. The speed is individual and depends on the elderly citizens. It is a fantastic experience where students enable meaningful participation of older citizens. The Marselis Walk is all free of charge and depending on volunteers.

Oral Presentation 2: The Dutch perspective on 'mantelzorg' in relation to International occupational therapy

Kelly Ackroyd, Miriam Bruning, Franziska Lohmeyer, Hélène Weusten (Hogeschool Zuyd, The Netherlands)

Our main aim is to explain the 'mantelzorg'-system in the Netherlands. In addition to it we would like to show a comparison how voluntary work is organised in three European countries (The Netherlands, Germany, and Turkey) and its added value for the OT-education and profession.

The 3 keywords that best describe our presentation are:

- 'Mantelzorg' in relation to occupational therapy
- Social environment / social network.

- Participation

Introduction/ Background info: OT's may have an added value to the Dutch 'mantelzorg'-system which is voluntary work with caregivers who are relatives or acquaintances.

'Mantelzorg' enhances participation in meaningful daily activities. The OT can adopt the role of a coach in helping relatives come to terms and carry out their new role as a care giver and empower/enable occupational balance.

Mantelzorg' is a unique type of voluntary worksystem. The presentation highlights the added value (e.g. empowerment) that OT's can have on the occupational balance of 'mantelzorgers' in a partner-relationship.

Abstract: The topic of our oral presentation is: The Dutch perspective and the importance of enabling/empowering family caregivers.

Our main aim is to discuss how OT's can enable/empower and support occupational balance of family caregivers in a partner-relationship.

The 3 keywords that best describe our presentation are (related to family caregivers in a partner-relationship):

- Empowering/enabling;
- Support and enhance occupational balance;
- (Importance of and relation to) social environment / social network.

Oral Presentation 3: Voluntary Work in Switzerland – An example based on the OTPF area “Leisure”

Roxanne Maritz, Irene Christen, Melanie Marchner & Esther Marthaler (ZHAW Zürcher Hochschule für angewandte Wissenschaften, Switzerland)

Voluntary work in Switzerland – PTA (Scouts for people with disabilities). The aim of our presentation is to provide an insight into Swiss voluntary work by highlighting a case study.

Based on the Occupational Therapy Practice Framework (OTPF), we focused on 'leisure' as an area of occupation. Out of various voluntary organizations which offer leisure activities, we chose PTA ('Pfadi trotz allem'), which is Scouts for children and adolescents with disabilities.

PTA enables handicapped children and adolescents to experience meaningful leisure activities in a new context. The organization of those activities is based on voluntary work.

Based on interviews with volunteers we will emphasize the relevance of such projects. Furthermore we will introduce this special association and share our experiences as visitors of PTA with the audience.

Keywords : Swiss voluntary work, leisure, people with disabilities

Session 7: ORAL PRESENTATIONS

Oral Presentation 1: Volunteering to Help Children having Learning Disability Cope with Educational Challenges.

Lusia Oganezovi, Larisa Jalaghania (Center of Child Neurology and Neurorehabilitation, Georgia)

The multi-disciplinary team members, two Occupational Therapy students, psychology student, psychologist and the special teacher, volunteer for project to develop their professional skills. The team works with four Children having Learning Disability, assisting them to engage in classroom activities.

The members were inspired to join the team when the Occupational Therapy students presented the project to “Young Psychologists Association” (YPA) members, explaining the meaning of “volunteerism” other skills needed for the project. The presentation generated several applications from psychologists and they were chosen according to their CV by Ministry of Education- multi-disciplinary team.

The team chose to work at Orphan House and mainstream school. According to interview with institution’s staff, caregivers, and school teachers children weren’t participating in classroom activities. The team’s assessment confirmed this and revealed that these four children can’t follow to the curriculum.

Project aims:

- Involve four children in classroom activities
- Involve caregivers and teachers in multidisciplinary team
- Involve occupational therapy and psychology students in assessing children’s skills, adapting to the environment and creating an individual learning plan under professional supervision
- Ask students how volunteering provides them new skills, competences and employability
- Institution becomes model for inspiring like-type projects from other YPA members
- Children-Education-Volunteers

Oral Presentation 2: Occupational therapy in primary education.

Yvonne Komen & Marcella Durkstra (Hogeschool van Amsterdam, The Netherlands)

Our keywords to describe the presentation are:

Knowledge:

On the primary school we worked with the KOEK. The KOEK means short observation occupational therapy children. The KOEK is an valid instrument to measure the fine locomotion.

Peter the under leg meter is an valid instrument to measure the length of the under leg.

Profession in practice:

At the primary school we worked the most with writing groups. We supported in those writing groups, the children which have had difficulties with learning how to write. In the writing groups we practiced the conditions that you need before you can learn how to write.

We also looked to the school furniture at the primary school. We took 'peter the under leg meter' to measure on which chair the child would sit the best.

Non-experts:

We gave a presentation to the parents, from the children which joined the writing groups. In the presentation we told what occupational therapy is and what we did in the writing groups.

At the primary school we worked close together with the teachers. All the work that we did at the primary school, were from the need from the teachers.

Oral Presentation 3: How to be(come) a 'professional' volunteer...

Students from Rotterdam under supervision of Ellen Roest (University of Applied Sciences, School of Health Care Studies, The Netherlands)

To prepare themselves to their contribution at the ENOTHE conference Rotterdam students are used to participate in a project which fits the European theme of the year. At the conference they will present a film about their project. Afterwards they will discuss the changing role of OT's concerning training and guiding volunteers in Health Care. Together with the audience they can try to think of the necessary competences.

Key words: training and guiding volunteers as an OT

Session 8: ORAL PRESENTATIONS

Oral Presentation 1: Older people as volunteers.

Kjersti Jørgensen, Kristin Jess-Bakken, Beret Hoddevik, Anette Lund (Oslo University College, Norway)

Topic: Older people as volunteers

Main issues: Volunteer work is clearly a good contribution to society. Our group wanted to investigate if volunteering gives a positive effect to those who volunteer. The reason why we wanted to look at older

people as volunteers was to find out if their losing the role of worker could be replaced by the role as a volunteer.

As we get older we change roles and occupations. To participate in multiple roles can have a good outcome through greater social integration. However, there is evidence that participation in multiple roles may impact on depression. It is possible that participation in multiple roles may act not only as a resource but also as a stressor for older people (Baker & Silverstein. 2008).

Occupations contribute to peoples self-identity, coping and provides fulfilment through social and productive participation, satisfying performance of required and desired roles, promote good health and wellbeing (McKenna, Broome & Liddle. 2007). Age related problems could result in loss of roles, which in term could lead to social disengagement and reduced life satisfaction. This would say that if older people are able to preserve their roles, life satisfaction might be maintained. According to McKenna et. al. older people reported a high degree of value attached to all of the roles in which they participated (2007).

Our study is a small qualitative study where we interviewed twelve older people working as volunteers.

We ask our participants in our study:

- What is their motivation for volunteering?
- How does the volunteer work affect life satisfaction?
- Do they think their engagement in volunteer work have made it easier to accept their new role as retired?

The aim: Find out whether or not volunteering eases the transition from employment to retirement. And how volunteering can contribute to successful ageing.

Keywords: Older people, roles, values and successful ageing.

Oral Presentation 2: “Safe-drinking-truck” - a tour through the cities to inform about alcohol abuse.

Anja Walter, Marina Lauffenburger, Corinna Jethon, Judith Emde (ET-Schule Reutlingen, Germany)

Alcohol abuse by teenagers is a rising problem throughout Europe. The importance of the issue is well known from news reports about binge drinking by young people. Thus our group of eight occupational therapy students decided to support social workers and employees of a sponsor, in their attempt to stop that trend.

We are a group of eight students from the School of Occupational therapy in Reutlingen (Germany). We intend to tour with our “Safe-drinking-truck” through the cities of the region in order to educate the youth in responsible alcohol drinking habits. We want to explain the health consequences of too much alcohol and show alternatives for drinking. In our oral presentation we will show how occupational therapy knowledge can be applied in the context of health education in public and how we approach the topic in a multidisciplinary team.

- Keywords: “Safe-drinking-truck”, teenagers, alcohol drinking habits

Oral Presentation 3: Time to Read Stories.

Maria Markova, Veronica Vladkova, Borislav Dojkov, Militsa Plamenova Ivanova (University of Ruse “Angel Kanchev”, Bulgaria)

“Time to read stories” is a project initiated by an OT graduate from Portugal on a 6-month Leonardo transnational placement in Ruse. Currently in Bulgaria there are 137 institutions with 7 587 children living out of family environment. They are deprived of simple things like listening to stories, which affects their education and future life. Reading stories is the first step to stimulate interest in books and learning. The presentation aims to demonstrate the organization, the implementation and the results of the project. The benefits of the action for the children and for the volunteers will be discussed.

Key words: abandoned children, volunteering, reading

MARKET PLACES

TITLE	MARKET PLACE TYPE	PRESENTER(S)/ SCHOOL/ INSTITUTION
Competence Centre of Housing Enabler	Education & Research	University College of Northern Denmark (UCN)
University of Montreal, OT Program - “open view on the world”	Education	Marc Rouleau - Sylvie Scurti Occupational Therapy Program-University of Montreal-Canada
OT-EuroMaster programme	Education & Research	Eric Tigchelaar European Master of Science in Occupational Therapy
Assessment Policy	Education	Lenaerts Reinhilde Artesis Hogeschool Antwerpen
Display and discussion of undergraduate work from the UCC curriculum	Education	Clare O’Sullivan Department of Occupational Science & Occupational Therapy. University College Cork

Engaging OT students' in research projects- considerations, experiences and recommendations	Education & Research	Mette Andresen University College Sjælland, Næstved, Denmark
Innovative courses available at Linköping University, Sweden.	Education	Kristin Alfredsson Ågren Linköpings Universitet
Occupational therapy shaping social policies in Europe?	Education, Research and Organisations	Hetty Fransen ; Margaret Mc Grath; Saskia Hofstede; Karin Lilienberg; Ines Viana Moldes
PBL after 10 years - experience and knowledge sharing.	Education	Annette Randbøll Sørensen Metropolitan University College
"Oslo University College: modules for international students"	Education	Cecilie Krüger Oslo University College
ENOTHE FUTURE	Education Research Organisations	Line Riddersholm (Projects Co-ordinator, ENOTHE)
ECOTROS - European Cooperation in Occupational Therapy Research & Occupational Science	Research	Professor Chris Mayers York St John University
intergenerational solidarity through volunteering	Research	Lotte Pepermans Arteveldehogeschool Gent
Voluntary work in the fire brigade and how it affects Occupational Balance	Research	Jana Zimmermann Fachhochschule Wiener Neustadt für Wirtschaft und Technik GmbH
Health promotion in occupational therapy	Research	Ingeborg Nilsson Umeå University, Department of Community Medicine and Rehabilitation
Research Centre for Occupation & Mental Health (RCOMH)	Research	Katrina Bannigan Research Centre for Occupation & Mental Health
Research and development – University College Cork, Ireland	Research	Clare O'Sullivan University College Cork, Department of Occupational Science & Occupational Therapy

'AKABE'	Research	Silke Carly – Ann-Sophie Carly University College Artevelde
"Ergoman. Assessing the needs of informal caregivers of chronically disabled elderly living at home."	Research	De Koker Benedicte & De Vos Lieve University college of Ghent, Department of Health care Vesalius
Volunteers in street work	Research	Marieke De Temmerman University College Artevelde, Ghent
Blue Call Phone	Research Organisations	Evelien Billens Arteveldehogeschool Ghent
The organization of the 'Hond In 't Kegelspel' (HIKS)	Organisations	Laurier Tanita University College Artevelde, Ghent
CIETO - Same Aim Different Experiences	Organisations	Lola Vera Saura, Alicia Sánchez Pérez, Olga Rodríguez Gamiz, Noelia Mas Rasero, Miguel Angel Gracia Vesga Universidad Miguel Hernandez, Alicante, Spain
COTEC 2012	Organisations	Swedish Association of Occupational Therapists
SHAWCO- The Students' Health and Welfare Centres Organisation	Organisations	PAM GRETSCHER University of Cape Town
VILNIUS 2012	Organisations	Alma Cirtautas University of Vilnius

Education	Open on Thursday
Research & Organisation	Open on Friday and Saturday

TITLE	PRESENTER(S)/ SCHOOL/ INSTITUTION
Enrichment of experience of volunteering: comparison of junior and senior occupational therapy students	Cibule Lolita, Tomsone Signe, Kalnina Inara (Riga Stradins University - RSU)
Vilnius University Occupational Therapy students' and teachers' opinion on volunteering	Alma Cirtautas, Neringa Marčiulynaitė (Vilnius University, Faculty of Medicine, Rehabilitation, Sports Medicine and Nursing Institute)
Out of the box and into the future	Kim Bisschop and Ellen Roest (University of Applied Sciences, School of Health Care Studies, Rotterdam, The Netherlands)
ELSITO: Empowering learning for Social Inclusion Through Occupation: Our lived experience of the last two years	Luc Vercruysse, Chris Van der Molen, Lieve Matthijs, Geert Deroover (ELSITO LLL Grundtvig project 2009 - 2011)
Community Based Mental Health in Poland and Role of Occupational Therapy in it	Miłosz Kuśnierz Akademia Wychowania Fizycznego we Wrocławiu/ Academy of Physical Education in Wrocław
Meaningful occupation for unemployed through voluntary work - coordinated by OTs?	Corinna Heinze, Carolin Plegge, Meike Schmuck, Katharina Jentsch (Wannseeschule e.V., Ergotherapieschule)
Let's play together: Inclusion at the playground	Van Ruyskensvelde Pieter (Howest – Hogeschool West-Vlaanderen – University College West Flanders)
Voluntary work in the fire brigade and how it affects Occupational Balance	Jana Zimmermann, Thomas Morgenthaler, Barbara Samstag, Sigrid Eidler, Stefanie Schnabel (Fachhochschule Wiener Neustadt)
Daklozen Hulp Antwerpen made Possible by commitment of volunteers	Saskia Jurgens Jasmine van Regenmortel (Artesis University College of Antwerp)
Volunteers pull together adapting Sand Yachting to people with spinal cord injuries	Saubain Thoma (Howest – Hogeschool West-Vlaanderen / University College West Flanders)
Volunteering as an integral part of Occupational Therapy Education Programs	Anakarina Vorbeck Corcoran (University College Sjælland)
"Oxfam"	Andreas Kerckhoven (Arteveldehogeschool Ghent)
Volunteer in Personal Care: how can we help him?	McCarthy de Thoré, Philippe Turenne (IFPEK Rennes)
Occupation in Balance?	Suzan Serry, Marleen De Bruyne, Kaat Van Bauwel, Natalie Sneppe

	(University College Ghent, Faculty of Health Care Vesalius, Belgium)
Case Model for prevention and Occupational Therapy in elderly pluripathologic	Pérez Mármol, José Manuel, Ortega Valdivieso, Maria Azucena, García Rios, María del Carmen (Avenida de Madrid, S/N)
Volunteer work an educational occupation	Camilla Kitt Jensen (Metropolitan University College)
Volunteers in Osnabrück Nele Stagneth Merle Spörkel Janina Wollentin Bianca Holsten	Christina kleine Hillmann, Gesine Hustedt, Jana Post, Julianka Fischer, Nele Stagneth, Merle Spörkel, Gianna Raschdorf, Stefanie Baier, Janina Wollentin, Bianca Holsten, Maria Fendel (ETOS Ergotherapieschule Osnabrück)
XI National Congress of Occupational Therapy Students (XI CENTO, Spain): "Growing together"	Authors: Arévalo Serantes, Sara; Barreiro Dopico, Noemi; Barros Peteiro, Noelia; Bermúdez Bayón, Uxía; Blanco Álvarez, Beatriz; Cabanas Iglesias, Alba; Castiñeira Fariña, Estefanía; Filgueira Pérez, María; Gándara Insua, Laura; García Sánchez, Elena; Garea Vázquez, Miriam; Gómez Villar, Aroa; González Pousa, Noemi; Hermida Carballido, Natalia; Laso González, Alba; Lema Pérez, Teresa; Lema Sendón, Hortensia; Lojo Sayáns, Sandra; Míguez Barreiro, Ángela; Morán Tenreiro, Alejandra; Mosteiro Sigüenza, Sonsoles; Prado Lago, Esperanza María; Puente Cidranes, Marta; Riveiro Cobas, Sara; Tubio Tubio, Vanesa; Vilouta Pena, David (University of A Coruña, Facultade de Ciencias de la Salud, Spain)

All posters will be displayed any time Market places and poster sessions are open (refer to the main programme for the times).